

## **Assessment Report for SEMS 250: World Cultures Fall 2014**

### **Assessment Plan**

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Describe the historical development, the interconnectedness or complexity of different societies.
- Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.
- Explain course texts and theme by participating in seminar discussion, presentations, and writing.

Assessment Activities:

- Rubric Scoring, Random Sample of Final Student Presentations
- Discussion of Results
- Development of Action Plans

Rubrics:

- Global Learning AAC&U VALUE
  - Perspective
  - Diversity
  - Global Systems
- Critical Thinking AAC&U VALUE
  - Explanation
  - Evidence
  - Influence

Assessors:

- Bray, Music
- Buck, History
- Eppley, Religion
- Johnson, English

## Assessment Results

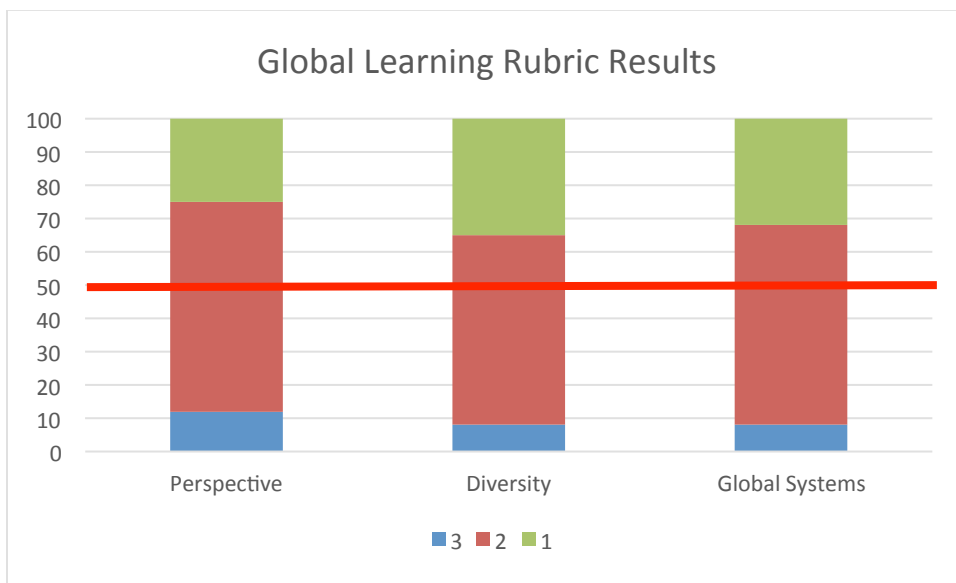
### Significant Factors:

SEMS-250 was taught and assessed for the first time in fall 2014. The majority of students taking SEMS-250 this year have not completed SEMS-100 or SEMS-200. Five sections were taught in the fall, and four sections were taught in the spring. The initial assessment goal was to establish a baseline for future assessments.

### Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

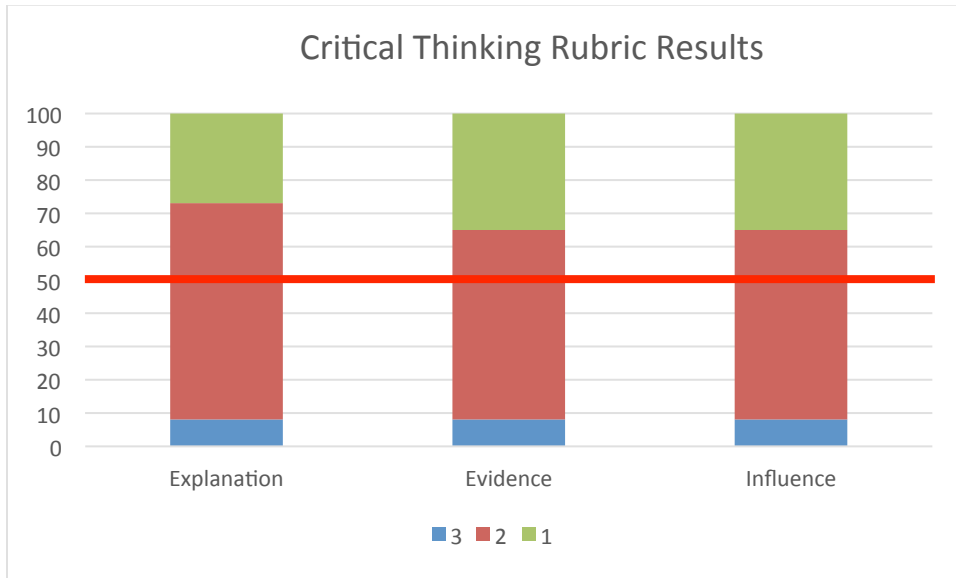
### Assessment of Global Learning



### Global Learning VALUE Rubric

- *Perspective*: 75% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Diversity*: With 65% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Global Systems*: With 68% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Explanation:* With 73% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 65% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Influence:* With 65% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## **Reflection**

### **General Observations**

We discussed the:

- Need for more training on how to transition ourselves from traditional lecture classes to seminar classes.
- Need for physical space that was set-up for seminar style classes. Many of the classrooms used were easily configured for discussion-based classes.

## **Action Plan**

### **Immediate Action Items**

We will start using all parts of the rubrics to match the other SEMS courses.

### **Possible Action Items for Next Academic Year**

These are possible action items. We will determine the exact action items after we complete the assessment of SEMS 250 during the Spring 2015 semester

1. Work individually on developing assignments that help guide students to meet the assessment goals not achieved in the first round.
2. Hold a Hodge Institute that focuses on development of current and future SEMS 250 course.
3. Hold faculty development opportunities on how to use different techniques to enhance student learning in seminar classes.
4. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.
5. Discuss with the groups teaching SEMS 100 and 200 where we find deficiencies in the Core Student Learning Outcomes and work with them on how we can improve learning at an earlier level.
6. In addition to discussing assessment criteria, we should also work toward standardizing assignments that will be collected for assessment purposes.
7. Faculty development workshops that reconsiders the use of evidence (i.e., primary and secondary sources, copyright issues, etc.) in the digital age so that we can be firm about our expectations regarding how students incorporate sources.