

## Assessment of First-Year Colloquia

**Outcome:** Students demonstrate an understanding of multidisciplinary inquiry and a recognition of its centrality in the liberal arts setting.

**Definition:** A multidisciplinary approach distinguishes between the distinct approaches of two or more disciplines; identifies and applies authentic connections between two or more disciplines; and explores and synthesizes the approaches or views of two or more disciplines.

**Prompt:** In an essay of no more than 500 words, describe the value of “multidisciplinarity” as a component of a liberal arts education. Using at least two specific examples drawn from your First-Year Colloquium discuss how approaching an issue from a multidisciplinary perspective informed what you learned about a subject.

### Rubric:

Components	Nascent (1)	Low Developing (2)	High Developing (3)	Accomplished (4)
<b>Student demonstrates an understanding of multidisciplinary</b>	The student does not present a clear understanding of multidisciplinary; examples are not relevant	The student presents only a cursory understanding of multidisciplinary; examples are relevant but not strong	The student presents a more sophisticated understanding of multidisciplinary; examples are relevant and strong	The student presents a sophisticated and nuanced understanding of multidisciplinary; examples are illustrative and well chosen
<b>Student demonstrates an understanding of a liberal/liberal arts education</b>	The student does not present a clear understanding of a liberal/liberal arts education	The student presents only a cursory understanding of a liberal/liberal arts education	The student presents a more sophisticated understanding of a liberal/liberal arts education	The student presents a sophisticated and nuanced understanding of a liberal/liberal arts education

**Assessment:** At the end of the semester, all students in a first-year colloquium are required to respond to the indicated prompt; this essay may or may not be evaluated as part of the students’ course grades at the discretion of the instructor. Instructors are encouraged to adapt the prompt in a way that best reflects individual course content as long as both criteria are addressed. After grading the essays (if the essays are graded separately), each instructor then select three student essays at random and applies the rubric. Results are reported to the FYC director.