

Student Learning Assessment Report, Academic

Program: FYS	Degree: - Select One -	Department Head: Meg Woolbright	Submitted By: Meg Woolbright	Date Submitted: 05/16/2016	
<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> <p>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.</p>					
1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
1. 3. Reflection on Franciscan Concerns: Students will read and reflect on the values of both St. Francis and St. Clare. Criteria: (How do you know students are achieving learning outcome?) We have written rubrics for each of	__NULL__	Method: (ex. tests, presentations, research paper) Response paper Using a Sample of Students? Yes If yes, describe your sample. One section per faculty member, roughly 20 sections.	For the Heritage Unit: Francis: Met: 60%; Exceeded: 23%; Unmet: 14% Clare: Met: 62%; Exceeded: 22%; Unmet: 12% For Natural World Unit: Met: 61%; Exceeded: 18%; Unmet: 18% (There was one	For next year, 2016-2017, we will do fewer assessments. Instead of 4, we will do 2: Heritage from the beginning of the year and Social Justice at the end of the year. With the two assessments, instead of just marking them as met, unmet, or exceeded, we will score each of the three categories of the rubric for each assessment, This will give us more and more detailed information on what our students are learning and not learning and how we can adapt our teaching to better suit their needs.	

<p>the four Franciscan values areas. Our goal is for 80% of our students to meet or exceed our expectations on each of the assessments.</p> <p>With each area, we wrote a common assignment and agreed to give the assignment in class at the end of each unit.</p>		<p>When does assessment occur? At the end of each of the 4 units.</p> <p>How often does assessment occur? Four times per year.</p>	<p>outlier faculty here who failed 61% of his students. (Otherwise we would have met our mark.)</p> <p>For Diversity: Met: 60%; Exceeded: 20%; Unmet: 17%</p> <p>For Social Justice: Met: 62%; Exceeded: 20%; Unmet: 13%</p> <p>Learning Outcome Met? (Based on Criteria) Yes</p>		
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