

2018-19 Student Learning Assessment Report, Academic

Program: FYS	Degree: - Select One -	Department Head: Margaret Woolbright	Submitted By: Margaret Woolbright	Date Submitted: 07/11/2019
<p>Mission:</p> <p>The First Year Seminar is a two semester, writing intensive course taken sequentially by first year students. The goal of the Seminar is to prepare our freshmen for the intellectual life of college: how to read critically, how to engage with a text, how to articulate an informed position on big questions, how to write clearly and persuasively, how to voice an opinion in a classroom conversation, how to make connections between and among the readings they are doing, the subjects they are studying, as well as between Siena and the outside world. The First Year Seminar will teach our freshmen how to be students and will do this in a way that introduces them to the story that is unique to Siena and our Franciscan heritage. First and foremost, this course is academically rigorous and is a symbol of academic excellence.</p> <p>Under most circumstances, students will remain with the same faculty member and classmates for both semesters. Themes for the first semester are: Heritage and Natural World; themes for the second semester are: Diversity and Social Justice. Within each theme, there are a few interdisciplinary readings common to all sections of the course. Individual faculty choose the remaining readings and an overall theme to bring coherence to their sections. The lives and stories of St. Francis and St. Clare are interwoven throughout the year.</p>				
1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)	
<p>1. 1. Informed Reasoning</p> <p>1.1 Students will think clearly, critically, and creatively. They will do this through rigorous engagement with both the common, shared texts and with the texts specific to the individual theme of the course.</p> <p>1.2 Students will demonstrate competence in information literacy and research.</p>	<p>Collecting</p> <p>Discussing</p>	<p>Method: (ex. tests, presentations, research paper)</p> <p>For this learning goal, we conducted two surveys: one at the end of the 2nd semester freshman year and one at the end of 2nd semester senior year.</p> <p>Using a Sample of Students? No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur? End of freshman year and end of senior year.</p>	<p>For the freshman survey, if the numbers were at least 80% in each category, we determined that our learning goal had been met.</p> <p>For the senior survey, if the numbers were above 75%, we determined that our goal had been met.</p>	

How often does assessment occur?
We have done these surveys for 2 years.

4. Assessment Results (Collecting/ analyzing)

END OF SECOND SEMESTER FRESHMAN SURVEY:

My FYS class helped me to think more clearly: AGREE = 94.15% N= 547

46.07 STRONGLY AGREE
36.20 AGREE
11.88 SOMEWHAT AGREE

My FYS class helped me to think more critically: AGREE = 95.21 N= 543

51.75 STRONGLY AGREE
33.33 AGREE
10.13 SOMEWHAT AGREE

MY FYS class taught me to think more creatively: AGREE= 92.89 N= 548

45.44 STRONGLY AGREE
32.12 AGREE
15.33 SOMEWHAT AGREE

1.2 Students will demonstrate competence in information literacy and research.

MY FYS class improved my library and research skills: AGREE = 94.5 N= 546

47.25 STRONGLY AGREE
33.88 AGREE
13.37 SOMEWHAT AGREE

END OF SENIOR YEAR SURVEY:

FYS helped me improve my critical thinking: AGREE = 80.89 N= 424

37.26 STRONGLY AGREE
24.53 AGREE
19.10 SOMEWHAT AGREE

FYS helped me improve my library skills. AGREE = 80.89 N = 425

37.41 STRONGLY Agree
24.47 AGREE
19.06 SOMEWHAT AGREE

Supporting Document(s):

[Supporting Doc FYS - Select One - Outcome 1 - Senior Survey March 2019 RESULTS.pdf](#)

[Supporting Doc FYS - Select One - Outcome 1 - Survey FYS Students May 2019 2nd semester.pdf](#)

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

We will be discussing these results in the up-coming year among ourselves and also with the Core Review Task Force.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
2. 2. Effective communication Students will read carefully, write clearly, listen closely, and voice their positions persuasively.	Collecting Discussing	Method: (ex. tests, presentations, research paper) Survey Using a Sample of Students? No If yes, describe your sample. When does assessment occur? End of freshman year and end of senior year. How often does assessment occur?	For the freshman survey, if the numbers were at least 80% in each category, we determined that our learning goal had been met. For the senior survey, if the numbers were at least 75%, we determined that our goal had been met.

We have done these surveys for two years.

4. Assessment Results

(Collecting/ analyzing)

END OF SECOND SEMESTER FRESHMAN SURVEY:

My FYS class taught me to read more carefully: AGREE = 95.04% N = 544

49.08 STRONGLY AGREE
36.03 AGREE
9.93 SOMEWHAT AGREE

MY FYS class taught me to write more clearly: AGREE = 95.78% N= 546

54.21 STRONGLY AGREE
33.15 AGREE
8.42 SOMEWHAT AGREE

My FYS class taught me to listen more closely: AGREE = 94.31% N = 545

45.87 STRONGLY AGREE
34.86 AGREE
13.58 SOMEWHAT AGREE

My FYS class taught me to voice a position more persuasively: AGREE = 94.31% N = 545

50.64 STRONGLY AGREE
30.86 AGREE
12.84 SOMEWHAT AGREE

END OF SENIOR YEAR SURVEY:

FYS helped me improve my reading skills: AGREE = 78.02% N = 423

34.52 STRONGLY AGREE
21.75 AGREE
21.75 SOMEWHAT AGREE

FYS helped me improve my writing skills: AGREE = 83.46% N = 423

49.41 STRONGLY AGREE
18.68 AGREE
15.37 SOMEWHAT AGREE

FYS helped me improve my listening skills: AGREE = 79.71% N = 419

36.28 STRONGLY AGREE
 24.58 AGREE
 18.85 SOMEWHAT AGREE

FYS helped me improve my public speaking skills: AGREE = 75.89% N = 423

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

We will be discussing these results in the coming year, both among ourselves and with the Core Review Task Force.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
<p>3. 3. Reflection on Franciscan concerns</p> <p>Students will read and reflect on the values of both St. Francis and St. Clare.</p> <p>Students will explore the four Franciscan core values: Heritage, Natural World, Diversity, and Social Justice.</p>	<p>Collecting</p> <p>Discussing</p>	<p>Method: (ex. tests, presentations, research paper) Survey</p> <p>Using a Sample of Students? No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur? At the end of freshman year.</p> <p>How often does assessment occur? We have done this survey for two years.</p>	<p>For the freshman survey, If the numbers were at least 80% in each category, we determined that our learning goal had been met.</p>

4. Assessment Results

(Collecting/ analyzing)

END OF FRESHMAN YEAR SURVEY

As a result of my FYS class, I now know more about Sts. Francis and Clare: AGREE = 97.07% N = 547

54.66 STRONGLY AGREE

34.37 AGREE

8.04 SOMEWHAT AGREE

As a result of my FYS class, I now know more about the Core Franciscan value of Heritage: AGREE = 96.68% N = 542

48.71 STRONGLY AGREE

38.19 AGREE

9.78 SOMEWHAT AGREE

As a result of my FYS class, I now know more about the Core Franciscan value of Natural World: AGREE = 97.02% N = 541

48.96 STRONGLY AGREE

37.52 AGREE

10.54 SOMEWHAT AGREE

As a result of my FYS class, I now know more about the Core Franciscan value of Diversity: AGREE = 97.23 N = 543

52.85 STRONGLY AGREE

38.49 AGREE

5.89 SOMEWHAT AGREE

As a result of my FYS class, I now know more about the Core Franciscan value of Social Justice: AGREE = 97.23% N = 543

54.33 STRONGLY AGREE

37.38 AGREE

5.52 SOMEWHAT AGREE

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

We will be discussing these results in the coming year both among ourselves and with the Core Review Task Force.

1. Major/Program Student Learning Outcomes

2. Phase

3. Assessment Procedures

Criteria:

Students will be able to...		(Planning/ determining)	(How do you know students are achieving learning outcome?)
<p>4. 4. Social and Personal Development. (New Learning Goal)</p> <p>Students will develop socially and personally.</p>	<p>Collecting</p> <p>Discussing</p>	<p>Method: (ex. tests, presentations, research paper)</p> <p>For the past 2 years, we have done 3 surveys on this learning goal: end of first semester freshman year, end of second semester freshman year, and end of senior year.</p> <p>Using a Sample of Students?</p> <p>No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur?</p> <p>At the end of the first semester freshman year, at the end of second semester freshman year and at the end of senior year.</p> <p>How often does assessment occur?</p> <p>We have done these surveys for two years.</p>	<p>For the freshman surveys, If the numbers were at least 80% in each category, we determined that our learning goal had been met.</p> <p>For the senior survey, if the numbers were at least 75%, we determined that the goal had been met.</p>

4. Assessment Results
(Collecting/ analyzing)

END OF FRESHMAN YEAR 2018: Please note that these numbers are significantly higher than in 2017.

As a result of my FYS class, I attended outside-of-class events that I would not have attended otherwise: AGREE = 94.51% N = 547

54.11 STRONGLY AGREE
30.53 AGREE
9.87 SOMEWHAT AGREE

As a result of my FYS class, I feel connected to my FYS professor: AGREE = 94.7% N = 547

53.93 STRONGLY AGREE
29.80 AGREE
10.97 SOMEWHAT AGREE

As a result of my FYS class, I feel more connected to other freshmen: AGREE = 94.14% N = 546

49.27 STRONGLY AGREE
29.85 AGREE
15.02 SOMEWHAT AGREE

As a result of my FYS class, I feel more connected to Siena: AGREE = 91.34% N = 543

43.09 STRONGLY AGREE
31.21 AGREE
17.13 SOMEWHAT AGREE

As a result of my FYS class, I feel better prepared for the next academic year: AGREE = 93.17 N = 542

46.86 STRONGLY AGREE
33.76 AGREE
12.55 SOMEWHAT AGREE

As a result of my FYS class, I feel enthusiastic about the next academic year: AGREE = 92.31 N = 546

46.52 STRONGLY AGREE
32.05 AGREE
13.74 SOMEWHAT AGREE

END OF FRESHMAN YEAR 2017: There were 644 respondents out of 778 enrolled freshmen, for an 82% return rate.

Although we have data on all 9 questions, I will focus here on the data from questions 5-9 since this data is more directly linked to our learning goal. This is also the data that we spent the most time discussing.

#5: 87.2% of students responded that they attending events as a result of the FYS requirement.

#6 . 86.9% of students responded that attending these events enriched their FYS experience.

#7 81.9% of students responded that attending events helped them connect with other freshmen.

#8 88.5% of students responded that attending events helped then connect with Siena.

#9 85.2% of students responded that attending events helped them in their transition to college.

END OF FIRST SEMESTER FRESHMAN YEAR 2018:

As a result of my FYS requirement, I attended events that I would not have otherwise attended: AGREE = 86.93%

26.23 STRONGLY AGREE
40.60 AGREE
20.10 SOMEWHAT AGREE

The FYS outside of class event requirement helped me connect with other freshmen: AGREE = 79.09%

19.69 STRONGLY AGREE
33.95 AGREE
25.45 SOMEWHAT AGREE

The FYS outside of class event requirement helped me connect with Siena: AGREE = 86.80%

21.98 STRONGLY AGREE
38.73 AGREE
26.09 SOMEWHAT AGREE

The FYS outside of class event requirement helped with my transition to college: AGREE = 78%

END OF SENIOR YEAR SURVEY 2019:

The FYS requirement to attend outside of class events contributed to my continued attendance at college events: AGREE = 65.52% N = 409

23.23 STRONGLY AGREE
22.00 AGREE
20.29 SOMEWHAT AGREE

I remain in contact with others from my FYS class: AGREE: 68.01% N = 422

28.67 STRONGLY AGREE
21.09 AGREE
18.25 SOMEWHAT AGREE

FYS was an important factor in my remaining at Siena: AGREE: 55.99% N = 393

30.03 STRONGLY AGREE
10.18 AGREE
15.78 SOMEWHAT AGREE

Supporting Document(s):

[Supporting Doc FYS - Select One - Outcome 4 - Survey FYS Students Dec 2018.pdf](#)

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

In 2017-2018, complete report was done by Millie Savidge from OIE. I distributed the report at a Spring FYS faculty meeting where we discussed the results. It was clear to us that attending outside of class events is

beneficial to the freshmen as it is their perception that attending these events helps them to connect with other freshmen, to FYS, to Siena and to help them in their transition to college. In 2018-2019, the report was done by Tara Cope, from OIE.

In our conversation, we made the following decisions based on this data:

The FYS outside of class requirement is that all sections take students on a field trip. Based on the survey and the data, we will continue this requirement. In addition, it became clear to us that given how much these events help the freshmen, faculty should be encouraged to do the field trip as early in the Fall semester as possible.

The second part of the outside of class requirement is that all sections have students attend at least one on campus event. We decided that given the data, faculty should be encouraged to have students attend as many events as possible.

Final thoughts: For at least the past 10 years, the FYS learning goals have been solely academic. (Goals 1,2,3). In our FYS Summer Workshop 2017, many of the faculty brought up the fact that what we do is not solely academic and that we needed to add a learning goal that got at some of the social development we see as a result of the class. This is how Learning Goal #4 came about. And since it was a new goal, we decided to assess it this year. I think many of us (myself included) were surprised at just how many freshmen said that this requirement helped them in their transition to college. This data reaffirmed and strengthened our commitment to this requirement. The conversations we had in Summer 2017 and Spring 2018 were very valuable in helping our freshmen and in improving our program.