

# **First-Year/Advanced-Entry Seminar Program**

## **Assessment Report**

### **Academic Year: 2019-20**

**(362 first-year student respondents and 52 fall semester transfer student respondents; with rare exception, all students responded to all questions; 16 of 25 FYS faculty completed the survey and 3 of 3 fall AES faculty completed the faculty survey)**

### **Mission**

The mission of the First-Year/Advanced-Entry Seminar is to help the new student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking/redefining the role of reading, writing, and discussion in inquiry and student-centered learning.

### **Introduction**

Direct assessment of the FYS/AES Program is challenging given the wide range of disciplines represented by the approximately 30 different faculty instructors who bring their own teaching styles and assessment approaches to the table. Students complete the FYS/AES program survey at the same time they complete the standard course evaluation during the last two weeks of the seminar. Additionally, FYS/AES faculty are asked to complete the same program survey. The rubrics referenced within this document are not traditional grading rubrics. Rather, they are program evaluation rubrics that are used by faculty on the program level, not on the assignment level. Faculty base their evaluations of students on all writing assignments across the semester rather than on a specific assignment. Presently, only the Writing Rubric is being used by faculty to evaluate student work at the macro-level. Faculty are using the other rubrics to help them reflect on the work of their seminar as they complete the end-of-semester program evaluation from the faculty perspective.

- For the second year, all of the fall 2019 FYS/AES faculty were asked to report their students' placement into one of three categories (Excels, Meets, Does Not Meet) within three writing criteria (Focus/Central Theme, Development of Ideas, and Mechanics) at the conclusion of the FYS/AES program. These results are included again in this assessment plan. Target goals will be set during the fall 2020 semester by the FYS/AES Committee.
- The reading expectations developed by the FYS/AES Committee were included for the first time in the 2019-20 call for proposals. During the fall 2020 semester the FYS/AES Committee will discuss next steps in requesting feedback from faculty on student progress.
- Beginning this fall, the FYS/AES Committee will move to an every-other-year faculty program evaluation in light of the inconsistent and usually low response rate.
- All fall 2020 new students received a link to a pre-assessment designed to gauge their understanding of college-level expectations for each of the learning outcomes. The program survey completed at the conclusion of the course will provide post-assessment data. These results (pre- and post-) will be included in the 2020-21 FYS/AES assessment plan.
- The FYS/AES Committee is not supportive of requiring that faculty apply the reading and writing rubrics to specific assignments due to the wide variety of FYS/AES topics.

- Given that the FYS/AES learning outcomes center on demonstrating an understanding of college-level expectations in each area, the FYS/AES Committee does not believe it is appropriate to use the writing and reading assessment mechanisms as a way to assess the University’s General Education program.

**1. Goal**

Students will gain an introduction to the type of critical reading skills required at Southwestern.

**Learning Outcome**

First-year and transfer students will demonstrate an understanding of college-level expectations of critical reading (see Reading Rubric).

<b>Assessment Mechanism(s) and Target(s)</b>	<b>Assessment Results</b>	<b>Target(s) Met/ Not Met? Comments/Improvements</b>
According to survey, the overall average FYS student response to the following question will be at least a 4 (on a scale of 1-not at all to 5-very well): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of critical reading?”	The overall average score was 4.42. Breakdown of responses: <ul style="list-style-type: none"> <li>5 – 56.20%</li> <li>4 – 31.13%</li> <li>3 – 11.29%</li> <li>2 – 1.10%</li> <li>1 – 0.28%</li> </ul> Overall average score for previous 5 years: <ul style="list-style-type: none"> <li>2018 – 4.19</li> <li>2017 – 4.30</li> <li>2016 – 4.21</li> <li>2015 – 4.22</li> <li>2014 – 4.17</li> <li></li> </ul>	The target was met. This is the first year that the faculty included the reading expectations approved by the FYS/AES Committee in their proposals. The Committee will continue to monitor student and faculty responses to this question. Additionally, fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post-results will be reported in the 2020-21 assessment plan.
According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of critical reading?”	The overall average score was 4.31. Breakdown of responses: <ul style="list-style-type: none"> <li>5 – 50.00%</li> <li>4 – 32.69%</li> <li>3 – 15.38%</li> <li>2 – 1.92%</li> <li>1 – 0.00%</li> </ul> Overall average score for previous 5 years: <ul style="list-style-type: none"> <li>2018 – 4.57</li> <li>2017 – 4.00</li> <li>2016 – 4.44</li> <li>2015 – 4.62</li> <li>2014 – 4.44</li> </ul>	The target was met. See above.
According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1-not at all to 5-very well) to the	81% of respondents reported a score of 4 or higher. Breakdown of responses: <ul style="list-style-type: none"> <li>5 – 43%</li> </ul>	The target was met.

following question: “Using the critical reading rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of critical reading?”	<ul style="list-style-type: none"> <li>● 4 – 38%</li> <li>● 3 – 19%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher in previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 75%</li> <li>● 2017 – 92.3%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 85%</li> <li>● 2014 – 89%</li> </ul>	
According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the critical reading rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of critical reading?”	<p>100% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 67%</li> <li>● 4 – 33%</li> <li>● 3 – 0%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher in previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 50%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 100%</li> </ul>	The target was met.
At least 75% of the first-year students completing the 2019 spring semester National Survey of Student Engagement (NSSE) will respond that they “very often” or “often” “Identified key information from reading assignments.”	<p>79% of respondents answered “very often” or “often.” Results from previous years:</p> <ul style="list-style-type: none"> <li>● 2018 – 87%</li> <li>● 2017 – 93%</li> <li>● 2016 – 89%</li> <li>● 2015 – 92%</li> </ul>	The target was met.

## 2. Goal

Students will gain an introduction to the type of cogent writing required at Southwestern.

### Learning Outcome

First-year and transfer students will demonstrate an understanding of college-level expectations of writing cogently (see Writing Rubric).

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments /Improvements
According to survey, the overall average FYS student response to the following question will be at least a 4 (on a scale of 1-not at all	<p>The overall average score was 4.24. Breakdown of responses</p> <ul style="list-style-type: none"> <li>● 5 – 56.20%</li> <li>● 4 – 33.33%</li> </ul>	The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning

<p>to 5-very well): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of writing cogently?”</p>	<ul style="list-style-type: none"> <li>● 3 – 9.64%</li> <li>● 2 – 0.55%</li> <li>● 1 – 0.28%</li> </ul> <p>Overall average score for previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.24</li> <li>● 2017 – 4.36</li> <li>● 2016 – 4.23</li> <li>● 2015 – 4.33</li> <li>● 2014 – 4.39</li> </ul>	<p>outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post- results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of writing cogently?”</p>	<p>The overall average score was 4.37.</p> <ul style="list-style-type: none"> <li>● 5 – 51.92%</li> <li>● 4 – 34.62%</li> <li>● 3 – 11.54%</li> <li>● 2 – 1.92%</li> <li>● 1 – 0%</li> </ul> <p>Overall average score for previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.69</li> <li>● 2017 – 4.13</li> <li>● 2016 – 4.41</li> <li>● 2015 – 4.45</li> <li>● 2014 – 4.46</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the writing rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of writing cogently?”</p>	<p>94% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 38%</li> <li>● 4 – 56%</li> <li>● 3 – 6%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 75%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 95%</li> </ul>	<p>The target was met.</p>
<p>According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the writing rubric, how well do you think you helped students as a result of your seminar understand the college-</p>	<p>100% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 66%</li> <li>● 4 – 33%</li> <li>● 3 – 0%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul>	<p>The target was met.</p>

<p>level expectations of writing cogently?”</p>	<p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 100%</li> </ul>	
<p>For the second year FYS faculty were expected to report how many students fell into each of three writing criteria based on the FYS/AES Writing Rubric designed to assess and report student understanding of college-level expectations of writing cogently. Sixteen of 24 FYS faculty completed the assessment. Note: In 2018 FYS and AES results were reported together.</p>	<p>Focus/Central Theme:</p> <ul style="list-style-type: none"> <li>● Excels – 25% (29% in 2018)</li> <li>● Meets – 59% (59% in 2018)</li> <li>● Does not meet – 16% (12% in 2018)</li> </ul> <p>Development of Ideas:</p> <ul style="list-style-type: none"> <li>● Excels – 25% (26% in 2018)</li> <li>● Meets – 60% (59% in 2018)</li> <li>● Does not meet – 15% (15% in 2018)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● Excels – 23% (25% in 2018)</li> <li>● Meets – 58% (55% in 2018)</li> <li>● Does not meet – 19% (20% in 2018)</li> </ul>	<p>With a second year of data, the FYS/AES Committee will set goals early in the fall semester for the 2020-21 academic year.</p>
<p>For the second year AES faculty were expected to report how many students fell into each of three writing criteria based on the FYS/AES Writing Rubric designed to assess and report student understanding of college-level expectations of writing cogently. All AES faculty completed the assessment.</p>	<p>Focus/Central Theme:</p> <ul style="list-style-type: none"> <li>● Excels – 44%</li> <li>● Meets – 52%</li> <li>● Does not meet – 4%</li> </ul> <p>Development of Ideas:</p> <ul style="list-style-type: none"> <li>● Excels – 54%</li> <li>● Meets – 42%</li> <li>● Does not meet – 4%</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● Excels – 38%</li> <li>● Meets – 44%</li> <li>● Does not meet – 17%</li> </ul>	<p>With a second year of data, the FYS/AES Committee will set goals early in the fall semester for the 2020-21 academic year.</p>

### 3. **Goal**

Students will gain an introduction to the type of critical and creative thinking skills required at Southwestern.

#### **Learning Outcome**

First-year and transfer students will demonstrate an understanding of college-level expectations of critical and creative thinking (see Critical and Creative Thinking Rubric).

Assessment Mechanism(s) and Target(s)	Assessment Results	Target(s) Met/ Not Met? Comments /Improvements
<p>According to survey, the overall average FYS student response to the following question will be at least a 4 (on a scale of 1 to 5):            “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of critical and creative thinking?”</p>	<p>The overall average score was 4.40.            Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 51.79%</li> <li>● 4 – 37.74%</li> <li>● 3 – 9.09%</li> <li>● 2 – 0.83%</li> <li>● 1 – 0.28%</li> </ul> <p>Overall average score for previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.22</li> <li>● 2017 – 4.38</li> <li>● 2016 – 4.21</li> <li>● 2015 – 4.24</li> <li>● 2014 – 4.25</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post- results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5):            “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of critical and creative thinking?”</p>	<p>The overall average score was 4.5.            Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 61.54%</li> <li>● 4 – 30.77%</li> <li>● 3 – 5.77%</li> <li>● 2 – 1.92%</li> <li>● 1 – 0%</li> </ul> <p>Overall average score for previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.52</li> <li>● 2017 – 4.22</li> <li>● 2016 – 4.21</li> <li>● 2015 – 4.51</li> <li>● 2014 – 4.35</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post- results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the critical and creative thinking rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of critical and creative thinking?”</p>	<p>93% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 37%</li> <li>● 4 – 56%</li> <li>● 3 – 7%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 92.31%</li> <li>● 2017 – 92.31%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 92%</li> <li>● 2014 – 95%</li> </ul>	<p>The target was met and will continue to be monitored</p>

According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the critical and creative thinking rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of critical and creative thinking?”	100% of respondents reported a score of 4 or higher. Breakdown of responses: <ul style="list-style-type: none"> <li>● 5 – 100%</li> <li>● 4 – 0%</li> <li>● 3 – 0%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> Respondents reporting a score of 4 or higher previous 5 years: <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 100%</li> </ul>	The target was met and will continue to be monitored.
At least 75% of the first-year students completing the 2019 spring semester National Survey of Student Engagement (NSSE) will respond “very much” or “quite a bit” about how much coursework emphasized “Applying facts, theories, or methods to practical problems or new situations.”	72% of respondents answered “very much” or “quite a bit.” Results from previous years: <ul style="list-style-type: none"> <li>● 2018 – 72%</li> <li>● 2017 – 71%</li> <li>● 2016 – 73%</li> <li>● 2015 – 74%</li> </ul>	The target was not met, albeit by a very narrow margin. The FYS/AES Committee is continuing to share this NSSE standard with FYS/AES faculty in an effort to highlight student engagement in this area. The 75% target will continue to be monitored.
At least 75% of the first-year students completing the 2018 spring semester National Survey of Student Engagement (NSSE) will respond “very much” or “quite a bit” about how much coursework emphasized “Analyzing an idea, experience, or line of reasoning in depth by examining its parts.”	71% of respondents answered “very much” or “quite a bit.” Results from previous years: <ul style="list-style-type: none"> <li>● 2018 – 71%</li> <li>● 2017 – 75%</li> <li>● 2016 – 77%</li> <li>● 2015 – 77%</li> <li>●</li> </ul>	The target was not met, albeit by a very narrow margin. The FYS/AES Committee is continuing to share this NSSE standard with FYS/AES faculty in an effort to highlight student engagement in this area. The 75% target will continue to be monitored.

#### 4. Goal

Students will gain an introduction to the type of informed discussion required at Southwestern.

#### Learning Outcome

First-year and transfer students will demonstrate an understanding of college-level expectations of informed discussion (see Informed Discussion Rubric).

<b>Assessment Mechanism(s) and Target(s)</b>	<b>Assessment Results</b>	<b>Target(s) Met/ Not Met? Comments /Improvements</b>
According to survey, the overall average FYS student response to	The overall average score was 4.43. Breakdown of responses:	The target was met. Fall 2020 new students have been asked to

<p>the following question will be at least a 4 (on a scale of 1 to 5):          “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of informed discussion?”</p>	<ul style="list-style-type: none"> <li>● 5 – 58.68%</li> <li>● 4 – 28.37%</li> <li>● 3 – 11.02%</li> <li>● 2 – 1.10%</li> <li>● 1 – 0.83%</li> </ul> <p>Overall average score for previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.26</li> <li>● 2017 – 4.33</li> <li>● 2016 – 4.24</li> <li>● 2015 – 4.33</li> <li>● 2014 – 4.25</li> </ul>	<p>complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post- results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5):          “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of informed discussion?”</p>	<p>The overall average score was 4.58.          Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 65.38%</li> <li>● 4 – 28.85%</li> <li>● 3 – 3.85%</li> <li>● 2 – 1.92%</li> <li>● 1 – 0%</li> </ul> <p>Overall average score for 5 years previous:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.48</li> <li>● 2017 – 4.16</li> <li>● 2016 – 4.48</li> <li>● 2015 – 4.56</li> <li>● 2014 – 4.31</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post- results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the FYS informed discussion rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of informed discussion?”</p>	<p>82% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 38%</li> <li>● 4 – 44%</li> <li>● 3 – 18%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 68.75%</li> <li>● 2017 – 84.61%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 92%</li> <li>● 2014 – 95%</li> </ul>	<p>The target was met.</p>
<p>According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the informed discussion rubric, how well do</p>	<p>67% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 66%</li> <li>● 4 – 0%</li> <li>● 3 – 33%</li> </ul>	<p>The target was not met. One faculty member noted in their comments that s/he had some dominant speakers that did not allow her/him to model informed discussion best practices.</p>

<p>you think you helped students as a result of your seminar understand the college-level expectations of informed discussion?"</p>	<ul style="list-style-type: none"> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 100%</li> </ul>	
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**5. Goal**

Students will gain an introduction to the type of research skills required at Southwestern.

**Learning Outcome**

First-year and transfer students will demonstrate an understanding of college-level expectations of research (see Research Rubric).

<b>Assessment Mechanism(s) and Target(s)</b>	<b>Assessment Results</b>	<b>Target(s) Met/ Not Met? Comments /Improvements</b>
<p>According to survey, the overall average FYS student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of research?”</p>	<p>The overall average score was 4.37. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 54.82%</li> <li>● 4 – 30.03%</li> <li>● 3 – 13.22%</li> <li>● 2 – 1.65%</li> <li>● 1 – 0.28%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.17</li> <li>● 2017 – 4.23</li> <li>● 2016 – 4.12</li> <li>● 2015 – 4.18</li> <li>● 2014 – 4.19</li> </ul>	<p>The target was met. The Library Literacy Subcommittee of the FYS/AES Committee continues to examine the range of FYS/AES research expectations, as has been done with writing and reading expectations over the last few years. Their work was cut short this spring due to the pandemic. The plan is to have these expectations in place for the 2021-22 call for proposals. The 75% target will continue to be monitored. Additionally, fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the college-level expectations of research?”</p>	<p>The overall average score was 4.33. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 55.77%</li> <li>● 4 – 26.92%</li> <li>● 3 – 11.54%</li> <li>● 2 – 5.77%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p>	<p>The target was met. The Library Literacy Subcommittee of the FYS/AES Committee continues to examine the range of FYS/AES research expectations, as has been done with writing and reading expectations over the last few years. Their work was cut short this spring due to the pandemic. The plan is to</p>

	<ul style="list-style-type: none"> <li>● 2018 – 4.48</li> <li>● 2017 – 3.97</li> <li>● 2016 – 4.41</li> <li>● 2015 – 4.31</li> <li>● 2014 – 4.33</li> </ul>	<p>have these expectations in place for the 2021-22 call for proposals. The 75% target will continue to be monitored. Additionally, fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the FYS research rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of research?”</p>	<p>55% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 18%</li> <li>● 4 – 37%</li> <li>● 3 – 37%</li> <li>● 2 – 8%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 68%</li> <li>● 2017 – 61.54%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 92%</li> <li>● 2014 – 95%</li> </ul>	<p>The target was not met. The Library Literacy Subcommittee of the FYS/AES Committee continues to examine the range of FYS/AES research expectations, as has been done with writing and reading expectations over the last few years. Their work was cut short this spring due to the pandemic. The plan is to have these expectations in place for the 2021-22 call for proposals. The 75% target will continue to be monitored.</p>
<p>According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “Using the research rubric, how well do you think you helped students as a result of your seminar understand the college-level expectations of research?”</p>	<p>67% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 0%</li> <li>● 4 – 66%</li> <li>● 3 – 33%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> <li>● 2015 – 100%</li> <li>● 2014 – 100%</li> </ul>	<p>The target was not met. The Library Literacy Subcommittee of the FYS/AES Committee continues to examine the range of FYS/AES research expectations, as has been done with writing and reading expectations over the last few years. Their work was cut short this spring due to the pandemic. The plan is to have these expectations in place for the 2021-22 call for proposals. The 75% target will continue to be monitored.</p>
<p>At least 75% of the first-year students completing the 2018 spring semester National Survey of Student Engagement (NSSE)</p>	<p>70% of respondents answered “very much” or “quite a bit.” Previous years:</p> <ul style="list-style-type: none"> <li>● 2018 – 69%</li> </ul>	<p>The target was not met. The Library Literacy Subcommittee of the FYS/AES Committee continues to examine the range of FYS/AES</p>

<p>will respond “very much” or “quite a bit” about how much coursework emphasized “Forming a new idea or understanding from various pieces of information.”</p>	<ul style="list-style-type: none"> <li>● 2017 – 67%</li> <li>● 2016 – 71%</li> <li>● 2015 – 72%</li> </ul>	<p>research expectations, as has been done with writing and reading expectations over the last few years. Their work was cut short this spring due to the pandemic. The plan is to have these expectations in place for the 2021-22 call for proposals with the goal of making it clearer to students what it means to “form a new idea or understanding from various pieces of information.” The 75% target will continue to be monitored.</p>
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## 6. Goal

Students will gain an introduction to what it means to connect the questions and perspectives one encounters and the skills one develops to each other and to the world.

### Learning Outcome

First year and transfer students will be able to recognize that their seminar helped them make connections.

<b>Assessment Mechanism(s) and Target(s)</b>	<b>Assessment Results</b>	<b>Target(s) Met/ Not Met? Comments /Improvements</b>
<p>According to survey, the overall average FYS student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the Paideia philosophy of making connections?”</p>	<p>The overall average score was 4.05. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 42.70%</li> <li>● 4 – 30.30%</li> <li>● 3 – 18.73%</li> <li>● 2 – 5.79%</li> <li>● 1 – 2.48%</li> </ul> <p>Results from previous years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.00</li> <li>● 2017 – 4.04</li> <li>● 2016 – 4.08</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post-results will be reported in the 2020-21 assessment plan.</p>
<p>According to survey, the overall average AES student response to the following question will be at least a 4 (on a scale of 1 to 5): “As a result of your seminar, how well do you think your seminar helped you understand the Paideia philosophy of making connections?”</p>	<p>The overall average score was 4.25. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 51.92%</li> <li>● 4 – 26.92%</li> <li>● 3 – 11.54%</li> <li>● 2 – 7.69%</li> <li>● 1 – 0%</li> </ul> <p>Results from previous years:</p> <ul style="list-style-type: none"> <li>● 2018 – 4.48</li> <li>● 2017 – 3.75</li> <li>● 2016 – 4.26</li> </ul>	<p>The target was met. Fall 2020 new students have been asked to complete a pre-assessment based on each of the learning outcomes. A post-assessment will be administered at the conclusion of the fall semester. Pre- and post-results will be reported in the 2020-21 assessment plan.</p>

<p>According to survey, at least 80% of FYS faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “How well do you think your seminar helped your students gain an understanding of the Paideia philosophy of making connections?”</p>	<p>63% of respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 25%</li> <li>● 4 – 38%</li> <li>● 3 – 25%</li> <li>● 2 – 12%</li> <li>● 1 – 0%</li> </ul> <p>Respondents reporting a score of 4 or higher previous 5 years:</p> <ul style="list-style-type: none"> <li>● 2018 – 87.50%</li> <li>● 2017 – 76.92%</li> <li>● 2016 – did not survey</li> </ul>	<p>The target was not met. Sergio Costola and the Paideia Committee have created a variety of resources designed to support faculty as they introduce students to the Paideia philosophy of making connections. These resources are being introduced in fall 2020.</p>
<p>According to survey, at least 80% of AES faculty respondents will report at least a 4 (on a scale of 1 to 5) to the following question: “How well do you think your seminar helped your students gain an understanding of the Paideia philosophy of making connections?”</p>	<p>100% of AES faculty respondents reported a score of 4 or higher. Breakdown of responses:</p> <ul style="list-style-type: none"> <li>● 5 – 66%</li> <li>● 4 – 33%</li> <li>● 3 – 0%</li> <li>● 2 – 0%</li> <li>● 1 – 0%</li> </ul> <p>Results from previous years:</p> <ul style="list-style-type: none"> <li>● 2018 – 100%</li> <li>● 2017 – 100%</li> <li>● 2016 – did not survey</li> </ul>	<p>The target was met.</p>