



## 2017-2018 UGS Assessment Plan

### General Information:

Unit	Office of First-Year Experience
Unit Mission	The Office of First-Year Experience works in partnership with you to create environments that help students to discover, engage, and belong at KU.
Unit Student Learning Outcomes	<p>Students who utilize or interact with the programs and services offered by the Office of First-Year Experience will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate their goals for attending college. (CLD 6)</li> <li>2. Describe how their goals relate to their course enrollment and campus involvement. (CLD 6)</li> <li>3. Explain how their goals relate to their personal strengths, talents, and capacity as a learner. (CLD 3)</li> <li>4. Identify opportunities to develop their interests through experiential learning. (CLD 1)</li> <li>5. Identify and implement resources to support their academic and personal success. (CLD 1)</li> <li>6. Demonstrate critical thinking by asking questions, exploring different perspectives, and synthesizing and analyzing information. (CLD 2)</li> </ol>

### Program/Service Specifics:

Program/Service	First-Year Seminar
Description of Program/Service	First-Year Seminars are 3-credit hour courses that satisfy Goal 1.1 of the KU Core. Upon reaching this goal students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression. Students will also be able to select and apply appropriate interpretive tools. Seminars take place in departments in CLAS and professional schools.
Staff Contact(s)	Sarah Crawford-Parker <a href="mailto:scrawpar@ku.edu">scrawpar@ku.edu</a>
Applicable Student Learning Outcome(s)	SLO #6
Criteria for Success	To meet our student learning goal, students will average a 2 (milestone 1) on all dimensions of the rubric.
Direct or Indirect Assessment	Direct
Assessment Method	<u>Rubric</u> . This rubric was designed in Spring 2017 based on feedback from four previous assessment cycles using the AAC&U Value Rubrics for critical thinking and written communication. The new rubric combines dimensions from the two previous rubrics into a single rubric and modified the language to more clearly address facets of critical thinking measured by the FYS program. The 2017 rubric includes four levels of achievement for the

	<p>following dimensions—articulation of position; rhetorical mechanics; evidence and argument; awareness of how knowledge is constructed; and consequences, implications, and conclusions. Rubrics will be scored across all seminars for evidence of critical thinking. Papers will be randomly selected using the RAND command function in MS Excel. All identifying information from papers (student or faculty name) will be redacted. Assignments will be double scored by a trained team of graduate student raters. Scores that are more than one full cell apart on the rubric will be normed across rating teams. Final normed assessment scores will be entered into the rubric dashboard of Campus Labs.</p>
Population/Sample	The sample will include 7 papers per seminar for a total of approximately 196 student submissions.
Timeline/Frequency	One time; Summer 2018
Use to Inform Current Practice	Student learning results combined with key themes from student surveys and faculty teaching reflections are shared with the teaching cohort each year. Faculty development workshops during the spring semester focus on best practices for assignment design related to critical thinking as a whole and the targeted area for improvement. We will continue to evaluate the effectiveness of this rubric based on written feedback from our summer assessment team. In 2017, we will evaluate papers only using the new critical thinking rubric. With this data, we will start to benchmark desired levels of achievement for our students.
Results Reporting	Results will be shared with the FYS teaching cohort typically at a meeting in November of each year and inform the development of the faculty workshops for the following spring semester.

Program/Service	UNIV 101: Strengths-Based Assignments
Description of Program/Service	Students complete multiple Strengths activities and assignments in UNIV 101 as a part of academic and wellness planning.
Staff Contact(s)	Howard Graham <a href="mailto:hgraham@ku.edu">hgraham@ku.edu</a>
Applicable Student Learning Outcome(s)	SLO #1 SLO #3
Criteria for Success	To meet our student learning goal, students will earn an average of 2 (milestone) on all dimensions of the rubric. For surveys, 75% or more of the student respondents will somewhat agree or strongly agree with the statements regarding goal setting and Strengths.
Direct or Indirect Assessment	Direct & Indirect
Assessment Method	<u>Rubric</u> . We have developed a rubric for the UNIV 101 “Your Plan” assignment that describes benchmark, milestone, and capstone levels of achievement related to student goal setting and Strengths. Students write two reflection pieces that will be used for this assessment project. The first reflection asks students to articulate their goals for attending college and identify resources and experiences that will help them to reach these goals. The second reflection asks students to connect their goals to their Strengths, talents, and capacity as a learner. All students in UNIV 101 complete the “Your Plan” assignment. We intend to sample 7 papers from each of 8 UNIV

	<p>101 sections. 4 of these sections will be taught by GTAs and 4 will be taught by full-time staff. Assignments will be gathered in Blackboard. A team of 4 GTAs will double score the work samples in spring 2018. GTAs will be asked to norm scores that are more than one full cell apart on the rubric. Normed scores will be entered into the rubric dashboard of Campus Labs.</p> <p><u>Survey.</u> The end-of-course survey will include 2-3 questions about goal setting and Strengths. The questions will be scored using a 5-point Likert scale (i.e. strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree). The survey questions will be administered through the CampusLabs system. Results will be analyzed using the percentages provided in the system.</p>
Population/Sample	The population will consist of first-year freshman students in UNIV 101.
Timeline/Frequency	<p>(Rubric) One time; Spring 2018</p> <p>(Survey) Two times; Fall 2017 &amp; Spring 2018</p>
Use to Inform Current Practice	The results will be used to continue developing goal-setting strategies as part of UNIV 101 academic planning and Strengths-related activities. They will be used to refine assignment design and UNIV 101 instructor training sessions.
Results Reporting	Results will be shared with the UNIV 101 teaching cohort at the instructor recognition breakfast each spring.