

**Assessment Report for *SPECIFIC DESIGNATION* Evaluation Panel
SC 110 Foundations Fall 2024 Simpson Core Curriculum**

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Summary

In the fall of 2024, twenty-one sections of SC 110 Foundations 1 were offered to first year Simpson students. From those course sections, 160 artifacts were collected and analyzed using the rubric designed to showcase the course characteristics. While the assignments covered engaging topics, the students work demonstrated room for growth in achieving the intended depth of analysis outlined by the Student Learning Outcomes (SLOs). While many of the artifacts (which were all some sort of paper) aligned tangentially with the SLOs, many did not rise to the level of providing adequate detail to determine if first year, first semester students are prepared to handle more complex writing tasks at the 200 or 300 class level.

Criteria Summary

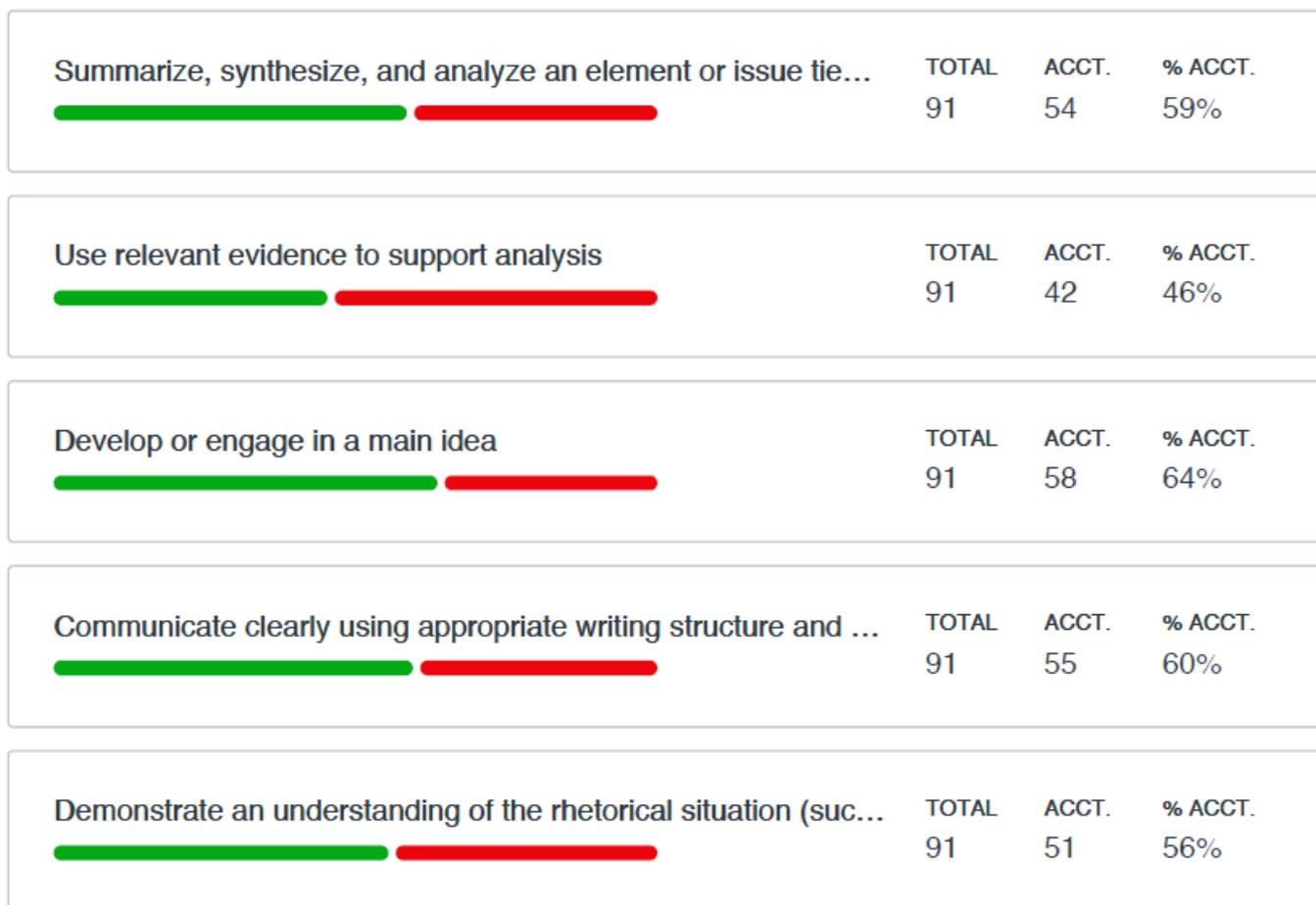


Figure 1: SC 110 Foundations I Criteria Summary

As noted in Figure 1, all criteria from the rubric scored below 80% acceptance rate (Objective Exceeded or Objective Met). Each criterion is discussed further below, but this summary shows we have room to grow in our foundations program at Simpson, specifically when discussing writing in the first semester coursework.

To support development in this area, the panel has several suggestions for improvement including instructional scaffolding, common suggested assignment, clarity of terms and common language; all described in more detail at the end of this report.

Data Collection

The Associate Dean of General Education and Assessment (ADGEA) is responsible for collection and organization of assessment data for the Simpson Core Curriculum. All SC 110 Foundations faculty were instructed to submit the final writing assignment as an assessment artifact from the fall of 2024.

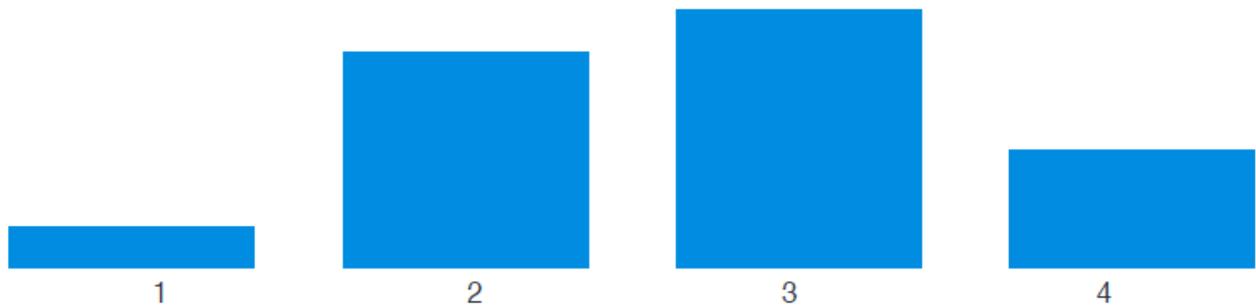
Once the artifacts were collected and stored in Portfoium (Canvas) in their Program Assessment space, a sample set was created consisting of 55% of the total artifacts collected.

To provide interrater reliability, the evaluation panel reviewed and scored three sample artifacts and came together to discuss the rubric scoring to determine a common understanding for each criterion. After the interrater reliability, evaluation panel members reviewed all artifacts assigned to them through the system’s random selection process. Each artifact was reviewed by two different panel members.

Once all artifacts in the sample were scored, a report was generated and shared with the evaluation panel. After providing time to review the report, the panel reconvened to discuss the results based off observations and suggestions for the program.

Rubric Score Data

CRITERION	TOTAL	ACCT.	% ACCT.
Summarize, synthesize, and analyze an element or issue tied to civic engagement or well-being	91	54	59%

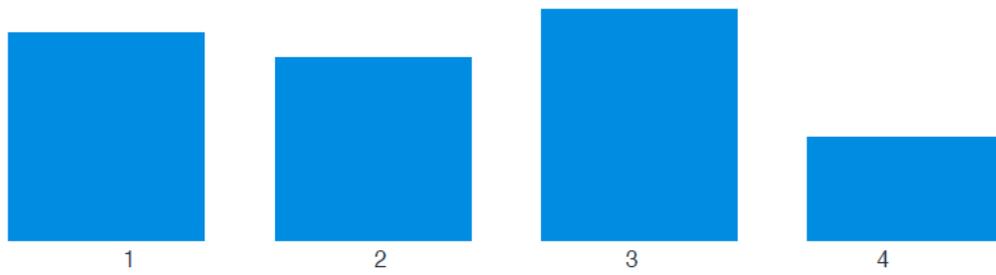


LEVEL OF ACHIEVEMENT	POINTS	REVIEWS	DISTRIBUTION
Objective Exceeded	4	17	18.7%
Objective Met	3	37	40.7%
ACCEPTABLE			
Objectively Minimally Met	2	31	34.1%
Objective Not Met	1	6	6.6%

CRITERION

Use relevant evidence to support analysis

TOTAL 91 **ACCT.** 42 **% ACCT.** 46%

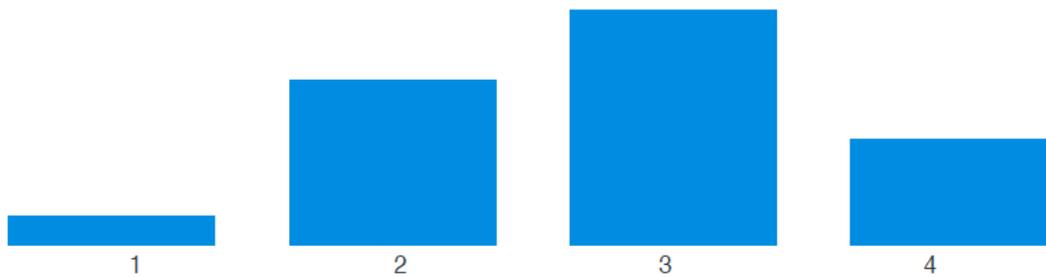


LEVEL OF ACHIEVEMENT	POINTS	REVIEWS	DISTRIBUTION
Objective Exceeded	4	13	14.3%
Objective Met	3	29	31.9%
ACCEPTABLE			
Objective Minimally Met	2	23	25.3%
Objective Not Met	1	26	28.6%

CRITERION

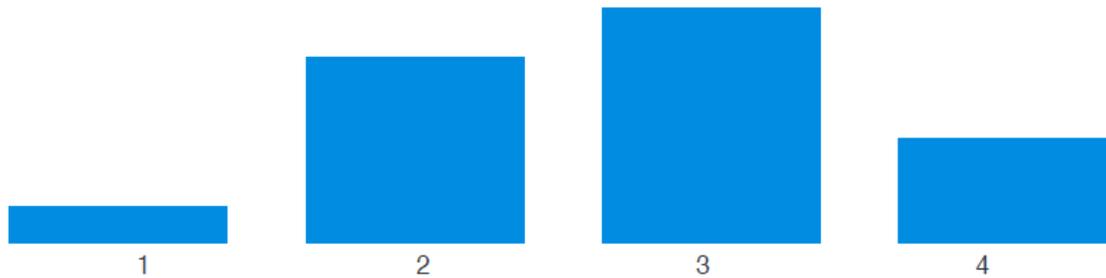
Develop or engage in a main idea

TOTAL 91 **ACCT.** 58 **% ACCT.** 64%



LEVEL OF ACHIEVEMENT	POINTS	REVIEWS	DISTRIBUTION
Objective Exceeded	4	18	19.8%
Objective Met	3	40	44%
ACCEPTABLE			
Objective Minimally Met	2	28	30.8%
Objective Not Met	1	5	5.5%

CRITERION	TOTAL	ACCT.	% ACCT.
Communicate clearly using appropriate writing structure and organization	91	55	60%



LEVEL OF ACHIEVEMENT	POINTS	REVIEWS	DISTRIBUTION
Objective Exceeded	4	17	18.7%
Objective Met	3	38	41.8%
ACCEPTABLE			
Objective Minimally Met	2	30	33%
Objective Not Met	1	6	6.6%

Observations by the Evaluation Panel

GENERAL OBSERVATIONS:

- ☐ The group noted that there was a wide range of writing skills expressed in the artifacts reviewed while one specific panel member noted that there seemed to be high level and low level writing, but little in between.
- ☐ One panel member stated that he was impressed with the writing level of some artifacts but scored low based on the rubric. This led to questions about the connection between assignments and the specific Student Learning Outcomes.

CRITERION 1: SUMMARIZE, SYNTHESIZE, AND ANALYZE AN ELEMENT OR ISSUE TIED TO CIVIC ENGAGEMENT OR WELL-BEING.

- ☐ At the interrater reliability meeting, several of the review panel discussed difficulties with this criterion because the sample artifacts didn't relate to what they felt was civic engagement or well-being. As a group, they decided to score this criterion based off the writing and ignore the

specific reference to civic engagement or well-being but track the artifacts that they felt related to one of these two concepts in the paper they were reviewing. Overall, the evaluation panel noted that 52% of the artifacts they reviewed discussed civic engagement or well-being in a manner that aligned with their understanding of the terms.

CRITERION 2: USE RELEVANT EVIDENCE TO SUPPORT ANALYSIS.

- ② This criterion scored the lowest with the level of achievement being only 46% at the acceptable level. The panel noted that the evidence in artifacts varied wildly. Variations made it difficult to assess based off what was considered evidence at this point in a student's education.

Suggestions from Evaluation Panel

After the assessment process, the evaluation panel has several suggestions for the ADGEA and the Director of First Year Programs.

- ② The panel would like to see more explicit information around concepts presented in SC 110 Foundations I. While this is an introduction course to civic engagement and well-being, there is some common language around those concepts that should be explicitly taught to first semester Simpson students to help them make connections in the Mission courses (which is the next level of understanding for the Simpson Core Curriculum). There needs to be more common language used across all sections of SC 110 Foundations I.
- ② While the panel does not want to take away instructor autonomy, we encourage the program to have a common assignment as an option for faculty. This would allow faculty to prepare their students for future 200 and 300 level writing, setting a goal across the course for an acceptable level in each of the SLOs/rubric criteria.
- ② There needs to be more conversation around what acceptable evidence is at this point in a student's academic career. We encourage the program to work with the Director of the Writing Center to determine appropriate evidence to use in a paper for first year college students.
- ② The evaluation panel encourages the program to determine specific end of semester expectations to provide students with examples. Suggestions were given to include annotated exemplars for both faculty and students to aid in communicating those expectations. This will not only help students in SC 110 but prepare them for future writing tasks in higher level courses. It will also help faculty teaching courses after the first semester to know how they can build on the skills taught in SC 110 Foundations I.

Resources

Courses and Course Descriptions

FOUNDATIONS 1

Course Description: The first course in a 2-semester sequence required for first-year students. This course explores issues of well-being and civic engagement at the personal, local, and global levels. The course will serve as an introduction to writing and critical thinking skills.

Characteristics: Foundations 1 courses will...

1. Analyze an element or issue related to **civic engagement** and well-being using shared texts to effectively support the **written analysis**.
2. Provide students a **common intellectual experience** about civic engagement and well-being, including the shared text and academic writing resulting in a minimum of 12 pages total, all of which are revised based on constructive feedback.
3. Give students an introduction to **writing resources and purposeful instruction in writing** with focus on: thesis statement, paragraph structure, organization, use of evidence, and revisions.
4. Provide students opportunities for **exploration of careers**, majors/minors, courses, and living with authenticity, meaning, and purpose.
5. Facilitate transition to college through attention to **physical, mental/emotional, and financial well-being** including introduction to on-campus resources.
6. Facilitate transition to college through **introduction to campus resources** (Center for Academic Resources or CARS, as well as other campus offices listed below) and focused work on academic skills like critical thinking and critical reading, time management, study skills, or reflection skills.

Shared Understandings

1. These courses are half academic content (intellectual experiences focused on issues related to civic engagement) and half providing students the knowledge and skills relevant to wellbeing and being a productive, successful college student.
2. All sections will share texts (at least 20% or three weeks of a 15-week course) in a common intellectual experience. Shared reading(s) will be announced by the Director of Foundations.
3. Instructors will serve as the students' academic advisors.
4. Sections will normally have no more than 18 students.
5. Sections will include a student peer leader trained in various aspects of student development.
6. Classes take an interdisciplinary approach to foundational concepts of civic engagement and wellbeing (including health, wellness, financial wellbeing).
7. Instructors will work to identify and report students of academic concern as early as possible throughout a semester and work to connect students to needed support services on campus.
8. A list of required campus office visits or presentations (CARS, Career Development, Counseling and Health Services, Culver Center, Dunn Library, Simpson Writing Center) will be announced by the Director of Foundations by the end of May Term.
9. The Director of Foundations will maintain a collection of assignments, activities, and other teaching resources so instructors can plan what to do in their own classes more efficiently.

Foundations 1 Rubric (DRAFT) Civic Engagement and Writing



Foundations 1 Course Description: The first course in a two-semester sequence required for all first-year students. This course explores well-being and <i>civic engagement</i> at the personal, local, and global levels. It serves as an introduction to <i>writing and critical thinking</i> skills.				
Students who complete the Foundations 1 will be able to:	Objective Not Met (1)	Objective Minimally Met (2)	Objective Met (3)	Objective Exceeded (4)
SLO1: Summarize, synthesize, and analyze an element or issue tied to civic engagement or well-being	<i>Begins to develop summary, synthesis, and analytical skills, but does not achieve this objective fully. Lack of development about civic engagement or well-being impacts the writing significantly. Essays do not consider a range of perspectives.</i>	<i>Exhibits emerging summary, synthesis, and analytical skills, but does not develop ideas about civic engagement or well-being thoroughly. Essays may not consider a sufficiently broad range of perspectives.</i>	<i>Demonstrates competent summary, synthesis, or analytical skills, but needs to expand ideas about civic engagement or well-being further and/or develop a broader range of perspectives.</i>	<i>Articulates understanding of and thoroughly analyzes an issue or element of civic engagement or well-being by incorporating a broad range of perspectives.</i>
SLO2: Use relevant evidence to support analysis	<i>Begins to include evidence but does not achieve this objective fully. Lack of relevant evidence or inability to connect evidence to the main idea impacts the writing significantly. Credibility issues with evidence also may occur.</i>	<i>Exhibits emerging use of evidence but does not explain its relevance to the main idea and/or does not connect it to analysis effectively. Essays may lack multiple types of sources (such as journal articles, books, or credible web sites) that would expand the research.</i>	<i>Demonstrates competent use of evidence to support analysis but needs to expand relevance or credibility of evidence further. Essays may lack a particular type of source (such as journal articles, books, or credible web sites) that would enhance the research.</i>	<i>Locates relevant research materials or sources (such as journal articles, books, or credible web sites) and incorporates evidence appropriate for a main idea or thesis.</i>
SLO3: Develop or engage in a main idea	<i>Begins to develop or engage in a main idea but does not achieve this objective fully. Lack of interpretation, synthesis, or analysis impacts the writing significantly; essays may lack focus on more than one perspective.</i>	<i>Exhibits an emerging understanding of a main idea, but needs more extensive development of interpretation, synthesis, or analysis. Essays may explore this idea from limited perspectives.</i>	<i>Demonstrates competent development of or engagement in a main idea, but needs to expand the interpretation, synthesis, or analysis and/or consider the idea from additional perspectives.</i>	<i>Develops an identifiable main idea. Interprets, synthesizes, or analyzes the idea from multiple perspectives.</i>

Updated: 11/8/24