

2019-20 Student Learning Assessment Report, Academic

Program: FYS	Degree: - Select One -	Department Head: Britt Haas	Submitted By: Britt Haas	Date Submitted: 07/12/2020
<p>Mission:</p> <p>The First Year Seminar is a two semester, writing intensive course taken sequentially by first year students. The goal of the Seminar is to prepare our freshmen for the intellectual life of college: how to read critically, how to engage with a text, how to articulate an informed position on big questions, how to write clearly and persuasively, how to voice an opinion in a classroom conversation, how to make connections between and among the readings they are doing, the subjects they are studying, as well as between Siena and the outside world. The First Year Seminar will teach our freshmen how to be students and will do this in a way that introduces them to the story that is unique to Siena and our Franciscan heritage. First and foremost, this course is academically rigorous and is a symbol of academic excellence.</p>				
1. Major/Program Student Learning Outcomes Students will be able to...		2. Phase		
1. Effective communication: Students will read carefully, write clearly, listen closely, and voice their positions persuasively.		Planning Planning2+ Collecting		
<p>3. Assessment Procedures (Planning/ determining) Method: (ex. tests, presentations, research paper)</p> <p>First Year Seminar-Writing Assessment Plan</p> <p>Phase 1: Design Writing Rubric (COMPLETED SPRING 2020)</p> <p>Phase 2: Collection of Student Essays</p> <p>A. Design e-Portfolio assignments to assure that most first-year students upload the research paper, which is a required assignment for all first-year students during the spring semester (TO BE COMPLETED SUMMER 2019) Due to COVID-19, this was not done.</p> <p>B. Coordinate with ITS to collect random, blind sample of student essays (ONGOING-SPRING 2020) Due to COVID-19, this was not done.</p> <p>Phase 3: Share Rubric with FYS faculty (SUMMER WORKSHOP- MAY 2020)-Due to COVID-19, Summer Workshop was not held in May 2020; we hope to share to hold a summer workshop in August 2020 and share the rubric then.</p> <p>A. Present/explain rubric and discuss</p> <p>B. Are faculty using rubrics that align with the one we created?</p> <p>1. If not, use this rubric</p> <p>C. Are faculty creating assignments that align with the rubric?</p> <p>1. Workshop on backward design/creating essay assignments</p> <p>D. Do faculty assign an essay for the required summer reading?</p> <p>1. If not, will need to do so for Fall 2020 Due to COVID-19 and the delayed summer workshop, which will hopefully be taking place just before classes begin on 8/24/20, this may not be feasible. There isn't enough time to implement this new policy.</p> <p>Phase 4: Select random, blind sampling of 2021 research papers (MAY 2021)</p> <p>A. 5 essays to be distributed to all FYS faculty</p> <p>B. 5-10 additional essays to be distributed to each FYS faculty member</p> <p>Phase 5: Assess 2021 papers using the Writing Rubric (SUMMER WORKSHOP- MAY 2021)</p> <p>A. All FYS faculty read/assess 5 common essays before Summer Workshop</p> <p>B. Full group discussion about points awarded/assessment to assure as much consistency as possible</p> <p>C. Each faculty member assesses 5-10 additional essays</p> <p>D. Collect data regarding students' assessed scores to see if students are meeting FYS writing requirement as identified on the Writing Rubric</p> <p>E. If faculty agree, change fall 2021 e-Portfolio assignment to include summer reading -Students would then be uploading their first essay (summer reading essay) as well as their final essay (research essay)</p> <p>Phase 6: Faculty members assess their students' summer reading essay using Writing Rubric (FALL 2021)</p>				

- A. Report results to FYS Co-Directors
- B. Follow up with random, blind sample assessment (WINTER 2021-2022)

Phase 7: Faculty members assess their students' research paper using Writing Rubric (SPRING 2022)

- A. Report results to FYS Co-Directors
- B. Follow up with random, blind sample assessment (Spring 2022)

Phase 8: FYS Co-Directors compare data (SUMMER2022)

- A. Assess student improvement in writing over course of one year (Fall 2021 – Spring 2022)
- B. Longitudinal assessment of scores/data from Spring 2021 and Spring 2022

Using a Sample of Students?

Yes

If yes, describe your sample.

Random sample of 60 student essays pulled from e-Portfolio

When does assessment occur?

At the end of each semester

How often does assessment occur?

At the end of each semester for the next two years

Criteria (How do you know students are achieving learning outcome?)

FYS Faculty will be introduced to the rubric (attached). We will all discuss the rubric to see if any changes need to be made. We will assess student essays together and discuss how we assessed them to make sure we are assessing in a similar manner. Subsequently, FYS faculty will use the rubric to assess their own students' essays.

4. Assessment Results
(Collecting/ analyzing)

FYS is in the planning phase.

Supporting Document(s):

[Supporting Doc FYS - Select One - Outcome 1 - Writing Assessment Rubric.docx](#)

Learning Outcome Met?

(Based on Criteria)
Not assessed