

**Office of Institutional Effectiveness
September 2023**

2021-2022 Academic Program Assessment Summary

A key component of any teaching and learning environment is the assessment of student learning. As part of the learning outcomes assessment process, programs at Siena College annually document their assessment activities to illustrate both, evidence of students' achieving their program learning outcomes, as well as to provide evidence for continuous quality improvement efforts in the teaching and learning environment. The academic program assessment process at Siena College is intended to involve continuous collaboration and goal-setting, leading to the improvement of student learning. Specifically, this annual process includes the establishment or reexamination of student learning outcomes; changes made to assignments, instructional techniques, and the curriculum; as well as measures and metrics of student learning. The completion of yearly reports provides a means for reflection and planning with respect to the multiple aspects of assessment, and also provides accountability to internal and external stakeholders.

For the 2021-2022 year, each academic major, minor¹, and certificate program was advised to submit the first four sections of their assessment report (i.e., program SLOs, phases, procedures and criteria, and results) by July 1, 2022. Each program then had the opportunity to submit the last two sections (i.e., use of results and determining impact) by October 17, 2022. OIE met individually with programs in May, June, and November (School of Business) to assist them in developing their reports.

This Academic Program Assessment Summary report provides the status of the 2021-22 academic program assessment cycle, including:

- Report submission compliance statistics
- Assessment phase (e.g., use of results) statistics
- Qualitative observations of areas of strength and areas for improvement
- Recognition of programs doing commendable assessment work

Report Submission Compliance

A culture of continuous improvement implies the active engagement of all major, minor, and certificate programs in reporting. Program faculty, school assessment coordinators, members of the Student Learning Assessment Committee (SLAC), and Office of Institutional Effectiveness (OIE) administrators continue to meet, to form connections, and to hold one another accountable as they pursue this goal. In the 2021-2022 year:

- 89.5% (*n* = 34) of majors submitted
- 50.0% (*n* = 12) of minors submitted
- 25.0% (*n* = 3) of cert. submitted

Compared with the history data, the compliance, increased remarkably for minors (37.0%). The increasing compliance rate in minors shows these programs' capacity to complete annual assessment regardless of the COVID impact and the challenge of small enrollment.

Assessment Phases

¹ Since 2020, minors that are in the same field as the major are not required to submit assessment reports.

Continuous improvement also involves using results to make changes to programs and to improve student learning. Among those programs that submitted reports, over half of majors (55.9%) reported the use of results in making improvements (i.e., “closing the loop”). A relatively small proportion of majors (14.7%) reported in the planning stage only with a decline of 2.4% if compared with last year’s data. These programs were new programs or revamped their assessment process. For minors and certificates, the proportion of programs that were still in the planning phase went down from 28.6% to 26.7%.

- 14.7% ($n = 5$) majors were still in planning phase as they were relatively new programs or revamped their assessment process
- 29.4% ($n = 10$) majors reported only assessment results, with no use of results
- 55.9% ($n = 19$) majors reported **use** of results
- 26.7% ($n = 4$) minors and certificates were still in planning phase
- 33.3% ($n = 5$) minors and certificates reported only assessment results, with no use of results
- 40.0% ($n = 6$) minors and certificates reported **use** of results

Areas of Strength

Looking at the content of academic program assessment reports, reports demonstrated the following areas of strength, which were testaments to the professional development of faculty:

- Development of Curriculum Mapping
 - A few more programs started the development or redesign of the curriculum mapping at the program level.
- Assessment Methods
 - Many programs redesigned the assessment methods in this year’s report and identified specific assignments for evaluation instead of course grades.
 - A few programs collected and documented faculty and students’ comments to make potential changes.
- Results Presentation and Discussion
 - More programs reported and compared results over multiple years; some program also tracked the performance of students of different sessions.
 - More minors started to collect data and made evidence-based changes based on the results.

Areas for Improvement

On the other hand, reports also showed the following areas for improvement:

- Description of Assessment
 - The description of assignments in some reports could be improved by adding one to two sentence of the assignment or providing an attachment.
- Dissemination of Learning Outcomes and Assessment Results
 - Through program’s self-reflection on the Academic Program Assessment Rubric, it was noticed that while programs have learning outcomes, many programs did not have this information published on the website.
 - Some programs disseminated assessment results via emails and the results were not consistently considered by the faculty.

Commendable Assessment Work

The following programs are recognized for commendable assessment work:

- Marketing (School of Business)
 - Learning outcomes were slightly clarified and clearer.
 - Descriptions were provided for assignments; methods were also modified to be more aligned with the outcomes; multiple assignments were used for one learning outcome for the purpose of data triangulation.
 - Results were thoroughly and critically discussed. The teaching strategies and instructional changes were well-documented and provided insights for future teaching.

- Nursing (School of Science)
 - Learning outcomes were clear and measurable reflecting various cognitive levels on Bloom's Taxonomy.
 - Assessments occurred in classes of both lower and higher levels and were clearly documented with descriptions of assignments and procedures. Rubrics were developed for most assignments.
 - Results were well-articulated and students' strengths and weaknesses for certain outcomes were identified and used for curriculum changes.

- Social Work (School of Liberal Arts)
 - Learning outcomes were well-defined fulfilling professional accreditation requirements; outcome of student professional development was also assessed.
 - Outcomes were assessed twice during students' study at Siena at different stages and that provided opportunities for early intervention when necessary.
 - Indirect measure (e.g., survey) was used to collect student feedback on their post-graduate plans.
 - Results were discussed with a collaborative effort of the program faculty.

Summary

Faculty, staff, and administrators are making progress toward adopting a culture of continuous improvement. The majority of programs are compliant in submitting academic assessment reports. Over half of the submitted reports have used results to improve learning, and only a relatively small number of programs are in the planning phase. Furthermore, faculty have made marked improvements in developing curriculum mapping, designing assessment activities, and presenting and discussing results. Some areas of improvement are identified including description of assessment and dissemination of learning outcomes and assessment results.

2022-2023 Report Submission Dates:

- July 3, 2023 – first four sections: program SLOs, phase, procedures and criteria, results
- October 16, 2023 – last two sections: use of results, determining impact

Student Learning Assessment Committee

- Mohua Bose – Associate VPAA, Institutional Effectiveness, SLAC Chairperson
- Lisa Yu – Associate Director of Institutional Effectiveness
- **Joseph McCollum – Associate Professor of Business Analytics, School of Business Assessment Coordinator**

- **Tim Reno – Associate Dean of Liberal Arts – School of Liberal Arts Assessment Coordinator**
- **Tom Giarla – Associate Professor of Biology, School of Science Assessment Coordinator**
- Angela McKeever – Assistant Dean, School of Science
- Britt Haas – Teaching Professor, First Year Seminar
- Vicki Parson – Director of Standish Library
- Darren Lim – Associate Professor of Computer Science, Director of Core
- Kathleen Renaud – Assistant Dean of Administration, School of Liberal Arts
- Diane Hannahs – Assistant Dean, School of Business
- Michelle Liptak – Teaching Professor, First Year Seminar

*Note your school assessment coordinator (bold).