REDESIGN FIRST YEAR SEMINAR: ENGAGING FACULTY WITH TECHNOLOGY AND ASSESSMENT

Dr. Fang Du
DIRECTOR OF ASSESSMENT AND PROGRAM DEVELOPMENT
University of Mount Union

Dr. Teresa Davis
PROFESSOR OF HISTORY
University of Mount Union
Agenda

1. About the University of Mount Union
2. First Year Seminar Reform
3. Using e-Portfolios for Assessment
4. Faculty Development
5. Faculty governance
6. 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

2005
President Giese made a presentation on the Curriculum for the Future

2007 - 2008
The Committee on Assessment undertook a study of the state of the general education curriculum
Timeline of FYS Reform

2009
Created an ad hoc taskforce charged with revising the general education curriculum

2008 -2011
Piloted a 3-credit, discipline based FYS to some first year students

2010
Proposed descriptions and learning outcomes for general education approved unanimously;

Fall 2012
41 sessions of New FYS offered
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

**First Year Seminar Folio** (First Year Seminar Folio (rename))

**Overview**

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Work Status</th>
<th>Edit Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Essay</td>
<td>Work Not Started</td>
<td>[Edit Work]</td>
</tr>
<tr>
<td>Formal Oral Assignment</td>
<td>Work Not Started</td>
<td>[Edit Work]</td>
</tr>
<tr>
<td>Links to Other Assignments</td>
<td>Work Not Started</td>
<td>[Edit Work]</td>
</tr>
<tr>
<td>Formal Writing Assignment</td>
<td>Work Not Started</td>
<td>[Edit Work]</td>
</tr>
</tbody>
</table>

**Second Year WOC Portfolio**

- Cover Letter
- Written Assignment #1
- Written Assignment #2
- [More...](#)
### Program Activity for All Authors: All Work Statues

**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

**Legend:**  
- Light blue: Evaluation/Reconcile Completed: RELEASED  
- Dark green: Evaluation/Reconcile Complete: NOT Released  
- Light purple: Requires Reconciliation  
- Light blue: Requires Evaluation  
- Dark blue: Evaluation In Progress  
- Orange: Work Sent Back for Revision  
- Yellow: Work in Progress  
- Red: Work Not Started

<table>
<thead>
<tr>
<th>First Year Seminar Folio</th>
<th>Percentage in Status: All Statuses (out of 714 authors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Reflection Essay</strong></td>
<td><img src="chart1" alt="Reflection Essay chart" /></td>
</tr>
<tr>
<td><strong>Access:</strong> Subset</td>
<td><img src="chart2" alt="Reflection Essay Access chart" /></td>
</tr>
<tr>
<td><strong>Formal Writing Assignment</strong></td>
<td><img src="chart3" alt="Formal Writing Assignment chart" /></td>
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<tr>
<td><strong>Access:</strong> Subset</td>
<td><img src="chart4" alt="Formal Writing Assignment Access chart" /></td>
</tr>
<tr>
<td><strong>Formal Oral Assignment</strong></td>
<td><img src="chart5" alt="Formal Oral Assignment chart" /></td>
</tr>
<tr>
<td><strong>Access:</strong> Subset</td>
<td><img src="chart6" alt="Formal Oral Assignment Access chart" /></td>
</tr>
<tr>
<td><strong>Links to Other Assignments</strong></td>
<td><img src="chart7" alt="Links to Other Assignments chart" /></td>
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<tr>
<td><strong>Access:</strong> Subset</td>
<td><img src="chart8" alt="Links to Other Assignments Access chart" /></td>
</tr>
<tr>
<td><strong>Foundations: Humanities</strong></td>
<td><img src="chart9" alt="Foundations: Humanities chart" /></td>
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<tr>
<td><strong>Formal Writing Assignment</strong></td>
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<td><strong>Access:</strong> Subset</td>
<td><img src="chart11" alt="Formal Writing Assignment Access chart" /></td>
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<tr>
<td><strong>Formal Oral Assignment</strong></td>
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</tr>
<tr>
<td><strong>Access:</strong> Subset</td>
<td><img src="chart13" alt="Formal Oral Assignment Access chart" /></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:45</td>
<td>Lunch provided for those who are able to come early!</td>
<td></td>
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</tr>
<tr>
<td>12:00-12:30</td>
<td><strong>Integrative Learning</strong> Overview for the week</td>
<td>Interdisciplinary Workshop, Cont.</td>
<td>WOC Workshops 2.0-hosted by the WOC Board</td>
<td>WOC, Part II</td>
<td>WOC, Part III</td>
</tr>
<tr>
<td>12:30-2</td>
<td><strong>Interdisciplinary Learning Workshop</strong>-hosted by the Interdisciplinary and Liberal Studies Dept.</td>
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</tr>
<tr>
<td>2-3</td>
<td><strong>Reflective Learning Workshop</strong>-hosted by the Committee on Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3-4</td>
<td>Extending the Conversations-tables hosted by a number of committee members</td>
<td></td>
<td></td>
<td></td>
<td>Happy Hour!</td>
</tr>
</tbody>
</table>

### Integrative Curric. Work Sessions:
- Faculty will participate in each of the three sessions below, one per day:
  1. **Making an E-portfolio**-hosted by ICAB Dir. and Dir. of Assessment
  2. **Demystifying the 2nd Year WOC Portfolio**-hosted by the WOC Board
  3. **Departmental Reflection and A Look Forward**-hosted by dept. reps with guided questions
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
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

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

Fang Du, Ph.D.
Director of Assessment and Program Development
University of Mount Union
dufang@mountunion.edu

Terry Davis, Ph.D.
Professor of History
University of Mount Union
DAVISTM@mountunion.edu