

# 2013-14 Assessment Report Summary

## 2013-14 Assessment Report

### Objectives for Campus-Wide Assessment

There are several benefits to requiring each department and program to develop and conduct comprehensive assessments. Among those most salient to Siena include:

- Enables each department to better understand the extent the area is achieving its mission
- Helps to promote culture of improvement
- Justifies department resources and costs
- Demonstrates the academic and co-curricular quality of a Siena education to prospective and current students, senior leadership, and potential employers
- Stipulated in the reaccreditation process, the College is building evidence that resources are being allocated and used to enable college level student learning and experiences that are rigorous and extensive

### ////Changes in Submissions for 2014

No significant changes were made on the 2012-13 Assessment Plan and Report (APR) form or in the submission process. However, several divisions had asked that the deadline be extended to August 1, 2013. The consistency of the form and reporting process from last year should help departments focus more on assessment rather than administrative tasks such as submitting the APR.

### Compliance

#### Academic Areas

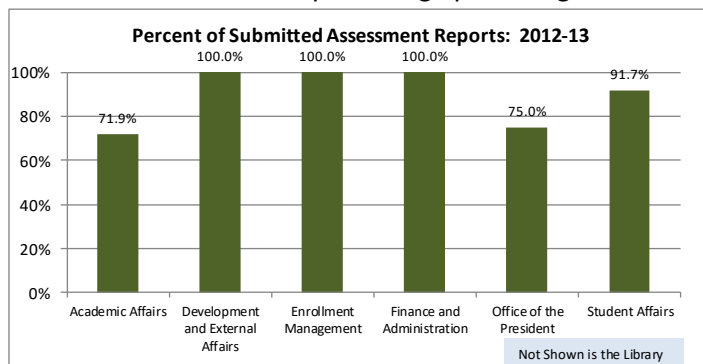
APRs were submitted for about three-fourths of the academic programs (74.7%). An APR was submitted for every major with the exception of Sociology that underwent a program review this year. Psychology also did not submit an APR. Last year, assessment reports were not submitted for seven majors.

The table to the right shows the number of assessment reports submitted for both majors and minors in 2011-12 and 2012-13. Improvement in the number of assessment reports for minors is remarkable. This may due to at least two factors. First, the School Assessment Coordinators concentrated efforts on the assessment of minors in 2012-13. Secondly, although assessment reports were required for minors and certificates last year, many programs needed the extra time (2012-13) to conduct assessments slated for students enrolled in courses required in the minor.

Did NOT Submit	Majors	Minors & Certs.
2011-12	7	27
2012-13	2	9
2013-14		

#### Administrative Areas

Compliance for the administrative areas is approximately eighty-two percent (82.3%). This submission rate is five percentage points higher than in 2011-12 (77.4%). 2012-13 submission



percentages by division are shown on the left.

Both Development and External Affairs and Enrollment Management Development has asked to submit their APRs in August and the request was granted, enabling Enrollment Management to use more relevant and timely data available after June 15.

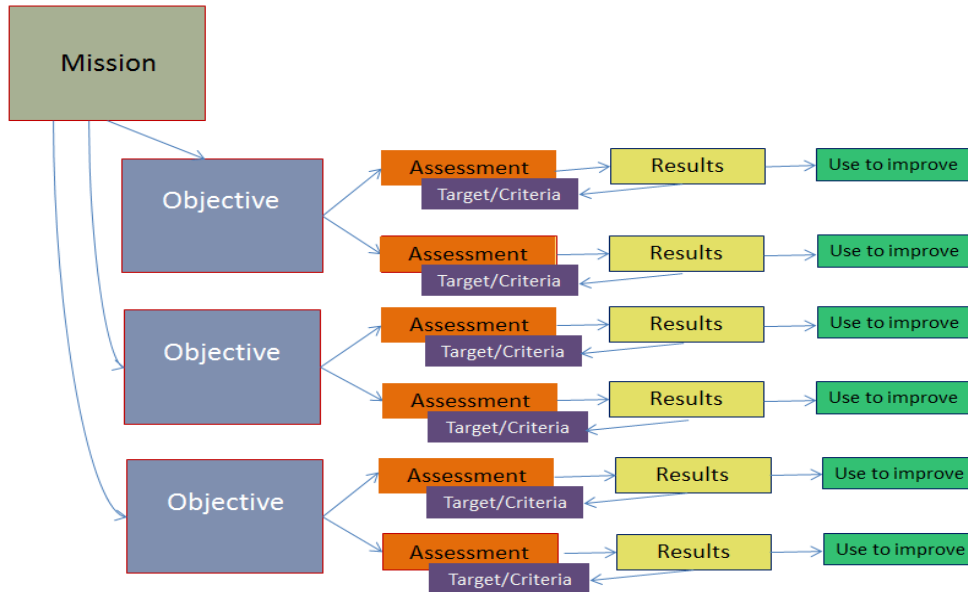
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## Observations

### Process

As illustrated below, assessment is a multi-staged process consisting of the following:

1. Defining department or program objectives
2. Developing and conducting assessments that correspond to the objectives
3. Setting targets and criteria that can be discerned by the assessment results to determine if objective met or exceeded
4. Reporting results that connect the objectives with the assessment
5. Explicitly stating how the results will be used to improve the department or program



Observations about quality and challenges of the 2012-13 assessment reports as a whole are framed within the context of the above process.

### Quality

Compared to 2011-12:

- Assessments are better aligned with learning outcomes.
- Interpretation and use of assessment results are much more prevalent with many departments reflecting and using the results.
- More learning outcomes are explicit, identifying specific content and competencies of the academic programs and not generalities. (ex. Computational Science)
- More generic and general education learning outcomes are specific to content and competencies of academic programs. (ex. Spanish)
- The trend from 2010-11 continues with a smaller proportion of academic programs listing objectives and assessments that are not focused on students (ex. History)

### Areas for Improvement

- **Assessment Cycle** is not being implemented.
  - Too many assessments are slated as planned. Many have been at this stage for two years.
  - Check and Act stages are blurred. (CHECK: draw inferences from results. ACT: Make improvements and evaluate if those improvements make a difference.)

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- **Connections** are **unclear** between target/criteria and reported results.
  - Some departments are unable to define targets/criteria.
  - Some targets/criteria are easily or already met and do not demonstrate initiative to improve.
- Learning outcomes and assessments for **minors** are often the same as the major.
- Few departments articulate the **Siena College Goals** as learning outcomes.
- Many departments are still using **satisfaction surveys** and student **perceptions** as a means to assess student learning and experiences.

### Recognitions (in order of the "Process")

- The **purpose** of each assessment planned or conducted in *Human Resources* is clearly stated.
- The *Library's* Administrative APR illustrates an effective parsing of effort and resources with a clear understanding of the **Assessment Cycle**.
- *ROTC* identified **multiple assessment instruments** and methodology. Not surprisingly, the assessment plan was straightforward and easy to understand.
- *Student Success/Retention* **assessment results were disaggregated** by specific cohorts, linking the intervention's effectiveness with specific cohorts.
- *CURCA* has **used results** of some of their assessments to examine current practices and have identified specific areas for improvement.
- *Tutoring* has already **examined** and **reflected** on results of many of the assessments conducted in 2012-13, ahead of the schedule delineated by the Assessment Cycle.

### Next Steps

- Continue to work with departments to align the assessment with **criteria/ target(s)**. Further, assistance to help departments understand how the target/criteria inform the results will be pursued.
- Provide **incentives** to departments that set targets/criteria that challenge the status-quo.
  - Bad Example: Fifty percent of students will be able to read.
  - Good Example: Seventy percent of students will be able to differentiate quality of sources
- As mentioned, few programs or departments address the **Siena College Goals**. Areas in which these goals are imperative should be identified and subsequently included in the APR.
- Ensure that the areas addressed in the **Academic Excellence Plan** are appropriately assessed.
- Continue to work with faculty to revise **minor** and **certificate** learning outcomes and assessments to ensure that these programs are clearly distinguished from related majors.
- Convene conversations to improve and make visible the alignment of the APR with other campus planning and assessment initiatives (ex. CPFC, Performance Evaluations, Annual Reports.)
- Emphasize the merits of conducting assessment and submitting the APR.

### Additional Resources for Assessment and Submission: (<http://www2.siena.edu/pages/6981.asp> )

- *Assessment Handbook*
- *How to Submit Assessment Documentation* pamphlet
- Resources from Other Colleges web page: <http://www2.siena.edu/pages/6979.asp>
- An *Academic Assessment Report* examples for each school and an *Administrative Assessment Report* example

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### Mission, Core, and College Learning Goals

#### Mission

*Siena College is a learning community advancing the ideals of a liberal arts education, rooted in its identity as a Franciscan and Catholic institution.*

**Mission: Learning Community, As a learning community**, Siena is committed to a student-centered education emphasizing dynamic faculty-student interaction. Through a blending of liberal arts and professional education, Siena College provides experiences and courses of study instilling the values and knowledge to lead a compassionate, reflective, and productive life of service and leadership.

**Mission: Liberal Arts, As a liberal arts college**, Siena fosters the rigorous intellectual development of its students through a healthy exchange of ideas both inside and outside the classroom. It provides opportunities to develop critical and creative thinking; to make reasoned and informed judgments; to appreciate cultural diversity; to deepen aesthetic sensibility and to enhance written and oral communication skills. It develops in each individual an appreciation for the richness of exploring knowledge from a variety of perspectives and disciplines.

**Mission: Franciscan Community, As a Franciscan community**, Siena strives to embody the vision and values of St. Francis of Assisi: faith in a personal and provident God, reverence for all creation, affirmation of the unique worth of each person, delight in diversity, appreciation for beauty, service with the poor and marginalized, a community where members work together in friendship and respect, and commitment to building a world that is more just, peaceable, and humane.

**Mission: Catholic College, As a Catholic college**, Siena seeks to advance not only the intellectual growth of its students, but their spiritual, religious and ethical formation as well. To this end, Siena is composed of and in dialogue with people from different religious and cultural traditions; fosters a critical appreciation of the Catholic intellectual heritage in conversation with contemporary experience; provides ample opportunities for worship and service; explores the moral dimensions of decision-making in business and the professions; and affirms the dignity of the individual while pursuing the common good.

#### College Core Learning Goals

As a learning community and liberal arts college grounded in its Franciscan and Catholic heritage, Siena affirms the following learning goals for the core curriculum:

**CG 1. Informed reasoning**, Students will think critically and creatively to make reasoned and informed judgments. Through engagement with contemporary and enduring questions of human concern, students will solve problems in ways that reflect the integration of knowledge across general and specialized studies, and they will demonstrate competence in information literacy and independent research.

**CG2. Effective communication**, Students will read texts with comprehension and critical involvement, write effectively for a variety of purposes and audiences, speak knowledgeably, and listen with discernment and empathy.

**CG 3. Reflection on Franciscan Concerns**, Students will reflect on concerns central to Siena's Franciscan heritage. By the time they complete the core curriculum, students will have engaged four concerns: Heritage, Diversity, Social Justice, and Nature.

**CG 4. Scientific and Quantitative Inquiry**, Students will demonstrate an understanding of scientific and quantitative methods of analysis.

#### Core Franciscan Concerns

The Franciscan Concern component of the core ensures thematic exposure to themes of special importance to the Franciscan Tradition that can be explored from multiple perspectives. Students need to take one course in each of the four Franciscan Concern areas:

**CFC 1: Heritage: Traditions and Their Texts**, As a tradition born in the 13th Century, the Franciscan Tradition is embedded within Western heritage, and as a living tradition nearly 800 years old, the Franciscan Tradition is constitutive of subsequent Western heritage. The "Heritage" rubric embraces this broad sense of

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tradition. Courses will acquaint students with one or more of the major intellectual, cultural, or religious traditions in this history and the texts, figures, events, or movements associated with them. Courses in this category elucidate how these traditions address fundamental questions of humanistic or religious concern.

**CFC 2: Diversity: American & Global Pluralism**, The Franciscan concern for diversity flows from its affirmation of each individual as worthy of respect and compassion. Individuality implies plurality of perspective, both on the level of differences among persons and on the level of differences among peoples. Appreciating diversity requires that students have the opportunity to see things from perspectives they do not normally occupy. This includes the examination of diverse intellectual perspectives.

**CFC 3: Social Justice: Principles and Practice**, The Franciscan Tradition joins with other traditions and movements in placing a premium on social justice. Social justice permeates all levels of human affairs and admits investigation from a variety of perspectives. Broadly speaking, social justice concerns (a) the practical organization of human affairs allowing for maximal human flourishing, (b) the values and principles guiding or that might guide the organization of human affairs, (c) the extent to which such values or principles are practically realized or under-realized. The “Social Justice” rubric welcomes courses that study the theory or practice of justice from social, moral, political, religious, economic, environmental, aesthetic, or technological points of view.

**CFC 4: Nature: Scientific & Normative Approaches to the Natural World**, The Franciscan Tradition affirms the goodness of nature. As an intellectual tradition, it supports the scientific investigation of nature, and as a spiritual tradition it cultivates deepened appreciation for the entirety of the created world and heightened commitment to the effective stewardship of the Earth and all living things. The “Natural World” rubric welcomes courses which both investigate the natural world from a scientific perspective and also examine the impact and consequences of human involvement in natural systems.

### Siena College Learning Goals

As a learning community and liberal arts college grounded in its Franciscan and Catholic heritage, Siena affirms the following learning goals:

#### **Siena 1: Reason**

Students will think critically and creatively to make reasoned and informed judgments. Through engagement with contemporary and enduring questions of human concern, students will solve problems in ways that reflect the integration of knowledge across general and specialized studies, and they will demonstrate competence in information literacy and independent research.

#### **Siena 2. Rhetoric**

Students will read a variety of texts with comprehension and critical involvement, write effectively for a variety of purposes and audiences, speak knowledgeably, and listen with discernment and empathy.

#### **Siena 3. Reflection**

Students will comprehend that learning is a life-long process and that personal growth, marked by concern and care for others, is enhanced by intellectual and spiritual exploration.

#### **Siena 4: Regard**

Students will affirm the unity of the human family, uphold the dignity of individuals, and delight in diversity. They will demonstrate intercultural knowledge and respect.

#### **Siena 5: Reverence**

Students will demonstrate a reverence for creation. They will develop a worldview that recognizes the benefits of sustaining our natural and social worlds.

#### **Siena 6: Responsibility**

Students will commit to building a world that is more just, peaceable, and humane. They will lead through service

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Administrative Assessment Report Example

Department/Area:						
For Year: 2011-12			Date Submitted:	Submitted By		
Department/Area Mission:						
1.Objective	2. Student Learning Objective / Experience	3. Assessment Cycle	4. Assessment Procedures <small>(P= Plan, Do-D)</small>	5. Assessment Results <small>(Check-C)</small>	6. Use of Results <small>(Act-A)</small>	7. Use of Results improved (or did not improve) subsequent Student Learning?
1.	1.	Cycle:  Year: 20xx- 20xx	METHOD (HOW):  WHO will receive assessment: WHO will administer/monitor assessment:  WHEN:  TARGET (CRITERIA):			
	2.	Cycle:  Year: 20xx- 20xx	METHOD (HOW):  WHO will receive assessment: WHO will administer/monitor assessment:  WHEN:  TARGET (CRITERIA):			