

TEC Assessment Report 2020-2021

TEC Working Group Assessment Meeting, April 29, 2021, 3:30-4:30 p.m. on Microsoft Teams
Present: Pete Gess, ex-officio, Cathy Jellenik, John Krebs, Maureen McClung, Sasha Pfau, convener

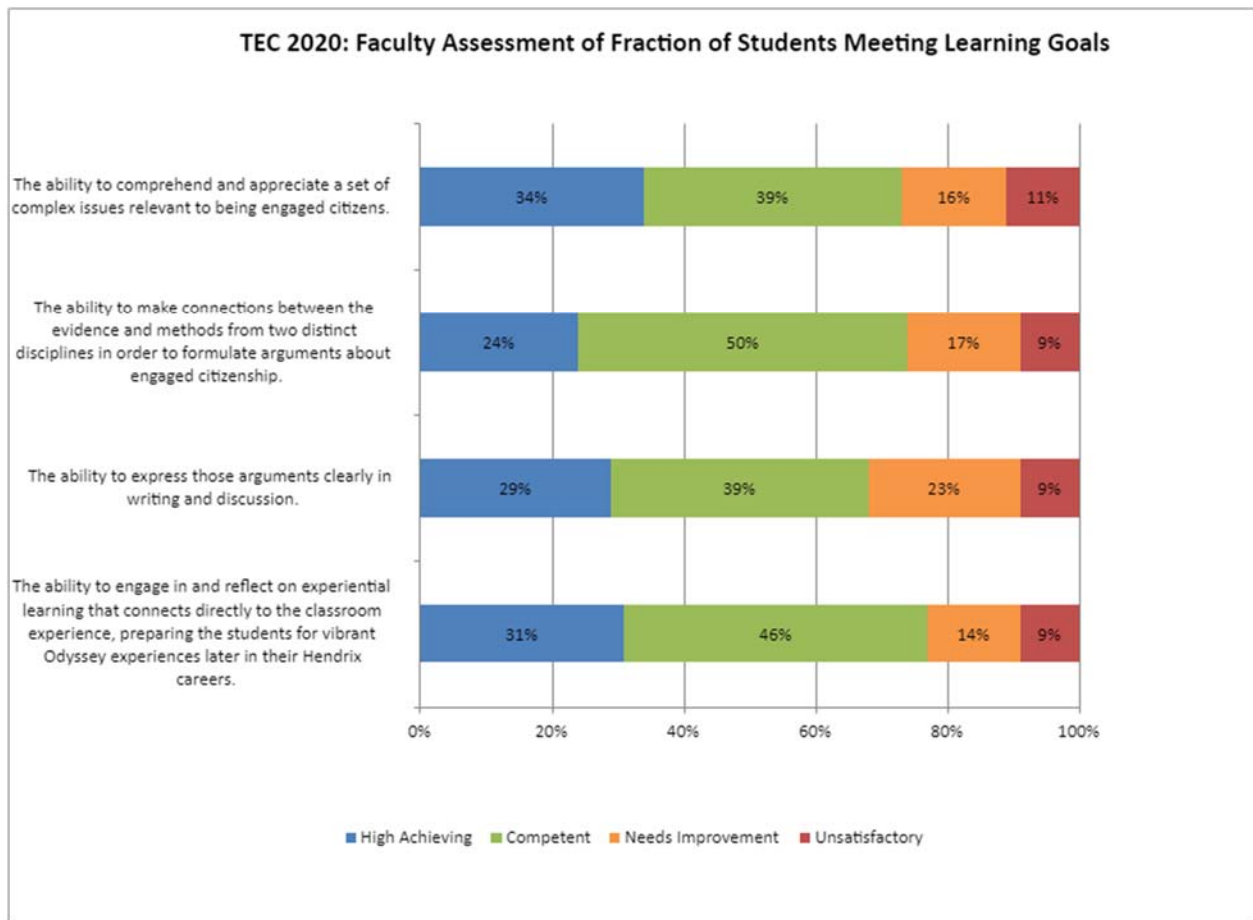
TEC Workshop Assessment Presentation, May 17, 2021 in Mills 102 and on Microsoft Teams
Present: Severine Cottrant-Estell, Jonathan Hancock, Lars Seme, Wenjia Liu, Laura MacDonald, Rod Miller, Fred Ablondi, Rebecca Resinski, José Vilahomat, Andres Caro, Gretchen Renshaw-James, Maureen McClung, William Haden Chomphosy, Mark Goadrich, Pete Gess, John Krebs, Cathy Jellenik, Lindsay Kennedy, Deb Skok, Norman Boehm, Ann Wright, Delphia Shanks, Andy Morgan, Felipe Pruneda Senties, Sasha Pfau

For 2020-2021, the TEC Working Group focused on Learning Goal 3: The ability to express those arguments clearly in writing and discussion. It is important to acknowledge that Fall 2020 was a challenging semester for teaching a discussion-based First-Year Experience course, as we taught first-semester, first-year students remotely for the entire semester. Nevertheless, the results of our assessment data from 2020 is in line with previous years, as you can see in the Appendix. This seems particularly impressive for the student perspective on whether they “strengthened [their] ability to express arguments in discussion.” Only 7% of students disagreed with that statement in 2020.

Learning Goal 3 has consistently been less strong than other goals. We discussed this issue in detail during our Working Group Meeting and at our presentation to the teaching faculty. TEC is not intended to be a course focused primarily on writing or on public speaking, and we may need to work with faculty and students to better articulate our expectations. That said, we are continuing to develop Workshop materials to help faculty improve their writing assignments and tools for helping students improve. At our May Workshop we coordinated with the Director of the Writing Center, Felipe Pruneda Senties, for a two-hour long session on writing. In August, we are planning a session on discussion.

We also noted an interesting disparity this year between faculty assessment of Learning Goal 2 and student feedback on that Learning Goal. While faculty felt that only 74% of students were competent or high achieving in that goal, student feedback was at 86% and 89%. This may be because interdisciplinarity was a key focus in our 2020 Workshops. We think this led to higher expectations of achievement on the part of faculty, but also more emphasis on the learning goal from the student perspective.

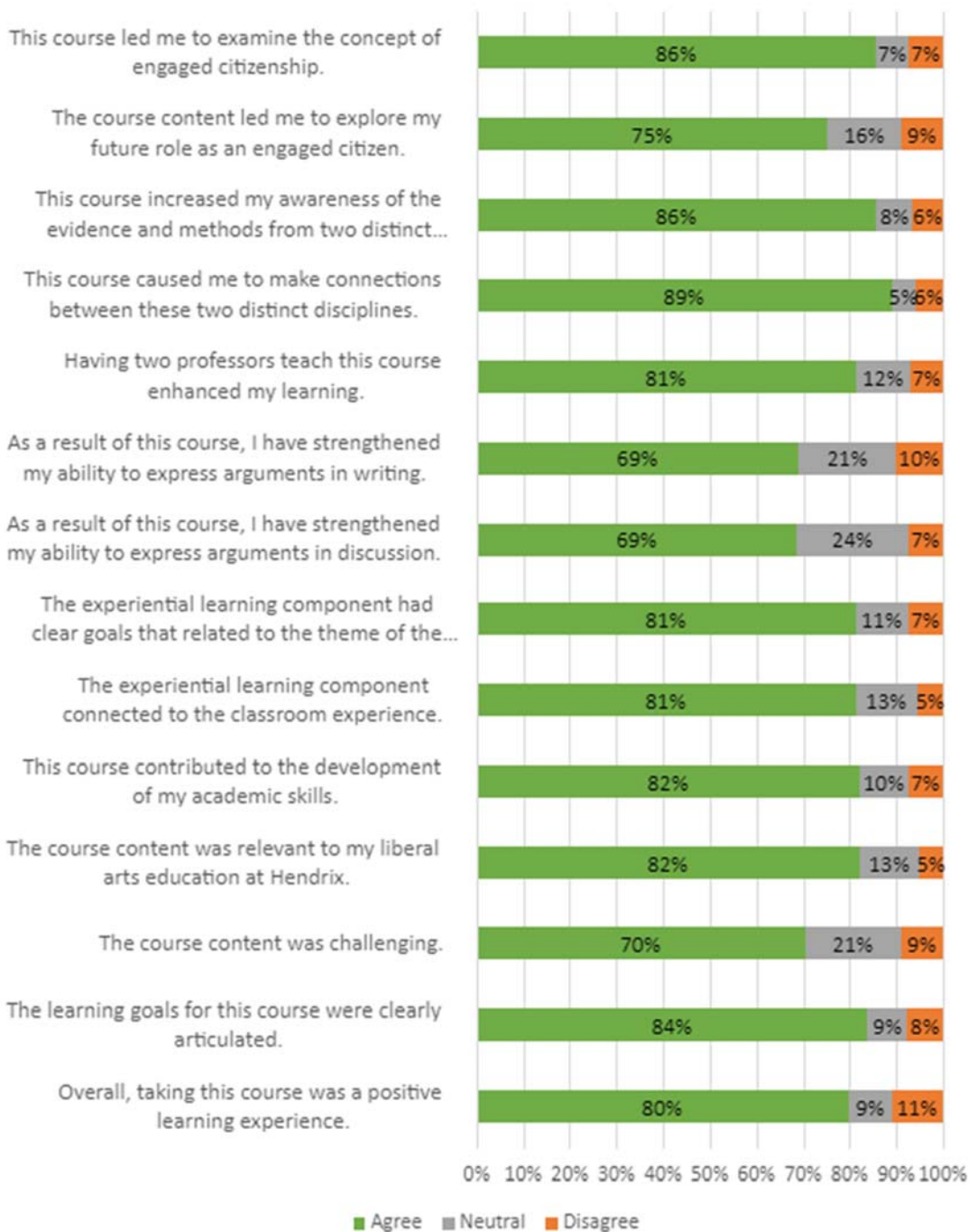
Appendix: Assessment Results



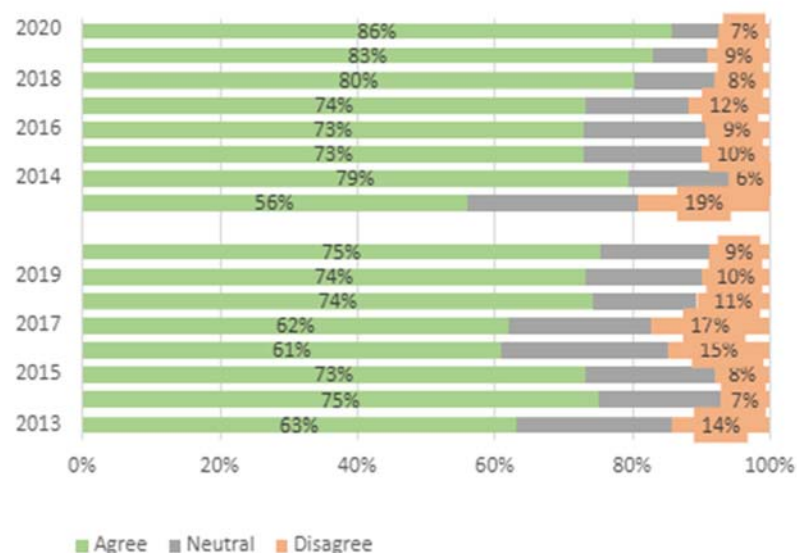
Faculty Assessment of Student Learning Goals



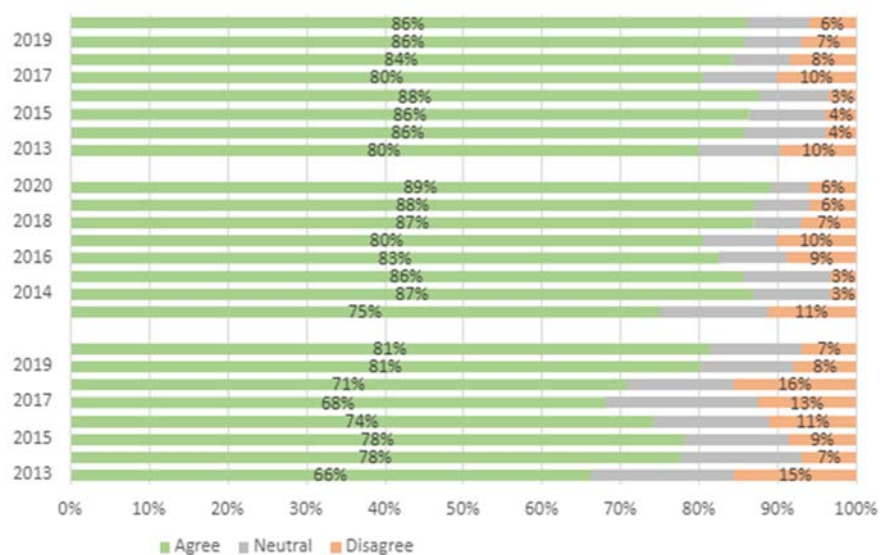
TEC Student Feedback 2020



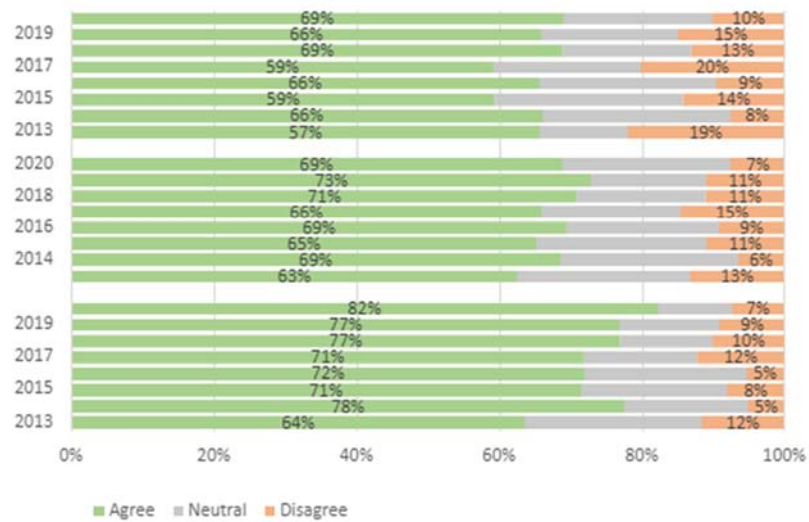
LG#1: Engaged Citizenship



Learning Goal #2: Multidisciplinary



LG#3: Expression of Arguments



LG#4: Experiential Learning

