

**Office of Institutional Effectiveness
August 2020**

2018-2019 Academic Program Assessment Summary

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 of student learning outcomes; changes made to assignments, instructional techniques, and the curriculum; as well as measures and metrics of student learning. Student learning is also facilitated by the completion of yearly reports, which provide a means for reflection and planning with respect to the multiple aspects of assessment. These reports also provide accountability to internal stakeholders, such as students, other programs, and administrators, and external stakeholders, such as accrediting bodies.

For the 2018-2019 year, each academic major, minor, 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. Each program then had the opportunity to submit the last two sections (i.e., use of results and determining impact) by October 15. OIE met individually with programs in May and June to assist them in developing their reports.

This Academic Program Assessment Summary report provides the status of the 2018-2019 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 2018-2019 year:

- 89% ($n = 33$) of majors submitted
- 67% ($n = 34$) of minors submitted
- 58% ($n = 7$) of cert. submitted

Historically, compliance has generally improved in the last several years. However, for minors and certificates, compliance declined between the 2017-2018 and 2018-2019 years. These programs may have been somewhat less likely to report due to small sample sizes; however, OIE and SLAC continue to meet individually with these programs and to encourage submission, even as the programs collect data.

Did Not Submit	Majors	Minors & Certificates
2011-2012	7	27
2012-2013	2	9
2013-2014	2	16
2014-2015	0	0
2015-2016	2	11
2016-2017	3	11
2017-2018	1	7
2018-2019	4	22

Assessment Phases

Continuous improvement also involves using results to make changes to programs and to improve student learning. Among those programs that submitted reports, approximately half of majors reported the use of results in making improvements (i.e., “closing the loop”), with a relatively small number of majors reportedly in the planning stage only. The pattern was similar for minors.

- 22.6% ($n = 7$) majors are still in planning phase
- 48.4% ($n = 15$) majors have reported use of results
- 35.0% ($n = 14$) minors and certificates are still in planning phase
- 47.5% ($n = 19$) minors and certificates have reported use of results

Areas of Strength

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

- Learning outcomes statements
 - Capturing multiple levels of Bloom’s taxonomy
 - Comprehensive coverage of essential learning
- Methodology and criteria
 - Reduced use of course grades as assessments
 - Using sample sizes and percentages, etc. to improve reporting
 - Criteria have been well-developed over time
- Use of Results
 - Some programs have begun to discuss closing the loop

Areas for Improvement

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

- Not ensuring multiple assessments for multifaceted SLOs
- Little description of assignments, questions, etc.
- Little uploading of rubrics

Commendable Assessment Work

The following programs are recognized for commendable assessment work:

- Economics (School of Business)
 - Strong presentation of criteria, results, and discussion of results (e.g., identifying students who are struggling, changing in-class activities, etc.).
- Mathematics (School of Science)
 - Well-articulated outcomes, criteria, and discussion of results. The program is also conducting an in-depth assessment of calculus outcomes, using a pre-post design.
- Political Science (School of Liberal Arts)
 - Strong presentation of results, which are tracked year-to-year and interpreted.
- Sociology (School of Liberal Arts)
 - Well-articulated outcomes, criteria, and results. The program is also taking the initiative to do curriculum mapping to improve their assessment process.

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, although minors and certificates show some room for improvement. Nearly half of programs that submitted reports reported using results to improve learning, and a relatively smaller number reported being only in the planning phase. Furthermore, faculty have made marked improvements to their student learning outcomes, methodology, criteria, and use of results, with some room for improvement regarding the documentation of assignments and rubrics.

2019-2020 Academic Program Assessment Information:

2019-2020 Report Submission Dates:

- July 1, 2020 – first four sections: program SLOs, phase, procedures and criteria, results
- October 15, 2020 – last two sections: use of results, determining impact

Student Learning Assessment Committee

- Mohua Bose – Associate VPAA, Institutional Effectiveness, SLAC Chairperson
 - Aaron Shilling – 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 - Assistant Professor of Biology, School of Science Assessment Coordinator**
 - Angela Mckeever – Assistant Dean, School of Science
 - Britt Haas – Teaching Assistant Professor, First Year Seminar
 - Catherine Crohan – Librarian, Core Information Literacy
 - Chingyen Mayer – Associate Professor of English, Core Advisory Committee Chairperson
 - Diana King – Assistant Dean, School of Liberal Arts
 - Jamie Casline – Assistant Dean for Administration, School of Business
 - Michelle Liptak – Teaching Assistant Professor, First Year Seminar
- Note your school assessment coordinator (bold).