



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

2022-2023

FYS

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Submitted By

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Previously Submitted Reports

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Mission

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

1. Effective communication: Students will read carefully, write clearly, listen closely, and voice their positions persuasively. Informed Reasoning: Informed Reasoning: Students will think clearly, critically, and creatively. They will do this through rigorous engagement with both the common, shared texts and with the texts specific to the individual theme of the course. Students will demonstrate competence in information literacy and research. A two semester, incremental approach to information literacy is recommended. Fall Semester: Each First Year Seminar professor is required to schedule a library research session that emphasizes finding and evaluating a variety of credible sources. Spring Semester: Ideally, a second session will be scheduled that emphasizes the development and organization of the research process.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

See supporting documents for analyses of the assessment data.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

In Spring 2022, FYS began to “close the loop” by identifying the skill students score the lowest on (by percentage of total essays assessed) and then having a professor run a teach-the-teacher session during FYS Summer Workshop. The skill identified as most deficient for the Summer Reading Essay was Organization. The data indicates that FYS professors have become more proficient in teaching the skill of Organization to students since the Fall 2022 cohort showed significantly more deficiency in this skill, yet by the end of the academic year, students earned higher marks. The percentage of those earning Above Average grades (A-B range) remained consistent for the end of the year assessment (the Research Paper) at 70% in Spring 2022 and 68% in Spring 2023. There is a higher percentage of students earning Below Average grades (D-F) in Spring 2023, which is something to take note of.

FYS continues to “close the loop” after each assessment. After parsing the data from the Fall 2022 Summer Reading essay assessment, it was determined that one skill level first-year students enter college deficient in is Use of Sources/Evidence. This is not surprising as students have not yet been introduced to the FYS required writing manual, They Say/ I Say, and the guidebook for citing appropriately, The Little Seagull Handbook. Anne Glynn, Director of the Writing Center and FYS instructor, was asked to facilitate a teach-the-teacher session during the FYS Summer Workshop where she focused on how to introduce this skill to students in the beginning of the academic year and then how to develop this skill throughout the year in preparation for the final Research Paper by scaffolding assignments. We will look at this skill closely when the Summer Reading Essay for Fall 2023 is assessed.

6. Determining if changes impacted student learning

see supporting documents for analyses of the assessment data

Package History

Date	User	Action
7/10/2023 3:07:08 PM	Britt Haas	Submitted 'Student Learning Assessment Report'
7/10/2023 3:07:56 PM	School of Science - Asst. Dean	Received
7/10/2023 3:07:56 PM	Provost and Senior Vice President	Received
7/10/2023 3:07:56 PM	Institutional Effectiveness	Received
7/10/2023 3:07:57 PM	Britt Haas	Received
7/10/2023 3:24:08 PM	Margaret Madden	Decision Approved