

# REDESIGN FIRST YEAR SEMINAR: ENGAGING FACULTY WITH TECHNOLOGY AND ASSESSMENT

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# Agenda

- + About the University of Mount Union
- First Year Seminar Reform
- Using e-Portfolios for Assessment
- Faculty Development
- Faculty governance
- Plans for continuous improvement & Lessons Learned

# + About Mount Union

- Mission Statement
  - To prepare students for fulfilling lives, meaningful work and responsible citizenship.



# + About Mount Union

- Located in Alliance, Ohio
- Founded in 1846
- Four-year private institution
- Liberal arts tradition
- 61 different majors
- 2,145 undergraduate students
- 78 graduate students



# + Timeline of FYS Reform

**1993**

Offered a 1-credit,  
10 week FYS taught primarily  
by part-time faculty

**2007 -2008**

The Committee on Assessment  
undertook a study of the state of the  
general education curriculum

**2005**

President Giese made a  
presentation on the  
Curriculum for the Future

# + Timeline of FYS Reform

## 2008 -2011

Piloted a 3-credit, discipline based FYS to some first year students

## 2010

New undergraduate learning goals passed unanimously;

## Fall 2012

41 sessions of New FYS offered

## 2009

Created an ad hoc taskforce charged with revising the general education curriculum

## 2011

Proposed descriptions and learning outcomes for general education approved unanimously;



# The New First Year Seminar



- 4-credit
- Discipline-based
- ePortfolio reinforced
- Taught by full-time faculty



# Assessing the First Year Seminar

- Direct Measures
  - Committee on Assessment: Reflective Essay
  - WOC Board: Written and Oral Proficiency
  - Integrative Core Advisory Board (ICAB): Other essential learning outcomes of FYS as designated a priority for that year
  
- Indirect Measures
  - NSSE as an indirect measure
  - Second Semester retention rate
  
- Grading is separate from the assessment





# Using e-Portfolios for Assessment



- One of the best medium to capture Integrative Learning
- Student centered- they are the authors of their own academic journey
- Makes assessment of learning outcome at program level easy and feasible
- Affordability



# An Example of implementation



[+ Expand All](#) [- Collapse All](#)

**General Information**

- First Year Seminar Folio**
  - Reflection Essay
  - Formal Writing Assignment
  - Formal Oral Assignment
  - Links to Other Assignments
- Foundations: Humanities**
  - Formal Writing Assignment
  - Formal Oral Assignment
  - Links to Other Assignments
- Foundations: Natural Science**
  - Formal Writing Assignment
  - Formal Oral Assignment
  - Links to Other Assignments
- Foundations: Social Science**
  - Formal Writing Assignment
  - Formal Oral Assignment
  - Links to Other Assignments
- Foundations: Fine Arts**
  - Formal Writing Assignment
  - Formal Oral Assignment
  - Links to Other Assignments
- Second Year WOC Portfolio**
  - Cover Letter
  - Written Assignment #1
  - Written Assignment #2

## First Year Seminar Folio (First Year Seminar Folio (rename))

**Overview** [Help on this Page](#)

First Year Seminar Learning Outcomes  
Through the use of written and oral communication, students will:

**Develop arguments from an initial question**  
**Develop an initial vision for their own liberal education.**

### First Year Seminar Folio has 4 requirements

<a href="#">Reflection Essay</a>	Work Not Started	<a href="#">Edit Work</a>
<a href="#">Formal Oral Assignment</a>	Work Not Started	<a href="#">Edit Work</a>
<a href="#">Links to Other Assignments</a>	Work Not Started	<a href="#">Edit Work</a>
<a href="#">Formal Writing Assignment</a>	Work Not Started	<a href="#">Edit Work</a>

# INITIAL RESULT OF IMPLEMENTATION

## Program Activity for All Authors: All Work Statuses

Print View Export to Excel

**DRF template:** Integrative Core Template Fall 2012

**Program:** Integrative Core Program - Fall 2012

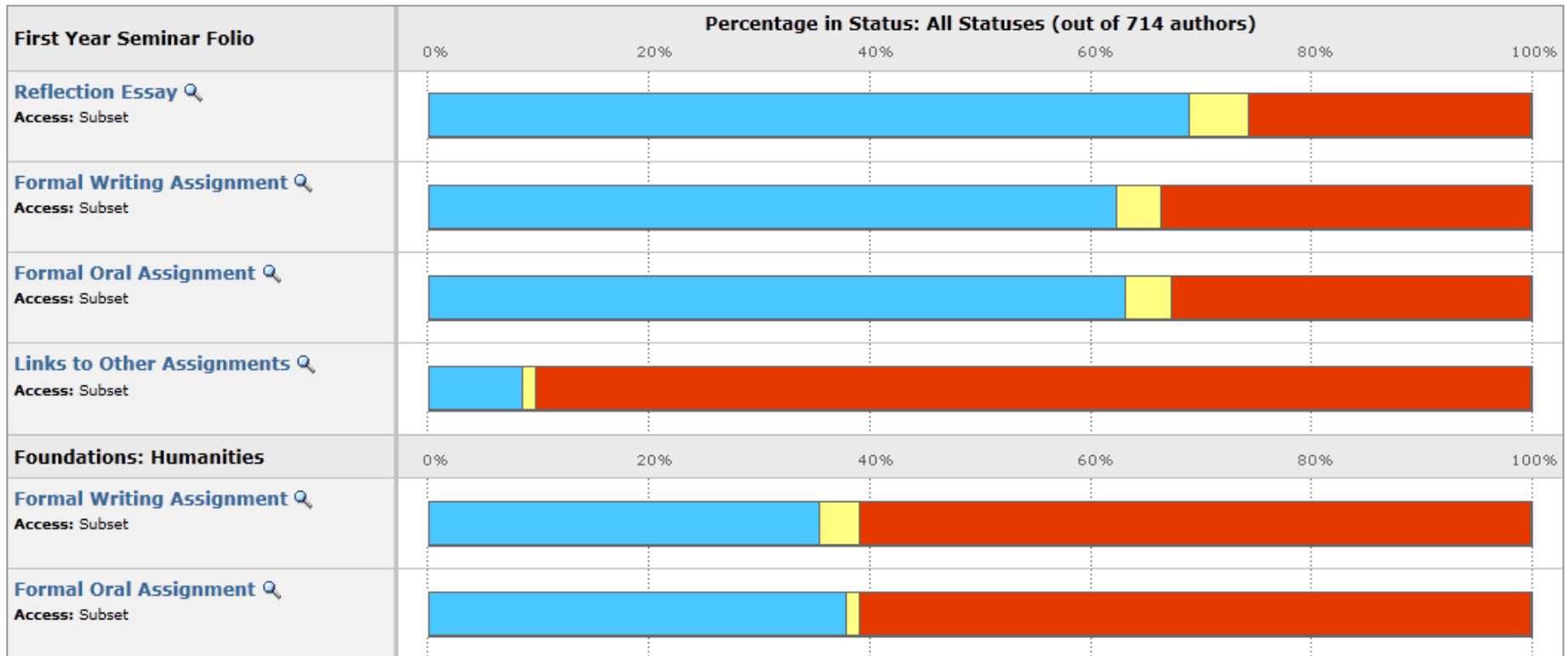
**# Authors:** 714 Author(s) matched search criteria

**Report Generated:** Monday, July 29, 2013

**Filter By:** Show Summary Report (show all work statuses)

**Legend:**

- Evaluation/Reconcile Completed: RELEASED
- Evaluation/Reconcile Complete: NOT Released
- Requires Reconciliation
- Requires Evaluation
- Evaluation In Progress
- Work Sent Back for Revision
- Work in Progress
- Work Not Started



# + Assessment Process: An Example

- [e-portfolio log in page](#)



# Faculty Development

- + Faculty Development on Assessment
- Faculty Development on Written and Oral Communication
- Faculty Development on Reflective Learning
- Faculty Development on E-portfolio



# Faculty Development on Assessment



- 1-Day Mini-Conference in January 2013
  - review of assessment principles;
  - Keynote speaker from a peer and aspirant institution
  - presentations by three leading departments



## Faculty Development on Reflective Learning

- May Days Workshop on Integrative Core
  - First Year Seminar course
    - programmatically assessed 130 randomly chosen Reflective Essays stored in Taskstream
  - Online-Resources

# + Faculty Development on Written and Oral Communication (WOC)

- One week of training in the spring of 2012
- Break out sessions that included:
  - Discussions of course development
  - What constitutes “significant” written and oral assignments
  - How to scaffold assignments by starting at the end of the course
  - How to develop both common and specific rubrics
  - Syllabus development
  - How to tie assignments to the University learning goals
- Faculty was compensated in two-part payment:
  - Half at the end of the May Days week-long training
  - Half in August when syllabi passed approval of WOC



# + Faculty Development on E-portfolio

- Purchase of digital camera, SD card and tripod for All integrative core teaching faculty
- Two May days workshops
- Online modules on the IT website





# May Days: Developing, Revising, and Sustaining Our Teaching

## 2013: Integrative Learning in Our Work

	Monday	Tuesday	Wednesday	Thursday	Friday
11:00-11:45	Lunch provided for those who are able to come early!				
12:00-12:30	<b>Integrative Learning</b> Overview for the week	Interdisciplinary Workshop, Cont.	WOC Workshops 2.0- hosted by the WOC Board Part I	WOC, Part II	WOC, Part III
12:30-2	Interdisciplinary Learning Workshop- hosted by the Interdisciplinary and Liberal Studies Dept.				
2-3		<b>Reflective Learning</b> <b>Workshop-</b> hosted by the Committee on Assessment	<b>Integrative Curric. Work Sessions:</b> Faculty will participate in each of the three sessions below, one per day: 1. <b>Making an E-portfolio</b> -hosted by ICAB Dir. and Dir. of Assessment 2. <b>Demystifying the 2<sup>nd</sup> Year WOC Portfolio</b> -hosted by the WOC Board 3. <b>Departmental Reflection and A Look Forward</b> -hosted by dept. reps with guided questions		
3-4		<b>Extending the</b> <b>Conversations</b> -tables hosted by a number of committee members	<b>Extending the</b> <b>Conversations</b>	<b>Happy Hour!</b>	

# Assessment and Faculty Governance

- + Committee on Assessment
- WOC Board
- ICAB

# + Committee on Assessment



- Committee on Assessment monitors and facilitates
  - assessment of the general education program;
  - evaluates the reflective essay of FYS
  - provided faculty development on reflective learning

# + WOC Board

- Written and Oral Communication Board Activities
  - Review all syllabi for IC courses for compliance
  - Create rubrics for WOC assessment of written and oral assignments
  - Assess all FYS reflective essays for writing
    - End of every semester with FYS courses
  - Assess TaskStream portfolios for both written and oral components
    - End of sophomore year
  - Formulate plan for students who do not pass one or both components

# + ICAB



- Implement the Integrative Core
- Assess the IC
- Provide faculty development

# + Plans for Continuous Improvement

- Integrate NSSE Data
- More tied into Themes and Senior Capstone Courses within the Gen Ed Curriculum
- More Faculty Development

# + Consolidated IC Learning Goals

	FYS	Foundational	Themes	Capstone
<b>Critical thinking</b>	Demonstrate the ability to read critically.	Identify and explain discipline-specific arguments and their contexts.	Analyze issues from at least two disciplinary perspectives.	Synthesize arguments and perspectives;
<b>Written communication</b>	Develop an essay on an initial issue and its context to an appropriate audience.	Develop writing on disciplinary knowledge in an appropriate format.	Develop in-depth written analysis of an issue from one perspective (in each of the two theme course).	Develop complex written analysis of an issue and its proposed solutions from multiple perspectives.
<b>Oral communication</b>	Orally present an initial issue and its context to an appropriate audience with basic delivery techniques.	Orally present disciplinary knowledge in an appropriate format.	Present in-depth oral analysis of an issue from one perspective (in each of the two theme course).	Present the proposed solutions to the identified issue from multiple perspectives.
<b>Reflective Learning</b>	Articulate an initial understanding of liberal arts education.	Explain personal strengths and challenges while acquiring disciplinary knowledge.	Evaluates changes in own learning over time as a result of examining an issue from two perspectives.	Envision continued use of multiple perspectives in addressing life's issues (Integrating the various elements of liberal arts education).
<b>Complex Problem Solving (process and strategies, not the final product).</b>	Begin to Identify problem, context and basic approaches for solving the problem.	Construct a problem statement with evidence of contextual factors.	Identifies two approaches for solving the problem.	Evaluate the possible solutions to the identified problem from multiple perspectives.





# Lessons Learned



- Taking faculty morale into consideration during time of rapid change
- Voluntary participation of faculty development instead of requiring it
- A course can have the right “format” but academic rigor is still the key
- Student learning artifacts are powerful



# Please Contact Us

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