

2017-18 Student Learning Assessment Report, Academic

Program: FYS	Degree: - Select One -	Department Head: Mildred Savidge	Submitted By: Meg Woolbright	Date Submitted: 10/06/2018
<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>	Collecting	<p>Method: (ex. tests, presentations, research paper)</p> <p>After 6 years of using direct methods of assessing our learning goals, this year we did three surveys: 1. End of first semester freshman year focused on new learning goal #4. 2. End of Freshman Year Survey focused on all learning goals 3. Senior Survey focused on all learning goals.</p> <p>Using a Sample of Students? No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur?</p>	We surveyed what the students think they are learning.	

See above.

How often does assessment occur?
Once this year and once in 2018-2019.

4. Assessment Results (Collecting/ analyzing)

End of Freshman Year Survey:

This survey was administered in class on the last day of the second semester of freshman year. Our response rate was 52.49%

On the End of Freshman Year Survey, students report that FYS helped them:

1. Think more clearly 95.8% Agree
2. Think more critically 96.5%
3. Think more creatively 94.4
4. Improve my library and research skills 93.7

On the Senior Survey, students report that looking back over the last three years, FYS helped to improve:

1. Critical thinking skills 77.4% Agree
2. Library/Research skills 79.5%

Learning Outcome Met? (Based on Criteria)

Yes

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	Method: (ex. tests, presentations, research paper) See above Using a Sample of Students? No	See above

	<p>If yes, describe your sample.</p> <p>When does assessment occur? See above</p> <p>How often does assessment occur? See above</p>	
--	---	--

4. Assessment Results
(Collecting/ analyzing)

On the End of Freshman Year Survey, students report that FYS helped them:

1. Read more carefully 95% Agree
2. Write more clearly 96%
3. Listen more closely 94.7%
4. Voice my positions more persuasively 93.7

On the Senior Survey, students report that looking back over the last three years, FYS helped to improve:

1. Reading 74.2% Agree
2. Writing 80.8%
3. Listening 76.7%
4. Speaking 73.5%

Learning Outcome Met?
(Based on Criteria)
Yes

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?)
3. 3. Reflection on Franciscan concerns Students will read and reflect on the values of both St. Francis and St. Clare. Students will explore the four Franciscan core values:	Collecting	Method: (ex. tests, presentations, research paper) See above Using a Sample of Students?	See above.

Heritage, Natural World, Diversity, and Social Justice.		<p>No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur? See above</p> <p>How often does assessment occur? See above</p>	
---	--	---	--

4. Assessment Results
(Collecting/ analyzing)

On the End of Freshman Year Survey, students report that FYS taught them about:

1. St. Francis and St. Clare 96.8%
2. Heritage 96%
3. Natural World 96%
4. Diversity 97%
5. Social Justice 97.7

Learning Outcome Met?
(Based on Criteria)
Yes

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?)
4. 4. Social and Personal Development. (New Learning Goal)	Collecting	Method: (ex. tests, presentations, research paper)	See above.

<p>Students will develop socially and personally.</p>	<p>Discussing</p>	<p>Survey given in class on the last day of the Fall semester 2017, end of first semester freshman year.</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 the first semester.</p> <p>How often does assessment occur? Once</p>	
---	-------------------	---	--

4. Assessment Results
(Collecting/ analyzing)

First Semester Freshman Survey: 82% response rate.

Because of FYS, I attended outside of class events that I would not have gone to otherwise 87.2%

Attending these events enriched MY FYS experience. 86.9%

Attending events helped them connect with other freshmen. 81.9%

Attending events helped them connect with Siena. 88.5%

Attending events helped them in their transition to college. 85.2%

End of Freshman Year Survey: 52.49% response rate

Because of FYS, I attended outside of class events that I would not have gone to otherwise 93.7% Agree

Feel connected to my FYS professor 93.5

Feel connected to other freshmen 93.7

Feel connected to Siena 92.5

Senior Survey: 54% response rate

Because of FYS, I attended outside of class events that I would not have gone to otherwise . 61.7% Agree

I remain in contact with my FYS classmates 68.4%

My FYS class was an important factor in my staying at Siena 53%

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

Complete reports on all 3 surveys were done by Millie Savidge from OIE. I distributed the reports at a Spring FYS faculty meeting where we discussed the results. The focus of the discussion was on our new learning goal #4 and the assessment of it. 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 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.