

Assessment Report for SEMS 250: World Cultures Spring 2015

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 Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Core SLOS
 - **Historical Development:** Describe the historical development, the interconnectedness or complexity of different societies.
 - **Critical Thinking:** Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.
 - **Seminar:** Explain course texts and theme by participating in seminar discussion, presentations, and writing.
- Global Learning AAC&U VALUE
 - Perspective
 - Diversity
 - Global Systems
- Critical Thinking AAC&U VALUE

Assessors:

- Buck, History
- Johnson, English

Assessment Results

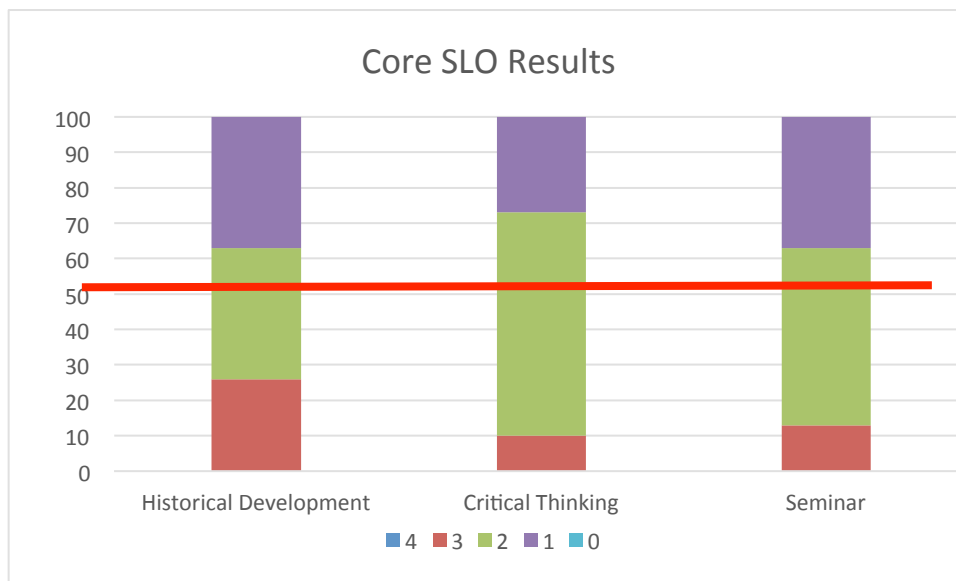
Significant Factors:

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.

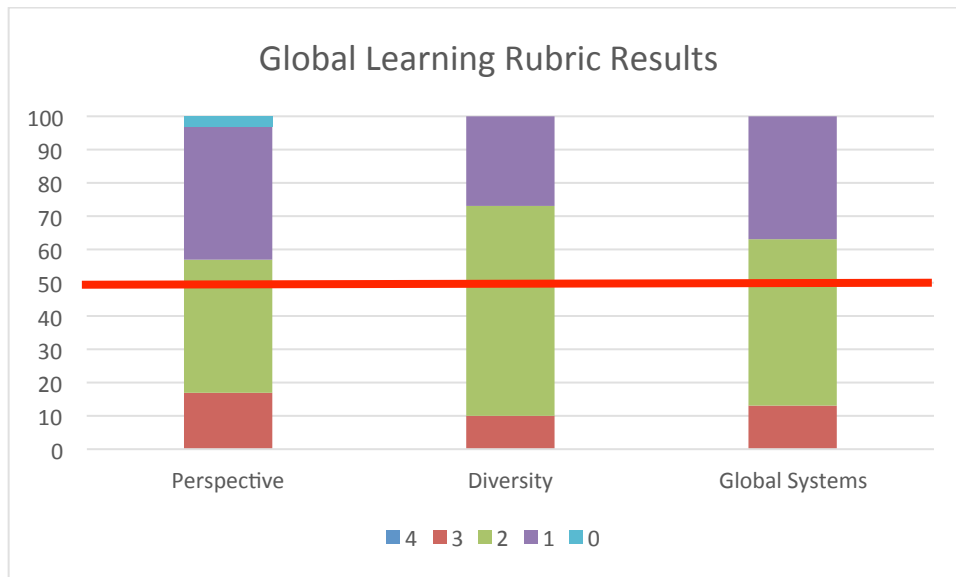
Assessment of Core Learning Outcomes



Core SLO Results

- *Historical Development*: 63% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Critical Thinking*: With 73% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Seminar*: With 63% of the student samples scoring a 2 or higher, we **met** our assessment goal.

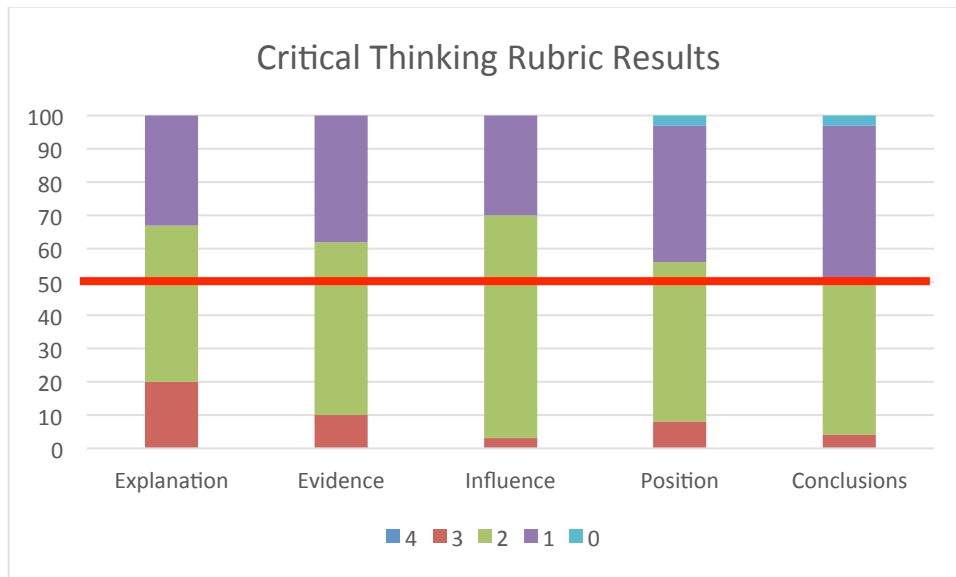
Assessment of Global Learning



Global Learning VALUE Rubric

- *Perspective*: 57% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Diversity*: With 73% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Global Systems*: With 63% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Assessment of Critical Thinking



Critical Thinking VALUE Rubric

- *Explanation:* With 67% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 62% of the student samples scoring a 2 or higher, we **met** our assessment goal. (Note: 1 score was N/A.)
- *Context:* With 70% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Position:* With 56% of the student samples scoring a 2 or higher, we **met** our assessment goal. (Note: 1 score was N/A.)
- *Conclusion:* With 49% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal. (Note: 1 score was N/A.)

Reflection

- 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.
- The need to spend time training faculty on the new Core SLOs and requirements for assessment assignments to ensure faculty are asking what we are assessing.

Action Plan

1. We will start using all parts of the rubrics to match the other SEMS courses.
2. Hold a Hodge Institute that focuses on development of current and future SEMS 250 courses.
3. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.
4. 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.
5. Design a signature assignment for assessment purposes for all SEMS 250 courses to use.
6. Develop a standard requirement list for grading/assessing seminar discussion.