

# Assessment of Student Learning Plan: Russell Scholars Program

Review of 2014-15 Academic Year

**A. College, Department, Date: Russell Scholars Program, May 13, 2015**

**B. Contact Person for the Assessment Plan: Stephen J. Romanoff, Ph.D.**

**C. Degree Program: N/A**

The Russell Scholars Program is neither a major nor a department. It is a non-degree granting academic learning community that offers a limited number of General Education courses and electives.

**D. Assessment of Student Learning**

## ***Step 1. Identify Student Learning Outcomes***

1. Students will be able to describe how and why communities form and the stages they go through in the process; and they will be able to discuss the progress of the RSP community.
2. Students will apply appropriate levels of cognitive skills and critical thinking in analyzing opposing arguments on global issues.
3. Students will be able to identify and produce various modes of writing, e.g., reflective, analytical, argument, research, expository and creative writing.
4. Students will be able to identify and discuss the benefits and responsibilities of working collaboratively within communities, small and large.

\*Outcomes 1-4 were assessed.

**Step 2: How and When will the Learning Outcomes be assessed?**

1. In First-year Seminar (Entry Year Experience) the direct measures for assessing student learning outcomes include a combination of student participation in class discussion, weekly essays, written analyses of weekly readings to identify fact from propaganda, emotionalism, generalization, appeals to fear, stereotyping, and other rhetorical devices employed in persuasive communication

2. In College Writing, assessment measures include individual essays on world affairs and global problem-solving, experiential learning reflections, group projects, group debates, and writing workshops..

3. The Senior Capstone assessment measures student leadership through class discussion, incremental assignments toward the term service learning project, completion of the service learning project, critiquing of the term project paper, in-class oral presentation of the project, and the course portfolio.

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1. Outcome 1 is assessed during fall semester. Students submit weekly written reflections and participate in class discussions graded on a rubric and reviewed by two instructors.

2. Outcome 2 is assessed during fall semester with weekly written analyses of the assigned readings graded on a rubric and reviewed by two instructors.

3. Outcome 3 is assessed during fall and spring semesters by weekly written assignments and graded on a rubric as determined by the two co-instructors of College Writing.

4. Outcome 4 is assessed during fall and spring semesters by weekly written reflections and graded on a rubric and reviewed by the co-instructors.

**Step 3: Using the Assessment results to Improve Student Learning**

1. RSP faculty will examine learning outcomes and the assessment method as well as the volume and frequency of written assignments with new personnel teaching in RSP.
2. RSP faculty will improve coordination of assessment measures across the program through faculty discussions of all courses, methods of measure, and course outcomes.

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**Comments:** RSP's mission is to provide a supportive academic and social environment for first-year students and upperclassmen who wish to learn collaboratively in an interdisciplinary learning community. Ready faculty accessibility and regular mentoring supports a climate of support and personal responsibility critical to first-year student success. Learning outcomes are integrated with and contingent upon the students' participation in the learning community.