

2020-21 Student Learning Assessment Report, Academic

Program: FYS	Degree: - Select One -	Department Head: Michelle Liptak and Britt Haas	Submitted By: Britt Haas	Date Submitted: 07/14/2021
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Mission:

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.

Under most circumstances, students will remain with the same faculty member and classmates for both semesters. Themes for the first semester are: Heritage and Natural World; themes for the second semester are: Diversity and Social Justice. Within each theme, there are a few interdisciplinary readings common to all sections of the course. Individual faculty choose the remaining readings and an overall theme to bring coherence to their sections. The lives and stories of St. Francis and St. Clare are interwoven throughout the year.

In order to meet the goals of the seminar, class size is limited to 19 students. Classes are structured along a “learning community” model, where careful reading, vigorous class conversation, using writing as a way of learning, and thesis driven argumentative essays are valued. A lecture series and film series are also offered.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
<p>1. Effective communication: Students will read carefully, write clearly, listen closely, and voice their positions persuasively.</p> <p>Writing: The course will be organized around a writing-to-learn model. This means that students will use writing to help them interact with a text, to help them understand what an author is saying, to help them form their own arguments, and to write those arguments in a clear and persuasive manner.</p>	<p>Collecting</p> <p>Discussing</p>

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper)

Updated First Year Seminar-Writing Assessment Plan (updated 7/14/21)

Phase 1: Design Writing Rubric (COMPLETED SPRING 2020)

Phase 2: Collection of Student Essays

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

(COMPLETED SUMMER 2019, Ongoing)

Coordinate with ITS to collect random, blind sample of student essays (ONGOING-SPRING 2021))

Phase 3: Share Rubric with FYS faculty (SUMMER WORKSHOP- August 2020)

Present/explain rubric and discussed

Are faculty using rubrics that align with the one we created?

If not, use this rubric

Are faculty creating assignments that align with the rubric?

Workshop on backward design/creating essay assignments

Do faculty assign an essay for the required summer reading?

If not, will need to do so for Fall 2020

Phase 3-1: Shared Rubric with FYS faculty (June 1)

-Revised rubric 6/4/21

-All FYS sections required to assign summer reading essay Fall 2021

Phase 4: Select random, blind sampling of 2021 research papers (Completed MAY 2021)

Phase 5: Assess 2021 papers using the Writing Rubric (Completed June 2021)

5 common essays distributed to all FYS faculty attending Summer Workshop = 13/18 people
small group discussion about points awarded/assessment to assure as much consistency as possible--Two essays assessed during morning session, 6/1/21; Three essays assessed during afternoon session with different group assignments--small groups reported back to full group each time (Completed June 2021)

5 additional essays distributed to each FYS faculty member attending FYS Workshop to assess on own (11/18 people completed this part)(Completed June 2021)

Collect data regarding students' assessed scores to see if students are meeting FYS writing requirement as identified on the Writing Rubric (Completed 6/4/21)

Revised Writing Rubric based on faculty feedback from assessment (Completed 6/4/21)

Changed fall 2021 e-Portfolio assignment to include summer reading essay

-Students would then be uploading their first essay (summer reading essay) as well as their final essay (research essay)

Phase 6: Faculty members assess their students' summer reading essay using Writing Rubric (FALL 2021)

Report results to FYS Co-Directors

Follow up with random, blind sample assessment (WINTER 2021-2022)

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

Report results to FYS Co-Directors

Follow up with random, blind sample assessment (Spring 2022)

Phase 8: FYS Co-Directors compare data (SUMMER 2022)

Assess student improvement in writing over course of one year (Fall 2021 – Spring 2022)

Longitudinal assessment of scores/data from Spring 2021 and Spring 2022

Using a Sample of Students?

Yes

If yes, describe your sample.

Two research papers per each section of FYS were chosen at random from those that were successfully uploaded to ePortfolio/Digication.

When does assessment occur?

Ongoing

How often does assessment occur?

3-4 times per year

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

We have developed a writing rubric, which we have updated several times. We did this most recently after the first round of collective assessment of student research papers, on 6/4/21.

4. Assessment Results

(Collecting/ analyzing)

6/1/21- 13/18 FYS faculty participated

Morning Session: individually assessed two common essays using writing rubric then discussed in small group and small groups reported back to larger group

-Grades assigned to each essay:

Essay 1 (about gun control):

A range:

B range: /// = 3

C range: ///// = 7

D range: /// = 3

F range:

Essay 2 (about children's books)

A range:

B range: /// = 3

C range: ///// = 8

D range: // = 2

F range:

Afternoon Session: individually assessed three common essays using writing rubric then discussed in small group and small groups reported back to larger group

-Grades assigned to each essay:

Essay 1 (about war):

A range: ////////// = 10

B range: // = 2

C range: / = 1

D range:

F range:

Essay 2 (about social media)

A range: // = 2

B range: ////////// = 10

C range: / = 1

D range:

F range:

Essay 3 (about racism in NYPD)

A range:

B range: ///// = 5

C range: ///// = 5

D range:

F range:

These sessions were all about norming--establishing common benchmarks and assessment standards that align with the rubric. There was some concern about the rubric point system leading to lower grades. The points were redistributed according to align more with how we, as a faculty group, grade student work.

Note: Our norming improved for the afternoon session with much wider agreement on grades

Faculty each assigned 5 different essays to assess on their own using the revised writing rubric

6/4/21- Friday Session: 11/18 FYS faculty completed this part. Recorded grades for each person's 5 essays to see if the student work (totally 55 papers) suggested that students were, indeed, meeting FYS writing expectations:

Essay 1

A range: // = 2

B range: /// = 3

C range: ///// = 5

D range: / = 1

F range:

Essay 2

A range: / = 1

B range: ///// = 6

C range: /// = 4

D range:

F range:

Essay 3

A range: / = 1

B range: ///// = 6

C range: /// = 4

D range:

F range:

Essay 4

A range:

B range: ////////// = 9

C range: // = 2

D range:

F range:

Essay 5

A range: ///// = 6

B range: /// = 3

C range: / = 1

D range: / = 1

F range:

Note: Overall, the assessment of 60 total essays shows that students are meeting FYS expectations when it comes to writing with all but two earning grades in the C range or above with none earning failing grades.

After looking at the grade distribution, FYS faculty again discussed the rubric and modified it to align with commonly held expectations, specifically in regards to clarifying language on the rubric--Rubric updated 6/4/21

Some things to consider:

-only papers that were successfully uploaded to ePortfolio/Digication were considered

*2 sections (one Honors and one Regular) did not have any papers successfully uploaded to ePortfolio/Digication

-two papers per section were chosen at random from each of the papers successfully uploaded to ePortfolio/Digication even though

*some sections have as many as 23 students and others as few as 10

*4 of those sections were Honors

-if students struggle with following directions, which most often results in reduced grades on the research paper, they are also not likely to follow directions to upload paper successfully to ePortfolio/Digication and thus those students and others who just did not complete the assignment/write a final draft (the most common reason for earning an F on the research project) are excluded from the sample

Supporting Document(s):

[Supporting Doc FYS - Select One - Outcome 1 - Writing Assessment Rubric - Updated 6-4-21.docx.pdf](#)

Learning Outcome Met?

(Based on Criteria)

Insufficient data