



Siena College 2014 Self-Study

Prepared for the

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Siena College
515 Loudon Road
Loudonville New York 12211



**SIENA COLLEGE
2014 SELF-STUDY**

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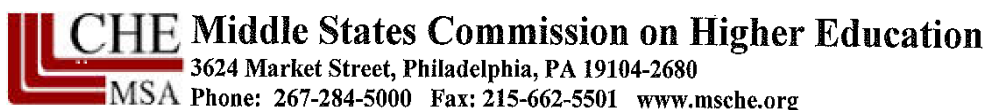
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**CERTIFICATION STATEMENT:
 Compliance with MSCHE Requirements of Affiliation and
 Federal Title IV Requirements
 Effective October 19, 2012**

Siena College

(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

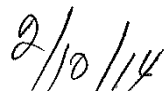
This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

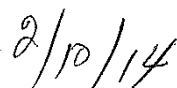


Fr. Kevin J. Mullen, O. F.M., President


 (Date)



Howard S. Foote, Chair, Board of Trustees


 (Date)

EXECUTIVE SUMMARY

Siena College's self-study was prepared by a Steering Committee and eight working groups comprised of faculty, administrators, and students. These committees consisted of 48 faculty and 64 staff, administrators, and students. Each working group chair served as a member of the Steering Committee. The two self-study co-chairs, a faculty and administrator, were also members of the Steering Committee. The primary responsibility of the working groups was to address one or more of the 14 Middle States Commission on Higher Education (MSCHE) standards outlined in the *Characteristics of Excellence in Higher Education*. To that end, the working groups reviewed existing reports and documents and consulted with most campus offices. They sought input and information from a wide range of stakeholders. As such, the findings represented in the self-study reflect a serious and thorough examination of the College's practices and programs.

Siena College is a residential undergraduate liberal arts college dedicated to academic excellence. Siena College fosters rigorous intellectual development of its students through a healthy exchange of ideas both inside and outside the classroom. Rooted as a Franciscan and Catholic institution, the College is committed to a student-centered education encouraging faculty-student interaction, service to the community, and reverence to diversity. Accordingly, a comprehensive model with an emphasis on the College's Catholic tradition and Franciscan heritage was chosen for the self-study. The self-study was also based on a critical evaluation on the College's implementation of its current strategic plan, [Living Our Tradition—Siena College Strategic Plan 2011-2016](#). Moreover, the self-study process helped Siena College clarify its priorities within the context of the 14 MSCHE standards outlined in the *Characteristics of Excellence*. The MSCHE standards and the emphases were the cornerstone of the eight working groups' activities and reports.

The self-study documents compliance with the MSCHE standards, determined by critical self-examination of the College's goals, operations, and adherence to its Catholic tradition and Franciscan heritage. The rigorous and comprehensive review for the self-study is the accumulation of a wide range of assessments. The College continues to participate in several national and benchmarking surveys. The College is a sponsor and participant in the National Assessment of Service and Community Engagement (NASCE) and also administers the [Diverse Learning Environments Survey](#) (DLE). This is evidence to the College's commitment to its mission. Incorporated in the program review of academic programs is the examination and use of the National Survey of Student Engagement (NSSE).

In addition, the College has implemented an annual campus [student learning outcome assessment program](#) facilitated by the school assessment coordinators. They actively involve faculty in assessment initiatives and efforts. This is in concert with assessments of undergraduate research projects, theses, capstone experiences, student community engagement, and other [high-impact practices](#). Recurrent participation in the Association of College Unions International (ACUI) Educational Benchmarking Inc. (EBI) Student Activities Assessment Survey and EBI Resident Survey have provided invaluable comparative data that is the impetus for an increase in leadership workshops and training to student resident life staff. Evaluation of the current strategic plan including how efficiently it is being achieved is derived from three metric systems, [Strategic Indicators](#) (pp. 99-110), [Key Performance Indicators](#) (KPIs), and the [Strategic Plan Scorecards](#).

Both the self-study and the current strategic plan were developed during the recent recession. Admittedly, this economic downfall has affected the College's resources. Yet, the College has adjusted well, remaining fiscally strong and continues to maintain a successful [*Living Our Tradition: The Campaign for Siena College*](#).

From the economic circumstances and from the self-study findings, three priorities were identified:

- Institutional Engagement- dedicated allegiance to student success and quality student learning experiences
- Institutional Excellence- adopting and valuing an effective shared governance structure
- Institutional Effectiveness- engendering a campus culture of continuous improvement

In 2012-13, Siena College celebrated its 75th anniversary, keenly aware that the College is at a [critical juncture](#) in its history, proud of its past but knowing it must strengthen its position in the future. The self-study chronicles the rigor of the College's self-examination contemplating its many areas of strength as well as directions for improvement. Findings will show that the College is well positioned to confront future challenges. The self-study will illustrate that Siena College is able to face those challenges smartly and with enthusiasm.

CHAPTER 1: INTRODUCTION

Institutional Profile

Siena College is a residential liberal arts college with a Catholic tradition and Franciscan heritage. The College, located in Loudonville, NY, was founded in 1937 by the Franciscan Friars of the Province of the Most Holy Name. Originally intended for men residing in Albany, NY and the surrounding Capital District, enrollment in the first year was 90 freshmen with a faculty of seven friars. Currently co-educational, Siena College enrolls approximately 740 freshmen, 3,100 undergraduate students, and 50 students in the Master of Science in Accounting Program. The Regents of the University of the State of New York provisionally chartered the College in 1938, granting absolute Charter in 1942. In 1943, Siena College received institutional accreditation from the Middle States Association of Secondary Schools and Colleges.

Siena College offers 31 baccalaureate degrees in 27 major areas, 38 minors, and 12 certificate programs in liberal arts, sciences, and professional programs. All programs emphasize a comprehensive liberal arts core based in the Catholic tradition and Franciscan heritage. The College also confers one Master's Degree. The Master of Science in Accounting program was developed in response to recent changes in New York State Certified Public Accountant (CPA) licensing requirements. Siena College also supports a wide array of study-abroad programs in over 30 countries. The [School of Business](#) is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the [Chemistry program](#) by the American Chemical Society (ACS), and the [Social Work](#) program by the Council on Social Work Education (CSWE). [Education programs](#) are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Siena College is chartered by the Board of Regents of the University of the State of New York. In 2013-14, the College's governing [Board of Trustees](#) (BoT) consists of 29 BoT members, plus 3 Emeriti Trustees. The President votes as a Trustee. BoT members serve a three-year term renewable twice. Subject to the laws of the State of New York, the Charter of the College, and in accordance with the BoT bylaws, the BoT exercises ultimate authority and responsibility for all areas of the College. Accordingly, the BoT acts on recommendations from its 13 standing committees: Academic Affairs Committee of the BoT; Audit Committee of the BoT; Budget and Finance Committee of the BoT; College Athletics Committee of the BoT; Development and External Affairs (D&EA) Committee of the BoT; Executive Committee of the BoT; Facilities Committee of the BoT; Franciscan Values Committee of the BoT; Governance, Diversity and Bylaws Committee of the BoT; Investment Committee of the BoT; Marketing Committee of the BoT; Strategic Planning Committee of the BoT; and Student Life Committee of the BoT.

The BoT and the President recognize the faculty's role, authority, and responsibility in the shared governance of the institution on matters affecting the welfare of the College, especially the assurance of academic excellence. The faculty is the primary authority on matters of instruction, program, and curricular development. Composed of five faculty, chosen from each of the three schools, School of Business, School of Liberal Arts, and School of Science, and a representative from the Standish Library, the General Faculty Committee serves as an advocate in matters of general welfare and interest. Eligible faculty elect the Chair of the General Faculty Committee.

Self-Study

Model. The self-study was developed as a comprehensive model with two emphases, strategic planning and the College's Catholic tradition and Franciscan heritage. The self-study provided an

opportunity to evaluate internal processes as well as to further the College's ability to identify and adjust to ongoing and potential future challenges.

Emphases.

Strategic Planning. Since the last self-study, the College adopted a five-year planning cycle. The first five-year strategic plan was implemented between [2006 and 2011](#) and the second, the current strategic plan, [Living Our Tradition– Siena College Strategic Plan 2011-2016](#), in 2011. As suggested for improvement by the last [self-study](#) (p. 212) Middle States Commission on Higher Education (MSCHE) visiting team, the development process for both strategic plans strived to be inclusive and transparent. Correspondingly, for the current strategic plan, a steering committee actively sought the involvement of all stakeholders including faculty, students, administrators, staff, alumni, members of the BoT, friends and benefactors of the College, and external stakeholders.

Implemented in Fall 2011, the current strategic plan, *Living Our Tradition– Siena College Strategic Plan 2011-2016*, epitomizes the College's Catholic tradition and Franciscan heritage. The current strategic plan builds also upon the gains achieved under the prior strategic plan and the [Academic Excellence Plan](#). As a result, the following four [strategic initiatives](#) (p. 4) were identified to be the foundation of the 2011-16 strategic plan:

- Implement a new *Academic Excellence Plan* which will focus on student engagement
- Steward and strengthen the financial resources, human resources, and physical space of the College
- Create a culture of diversity
- Expand and leverage investment in Division I athletics to promote the reputation of the College and enhance student engagement

Catholic Tradition and Franciscan Heritage. The Franciscan tradition of intellectual inquiry and spirituality are the mainstays of the college. Considerable effort has been devoted to the alignment of the College's Catholic tradition and Franciscan heritage to student learning and experiences, strategic plan, and day-to-day operations.

To this end, a recent notable change was the adoption of the [new College Core Curriculum](#). The new College Core Curriculum assures that students are exposed to themes of special importance to the Franciscan tradition. Additionally, students must complete at least one course in each of the four Franciscan topics:

- Heritage- Traditions and Their Texts
- Diversity- American and Global Pluralism
- Social Justice- Principles and Practice
- Nature- Scientific and Normative Approaches to the Natural World

Commitment to Catholic and Franciscan scholarship, spirituality, and service reinforces Siena College's unequivocal espousal to its mission and heritage. The Office of the College Chaplain engenders a welcoming and compassionate community of diverse students, faculty, and staff while fostering personal and spiritual growth through service and global awareness. Service immersion trips sponsored by the [Franciscan Center for Service and Advocacy](#) (FCSA) provide experiences that engage students with the poor, marginalized, and disenfranchised. Likewise, the Office of [Academic Community Engagement](#) (ACE) connects students, faculty, and staff with service opportunities fostering local and regional community partnerships. In Fall 2012, ACE introduced the [Certificate in Community Development](#), preparing students to be life-long engaged citizens. The [Franciscan](#)

[Center for Catholic Studies](#) (FCCS) provides both campus and Capital District residents' opportunities to explore the dimensions and complexities of Catholicism. The Franciscan Values Initiative, [Diversity, Optimism, Respect, and Service](#) (DORS), integrates the teachings of St. Francis with campus life. Spearheaded by the Division of Student Affairs, DORS provides a framework for the campus to learn and discuss the Franciscan heritage and its approach to fostering positive interpersonal relationships.

The guiding principle for [Admissions](#) is to inform prospective students of the "Franciscan Advantage." Community service and involvement along with requisite academic qualifications and involvement in student clubs are at the heart of the application review process. Informed by [retention research](#) of Siena College students, pre-college experiences that are known to be associated with college success are especially heeded. All Admissions representatives including student ambassadors are instructed to recount their Siena College experience as it relates to the tenets of the College mission and Franciscan values. The online [Viewbook](#) reflects much of the same with examples of Siena College students engaged in academics, community, and global endeavors.

Goals. The overall goal of the self-study was a comprehensive examination and reflection of the programs and activities as they relate and fulfill the MSCHE standards. The evaluation was conducted in the context of the two emphases of this self-study, *Living Our Tradition– Siena College Strategic Plan 2011-2016* and the College's Catholic tradition and Franciscan heritage. Specifically, the objectives of the self-study were:

- Conduct a comprehensive evaluation of Siena College's efforts to meet or exceed the strategic initiatives as identified in *Living Our Tradition– Siena College Strategic Plan 2011-2016*
- Determine the extent to which the various constituencies are contributing to the realization of *Living Our Tradition– Siena College Strategic Plan 2011-2016* and the ability of the constituencies to communicate and collaborate on strategic initiatives
- Evaluate Siena College's ability to provide students a quality education as detailed in the *Academic Excellence Plan*
- Suggest areas for future direction, based on the results of the self-study
- Evaluate the use of assessment across the campus to improve student learning
- Use the findings of the self-study to affirm Siena College's strengths and to identify areas for improvement

Process. The President asked for volunteers to participate in the self-study. These volunteers were assigned to one of eight working groups based on personal preference and experience when possible but balancing campus representation took precedence. Students were similarly asked to participate in the self-study process. Students were assigned to a working group based on their leadership and service. Over 100 members of the Siena College community serve on these eight working groups. Working group members are listed in [Appendix A](#).

An administrator and faculty member were chosen as the two self-study chairs and as chairs of the Steering Committee. The administrator, Dr. Mary Lou D'Allegro, is the Associate Vice President for Academic Affairs- Institutional Effectiveness. She directs the office responsible for assessment and institutional research. The faculty member, Dr. James Harrison, is the History Department Head and former Chair of the General Faculty Committee. Working group chairs were also members of the Steering Committee. Members of the Steering Committee are:

- Mary Lou D'Allegro- Associate Vice President for Academic Affairs- Institutional Effectiveness; Co-Chair
- James Harrison- Department Head and Professor, History; Co-Chair
- Jay Bebb- Associate Dean of Students (2012-14)
- Raymond Boisvert- Professor, Philosophy; Chair, General Faculty Committee (2011-12)
- Len Cutler- Department Head and Professor, Political Science
- Paul Dwyer- Professor, Accounting and Business Law; Chair, General Faculty Committee (2012-14)
- Laurie Fay- Assistant Dean, Science
- John Felio- Dean of Students
- Peter Ellard- Associate Vice President for Academic Affairs- Student Retention and Success
- Erich Hertz- Department Head and Assistant Professor, English (2011-12, 2013-14)
- Michael Kelly- Director, Services for Students with Disabilities (2011-13)
- Mary Lawyer- Associate Vice President for Enrollment Management
- Alfredo Medina- Associate Vice President for Academic Affairs- Risk Management and Compliance
- Daniel Moriarty- Department Head and Associate Professor, Chemistry
- James Murtagh- Associate Professor, Finance
- Suzanne O'Connor- Associate Director, Career Center
- Ryan Rose- Director, Accountability and Reporting
- Janet Shideler- Dean, School of Liberal Arts (2013-14)
- Len Stokes- Professor, Accounting (2011-13)

Each of the working group chairs developed research questions for their working group with final determination charged to the Steering Committee with approval by the President's Cabinet. The questions were crafted with particular attention to the self-study emphases. The working groups were tasked with responding to their questions, providing analyses, and making recommendations based on their findings. The working groups were responsible to substantiate their responses with supporting documentation.

The Steering Committee convened upon the assembly of the eight working groups to discuss their responsibilities. The co-chairs and the Steering Committee met regularly with the working group chairs to discuss the progress and challenges faced by each of the working groups. To support the research of the working groups, an online repository of campus documents, webpages, and contact information were created. The purpose of the repository was threefold. First, the online repository made access to the information easier. Second, the online repository made apparent what data was available, and importantly, what was not available. Third, the documents posted to the repository helped the working groups to define their focus, align their responses with the 14 MSCHE standards, and address key campus issues.

Drafts of the working group reports were submitted in November 2012. The co-chairs and the working groups jointly reviewed and when necessary, revised those narratives. An Editorial Team, a sub-group of the Steering Committee, assembled a self-study draft from those narratives. The self-study draft was available for internal review in April 2013 and again in October 2013. The review was accompanied by several constituent conversation sessions that included explanations of the accreditation process, the development of the self-study, and how stakeholder comments and

suggestions would be collected. Comments from the internal review and examination from external constituents were incorporated into the self-study draft in Fall 2013. In sum, the development of the self-study was collegial, derived from both the working group narratives and constituent recommendations.

CHAPTER 2: MISSION, GOALS, AND INTEGRITY (STANDARDS 1 AND 6)

Introduction

In examining the College mission, the primary question addressed is, “To what extent does Siena College, as a learning community, incorporate and advance the ideals of a liberal arts education rooted in its identity as a Franciscan and Catholic institution?” With this in mind, this chapter describes the development, implementation, and campus commitment to the College mission and Siena College’s current strategic plan, *Living Our Tradition—Siena College Strategic Plan 2011-2016*. This chapter will conclude with a discussion of division goals, their alignment with the College mission, and examples of how specific programs support the College mission. Information for this chapter was gathered from interviews with faculty, administrators, and staff; event evaluations; and review of current documents.

Statement of Mission

Stated below, the College mission reflects Siena College’s Franciscan heritage and Catholic tradition. Siena College is a learning community advancing the ideals of a liberal arts education, rooted in its identity as a Franciscan and Catholic institution.

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 to a compassionate, reflective, and productive life of service and leadership.

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.

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.

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.

As seen, the College mission clearly states that Siena College is a learning community advocating the ideals of a liberal arts education within the context of Franciscan heritage and Catholic traditions. The College mission is central to both long-term strategy and routine operations. The College

mission is fundamental to governance and policy; faculty hiring, promotion and tenure; curricular offerings; and systems of evaluation. Students, faculty, administrators, and staff are constantly made aware of its importance and relevance to the campus experience. A reminder of the College mission is the presence of a San Damiano Cross in every classroom and public meeting space.

The current College mission was adopted in 2006 after two years of deliberations by the campus. The process was collaborative, iterative, and collegial. The College mission is based on the recommendations from the last self-study, existing department missions, articulation of the College's core values, and aggregation of comments posted to the community discussion website. Analysis and formation of the revised College mission was the charge of the College Planning and Finance Committee (CPFC) and the President's Cabinet.

Communication. The College mission is included in all official college documents disseminated to faculty, staff, students, and external constituents. Examples of Siena College official publications are:

- [Administrators' Handbook](#) (p.9)
- [Siena College Catalog](#) (p.4)
- [Siena College Commencement Program](#) (p. 3)
- [Siena Life- Student Handbook](#) (p. 9)

A primary charge of the Board of Trustees (BoT) is ensuring that Siena College remains steadfast to the College mission and strategic plan. This charge is explicit in that the College mission is printed on the first two pages of all BoT meeting agenda books. In 2010-11, the Office of the President created a new position, Institution Mission Copywriter. The individual in this role works closely with Strategic Communications and Integrated Marketing (SCIM), now the Marketing and Communications Office, tasked with assuring that the College mission and Franciscan values are accurately portrayed in official college communications, campus and community workshops, and advertisements.

In addition to the inclusion of the College mission in official documents, continued awareness and commitment to the College mission and strategic plan are sustained by special events, trainings, and retreats. Open dialogues between the President's Cabinet, faculty, and administrators include the [General Faculty Committee](#) meeting and the [Council of Administrators](#) (COA) (p. 126). Other special events such as the new strategic plan gala and multiple viewings of the [Francis and Claire for Us: Siena College's Pilgrimage to Italy](#) keep the College mission and the College's Catholic tradition and Franciscan heritage at the forefront.

The [Faculty Think Tank Retreats](#) provide opportunities to discuss the College's Franciscan heritage. Since its inception in 2008, 48 faculty have participated in these retreats. Similarly, half-day retreats to staff and administrators that instruct participants about the life of St. Francis have been offered since 2011. The purpose of the Living Our Tradition Franciscan Mission Retreat is to enhance the understanding of the roots of the Franciscan tradition and how that tradition should guide department policies and initiatives. Staff and administrator participants evaluated the [2011](#) and [2012](#) retreats positively.

All candidates interviewing for administrative or staff positions are given a copy of the employee handbook which contains the College mission. During New Employee Orientation for all new [faculty, administrators, and staff](#) and orientation for new BoT members, the importance of the

College mission and the history of St. Francis are discussed and reinforced. A video was designed expressly for this purpose.

The College mission is explicit in the application process. [Guidelines](#) for applying to Siena College state that admission is based on student involvement and service to the community. Recruitment materials explicate the uniqueness of a liberal arts education grounded in Catholic tradition and Franciscan heritage. The [Financial Aid Office](#) provides many assistance opportunities with the College mission at the forefront. For example, the [St. Francis Community Grant](#) is awarded to a student with financial need that has demonstrated exceptional involvement in the community. The availability of over [250 mission-centric endowed scholarships](#) further demonstrates the College mission's pervasiveness.

The College mission is available to students via several documents, webpages, and through interactions with faculty and staff. Active participation within the context of the College mission and traditions of the College are also elucidated during [New Student Orientation](#).

Over 60 [Resident Assistants](#) (RAs) and 15 RA alternates are responsible for conveying the College mission. Preference is given to RA applicants who can serve as role models and have connected the College mission with residential life. The Office of Residential Life offers several [opportunities](#) that align with College mission. Examples include RA Leadership trainings, Franciscan Leadership Workshops, and RA Hall Programs. Athletics also provides leadership for student athletes and coaches through training programs, the [Student Athlete Advisory Committee](#) (SAAC), and the [Saints in the Community](#) as ways of living the service mission in the larger community.

Community is a valued aspect of Franciscan teachings with social justice at its core. Correspondingly, Siena College strives to hone student leaders that will have the capacity to have a positive impact locally and globally. The [First-Year Leadership Institute](#) and the [St. Clare Leadership Series](#) empower students by helping them recognize their inherent leadership skills and the influence those skills can have in their communities. The purpose of the [Bonner Service Leaders Program](#) is to act locally by building and participating in campus service communities.

The [new College Core Curriculum](#) promotes rigorous intellectual development exemplifying the College mission. The new College Core Curriculum comprises eight disciplinary areas: English, history, philosophy, religion, creative arts, social science, natural science, and quantitative reasoning in addition to a survey of the Franciscan values. In effect, it reflects the College's goal to provide a broad based liberal arts education. Each course in the new College Core Curriculum must address at least three of the four [student-learning goals](#). Additionally, a two-semester [First-Year Seminar](#) (FYS) is required. In the FYS, students are acquainted with the Siena College learning community as well as the level of scholarship expected in college. FYS students also explore the history of St. Francis and St. Clare.

The visibility and enactment of the College mission is further typified by the annual [Martin Luther King Lecture Series](#), and speakers and presentations sponsored by other [academic centers and institutes](#) such as the [Hayyim and Esther Kieval Institute for Jewish-Christian Studies](#) and the [Franciscan Center for Catholic Studies](#) (FCCS). [Academic Community Engagement](#) (ACE) and the St. Clare Leadership Series offer community forums and sponsor speakers who engage the College in a variety of ideas and perspectives, celebrating the diversity of the human experience.

[Safe Zone Training](#) helps the campus to collectively develop skills that will build an inclusive and safe community for those who identify as Lesbian, Gay, Bisexual, or Transgender (LGBT). Support is formidable with over 150 participants including 70 students the first year the workshop was offered. However, in 2012, participation dropped to approximately 65 with only 22 students in attendance. Specific recommendations by participants were solicited during the 2012 Safe Zone Training sessions on how to make Siena College a more inclusive community for the LGBT population and a task force was formed to address these [recommendations](#). Additionally, a Safe Zone Ally List is available to the campus and the [Gay Straight Alliance](#) has a presence on campus.

The [Human Rights Committee](#) provides guidance and clarification on the human rights policy. Once a semester, the Chair of the Human Rights Committee sends an e-mail detailing how members of the Siena College community can avail themselves of the human rights process. In addition, an open meeting is held, twice annually, to assure that human rights policies are clearly understood and to emphasize the importance the College places on fostering respect and dignity of each individual. An online [human rights training program](#) is required of all full-time and part-time faculty, administrators and staff. The training must be completed every three years.

Established in 2012, the [Diversity Action Committee](#), (DAC) seeks to effect positive change within the Siena College community and specifically non-majority populations. Composed of faculty and students DAC aims to deepen knowledge and appreciation of diversity through integrated courses and focused programs. In April 2012, DAC administered a [voluntary and anonymous survey](#) to ascertain faculty views on four specific areas:

- general climate
- curriculum diversification
- hiring, tenure, and promotion practices
- work-life issues

Results indicate that, overall, faculty are somewhat satisfied in all four areas. A Spring 2014 survey was administered to verify these results. DAC continues to fulfill its charge by helping to diversify the curriculum and to recruit and train diverse faculty.

Strategic Plan

Living Our Tradition- The Siena College Strategic Plan 2011-2016. Guided by the College mission, [development of a new strategic plan](#) commenced in November 2009. Mindful of the goals to be inclusive and transparent, all constituents including faculty, friars, administrators, staff, and students were involved at each stage of its development. The process commenced with a [Strengths, Weaknesses, Opportunities, Threats](#) (SWOT) analysis conducted by several departments and committees including students and the BoT. Comments on several drafts of the current strategic plan were petitioned. The variety and quality of those posted remarks demonstrated strong support for the process. The current strategic plan, *Living Our Tradition– Siena College Strategic Plan 2011-2016*, consists of four [strategic initiatives](#) (p. 4). These strategic initiatives focus on student engagement, resources, diversity, and athletics. Each initiative contains several outcomes with specific deliverables and measurable benchmarks. Included for each deliverable is logistics to execute including department responsible, monies allocated, and timeframe.

The College mission and current strategic plan are incorporated into programs and activities of such centers as the [Committee on Teaching and Faculty Development](#) (COTFD), [Center for Faculty Excellence and Innovation](#) (CFEI), [Center for Undergraduate Research and Creative Activity](#) (CURCA), DAC, and the [Center for the Study of Government and Politics at Siena College](#). The

purpose of the COTFD and CFEI is to support faculty in their pursuit to achieve excellence in teaching and scholarship. Accordingly, COTFD facilitates several discussions and sponsors three [fellowship and grant programs](#). The purpose of these fellowship programs and grants is to enhance and expand curriculum diversification, increase undergraduate research opportunities, and encourage the development of new and innovative pedagogies. CFEI has offered 17 workshops over two years that emphasize high impact practices.

CURCA was created in 2011 to promote student engagement and innovative learning by increasing the number and quality of faculty-student research projects. In addition to the long running [Academic Excellence Celebration](#) and the [Siena College Student Conference in Business](#) (SCSCB), CURCA sponsored the inaugural [Summer Research Symposium](#) held in September 2012. Over 20 students were featured or presented their research at this event.

The Center for the Study of Government and Politics at Siena College facilitates student directed research as well as engagement in civic matters both locally and nationally. The Center sponsors events, panel discussions, and symposiums. [Constitution Day](#) draws over 100 students, faculty, and community members annually. The Scholar in Residence program hosts recognized leaders and political scholars.

The [Living Our Tradition: The Campaign for Siena College](#) epitomizes the breadth of the current strategic plan. As such, outcomes are closely aligned with the strategic initiatives, addressing the key issues of its funding. These include but are not limited to funding scholarships; academic endowments to the [Honors Program](#) and Pre-Law Program; support for CURCA, [Center for Innovation and Entrepreneurship](#) (CIE), and ACE; and assistance to Athletics.

Division Goals. The five Siena College divisions: Academic Affairs, Student Affairs, Development and External Affairs (D&EA), Enrollment Management, Finance and Administration and the Office of the President each have an articulated mission and set of goals. Division goals reflect the College mission and the current strategic plan. At the heart of the [Academic Affairs mission](#) is striving for academic excellence and promoting a student-centered culture. This is analogous to the first strategic initiative, Academic Excellence and Engagement. The mission of each academic department also aligns to the College mission. The Division of Student Affairs is dedicated to enhancing the student experience. Informed by the [Student Affairs mission](#) and the [Diversity, Optimism, Respect, and Service](#) (DORS) initiative, the values and meaning of the College mission and the teachings of St. Francis are communicated to students. The [Way of St. Francis Award](#), co-sponsored by the College Chaplain and the friars, is a program that provides a student the opportunity to participate, free of charge, in a pilgrimage to Assisi and Rome. Moreover, [speakers, charities, conferences, and activities](#) sponsored by Student Activities all are vetted through the lens of the College mission.

The three schools at Siena College: School of Business, School of Liberal Arts, and School of Science have unique learning goals allied to the College mission. The [School of Business](#) curriculum is attentive to the Catholic tradition and Franciscan heritage emphasizing ethics, teamwork, and life-long learning. Also rooted in the Catholic tradition and Franciscan heritage, the [School of Liberal Arts](#) provides a variety of programs and learning opportunities. Likewise, the [School of Science](#) is committed to Franciscan traditions, especially as it pertains to using scientific methods of inquiry to improve the human condition.

Department Goals. Siena College recognizes the importance of providing a quality liberal arts education within the context of a Franciscan heritage and Catholic tradition. To that end, the department goals align with the College mission and the current strategic plan. Additionally, opportunities to live the College mission and the Franciscan community are many and varied. Siena College supports 20 [academic centers and institutes](#) and hosts a plethora of lecture series. Several are highlighted below.

Many opportunities for student service to the community are available. ACE offers academically based service experiences with local and regional agencies for the benefit of both students and community. The [Center for Urban Education](#) promotes faith-based education programs that improve the lives of urban teenagers. Students can pursue interdisciplinary study in American Revolution history through a partnership of the [McCormick Center for the Study of the American Revolution](#) with local education professionals. Students that participate in the [Franciscan Service Immersion Trips](#) gain firsthand experience in being part of a community and its efforts to overcome challenges. The [Damietta Cross-Cultural Center](#) (DCCC) fosters an inclusive campus by educating students to live and work effectively in culturally diverse environments. The [Sister Thea Bowman Center for Women](#) provides programming and services that advocate social justice, promotes gender equity, and promotes leadership development for women. This is evident in their programming that is communicated online and on all printed materials dispersed at open houses, community outreach events, and campus sponsored fair trade events.

Integrity

In keeping with the commitment to institutional integrity in accord with the College mission, Siena College enacts sound ethical practices that respect the dignity of every member of the College community. These policies are easily located.

Grievances. Siena College assures its students, as well as all members of its community, that their grievances, as well as grievances directed against them, are addressed in accord with its most recently approved and published procedures. These procedures are available through a variety of print and online media such as the Siena Life- Student Handbook, Faculty Handbook, and [Human Rights Policy](#). Grievances and policy violations are addressed via several avenues but mainly through three committees: [Faculty Grievance Committee](#), [Student Conduct Review Board](#), and [Human Rights Committee](#). These three committees also adjudicate ethical and professional behavior of students, faculty, administrators, and staff.

When a grievance or complaint is brought forward or a breach of College policy has been alleged, the person bringing the grievance to the College's attention will be made aware of his or her rights, responsibilities, and the procedure for reviewing the allegation. This includes the appeal process. He or she will be asked to review the Siena Life- Student Handbook (pp. 43-57) and the [Conduct Review Process](#). Contact information, including title of the College officials responsible for enforcement, is available in both print and online media.

Communication. College policies and procedures are communicated in four primary publications:

- Siena College Catalog
- Faculty Handbook
- Administrators' Handbook
- Siena Life- Student Handbook

Printed materials are provided to all members of the College to whom the respective policies and procedures apply. Policies and procedures are explained to new students and employees during orientation sessions by those designated by the College. For example, the Office of Human Resources (HR) provides a [Workplace Harassment Online Training Program](#). Residence Directors (RDs) and RAs help students be aware of and understand the College's policies and procedures.

Students. Siena College has participated in the National Survey of Student Engagement (NSSE) since 2001. Siena College respondents, compared to respondents from other Catholic institutions and colleges with the same Carnegie Classification, had higher scores on the Supportive Campus Environment (SCE) composite on the [2012 NSSE](#). Senior respondents had significantly higher scores on the Student-Faculty Interaction (SFI) composite as well. When [comparing minority and non-minority results](#), senior minority respondents outscored white respondents on all five composites: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), SFI, Enriching Educational Experiences (EEE), and SCE. First-year minority respondents did not fare as well, having higher scores on only two composites, ACL and SFI.

Employees

Overview. Siena College adheres to consistent hiring, evaluation, or if needed, dismissal practices across all employee classifications. All employees are subject to the Affirmative Action and Equal Employment Opportunity (EEO) [Policy Statement](#). This statement is displayed outside the Office of Human Resources. In addition, the EEO policy is posted on all job postings and on the upcoming EEO webpage. Since the last self-study, a Title IX Coordinator was hired to lessen the perception of retribution and to enable the expression of complaints and concerns without retaliation.

Hiring. The administrative and staff employees are governed by the same hiring, evaluation, and dismissal criteria. The [Siena College Handbook on Hiring Guidelines for Administrative and Support Staff Positions](#) which applies to full-time and part-time administrative and support staff positions, is reviewed regularly by HR. In fact, new hiring guidelines were approved in 2013. The purpose of the hiring guidelines is to endorse consistency in recruiting and hiring practices. The Siena College Handbook on Hiring Guidelines for Administrative and Support Staff Positions is distributed to all employees who are responsible for recruiting and hiring, available online, and provided upon request.

Faculty fall under different governing criteria, specified in the Faculty Handbook. Several [resources](#) are available to assist the hiring process for faculty. These resources endorse consistent and impartial recruiting and hiring. The Faculty Handbook (p. II-5) outlines the policies for appointment. The Vice President for Academic Affairs (VPAA), deans, and department heads assure that all faculty searches adhere to these guidelines.

Evaluation. Evaluation of faculty and terms of promotion are clearly articulated for all faculty ranks in the Faculty Handbook (pp. III-1-III-8). The basis of evaluation is threefold: performance in teaching, scholarship, and service to the College. [Evaluation reviews](#) of faculty are conducted by deans and department heads. Evaluations may differ slightly based on tenure status, length of service, and if the faculty member is full-time or part-time.

Student evaluation of teaching and learning is required for all teaching faculty as outlined in the Faculty Handbook (p. III-1). All tenured and tenure-track faculty are further evaluated through classroom observations by faculty peers, department chairs, and deans. The evaluation and

observer's notes are shared with the faculty member. After this review, these notes are placed in the faculty's personnel file. If consensus on the notes' content is not reached, the faculty member may provide an addendum to the observation form.

Guidelines for tenure and promotion are specified in the Faculty Handbook (p. I-5) and can also be obtained by request from the [Committee on Faculty Status](#), a representative membership of faculty and administrators. Specific requirements and responsibilities for each [school and department](#) are also readily available. Deadlines to be considered for promotion by the Committee on Faculty Status are communicated to the faculty via an [online calendar](#) and by e-mail correspondence from the VPAA sent at the beginning of each academic year.

Since the last self-study, all full-time and part-time administrators and staff are required to submit performance plans and self-evaluations of performance stipulated in the Siena College [Performance Development Program](#) (PDP). The purpose of the PDP is to develop objectives, expectations, and corresponding measures of success in consultation with his or her supervisor. A [formative evaluation](#) and statement of accomplishments occurs mid-year with the [final assessment](#) occurring annually. Alerts to upcoming phases are distributed prior to the PDP deadline and on HR webpages.

Dismissal. The College has explicit policies regarding the dismissal of faculty. These policies can be found in the Faculty Handbook (p. II-8). The faculty member subject to dismissal can discuss the decision with the VPAA, dean, and/or department head. If the faculty member disagrees with the decision(s) and/or recommendation(s) of the Committee on Faculty Status, the faculty member can challenge the recommendation by petitioning the Faculty Grievance Committee (pp. I-7-I-11). The role of the Faculty Grievance Committee is to determine if there is adequate cause for the Committee on Faculty Status's determination(s).

The Administrators' Handbook (pp. 65-66) and [Staff Handbook for the Support Staff of Siena College](#) (pp. 69-70) clearly outline professional conduct and employee responsibilities. As with the faculty, grievance policies also obligate discussions between employee and appropriate officials of the College.

Publications and Availability of College Information

College Policies. [Academic policies](#) of Siena College can be found on several webpages or can be obtained by request. Among the navigation tools on the College's website is an [A-Z index](#) in which the academic policies are listed. Information about program accreditations as well as the information about the College's accreditation status from Middle States Commission on Higher Education (MSCHE) is also available on the College's website.

General institutional information including college policies required to be disclosed by the Higher Education Act (HEA) is posted to the College's [HEA Disclosure Requirements](#) webpage. This information provides data on student outcomes, cost of attendance including the [Net Price Calculator](#), and other mandated data. The webpage, hyperlinks, and corresponding information are updated regularly with a designated administrator responsible for its upkeep.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, [Public Safety](#) discloses crime statistics for the campus and provides timely warnings to the community of crimes that have occurred and still may pose an ongoing and continuous threat.

Emergencies are communicated via the [Siena Alert System](#) (SAS), Call 24 Speaker System, as well as the College website.

Current and past submitted assessment reports are placed on the [academic assessment repository](#). Each report contains department objectives or academic program student learning outcomes (SLO). Also included in the assessment reports are planned and conducted assessments, evaluation results, and documented and suggested changes made based on those results.

In addition, information regarding MSCHE accreditation including campus activities, milestones, drafts, and past reports are housed on a [password-protected site](#). A Google Site containing supporting documentation, member contact information, and general information about the self-study was also developed for each self-study working group and the Steering Committee. For review of the self-study draft, an additional [Google Site](#) was developed with open access to the Siena College community. In fact, comments and suggested revisions could be submitted directly on the Google Site. A [podcast](#) about the self-study was recorded to supplement these sources.

The Faculty Handbook is distributed to all new faculty and it is available upon request to either the Academic Affairs Office or HR. The Administrators' Handbook and Staff Handbook for the Support Staff of Siena College are distributed to new employees at their employee orientation session. A new employee is required to sign an acknowledgement form, which is placed in his or her personnel file. These publications are available to all current employees by request.

Revisions to most key documents are frequent. For example, the Faculty Handbook was approved by the faculty in November 2005, the BoT in December 2005, and last revised in September 2011. The Administrators' Handbook was last updated in September 2005 with several revisions documented to present. The Staff Handbook for the Support Staff of Siena College was updated in December 1992 with revisions through January 2013. Updates to both Administrators' Handbook and Staff Handbook for the Support Staff of Siena College are underway but not complete.

Siena College Catalogs. The Siena College Catalog is the primary source for curriculum, major, and course information. Updated annually, the Siena College Catalog is available both electronically and in hard copy. Additionally, the [Academic Affairs Office](#) and each school provide information on [majors](#), [minors](#), [certificates](#), and the core curricula. Each department also maintains information electronically on the majors they offer. Course descriptions and major requirements are standard menu items on the department landing pages. The Academic Support and Advising Center (ASAC) and faculty advisors can also be consulted about the curriculum.

The last full-length Siena College Catalog was printed for 2010-11. However, electronic versions of the Siena College Catalog are available from 2002-03 to present. The electronic Siena College Catalog can be readily accessed from the College's website or by links from either the Academic Affairs Office or the [Current Students](#) webpages. Archives of all past hardcopy Siena College Catalogs are maintained by the Registrar and available in the Standish Library. Siena College Catalogs can be viewed in the Academic Affairs Office or by request to the assistant dean of each school. All incoming students now receive a spiral-bound, abridged version of the Siena College Catalog. This version still contains all necessary information on degree requirements and academic integrity, but does not contain course descriptions. [Web 4 Students](#) is available for registration and as a resource for class schedules and course descriptions.

Certainly, students have the option of meeting with their assigned faculty advisor, the staff in [Academic Support Services](#), or a [Peer Advisor](#) (PA) to clarify questions about programs or course selection. Furthermore, the counselors in the [Career Center](#) collaborate with the Director of Academic Advising regarding student questions about curriculum requirements.

Other College Materials. The Marketing and Communications Office creates the bulk of content for the College's website and press releases. Examples of College materials distributed externally are:

- [Siena Business Report](#)- distributed to deans of accredited business schools
- [Siena News Magazine](#)- disseminated to alumni
- President's Report- provided to donors, it details the progress of the current strategic plan

The [Office of Alumni Development](#) also creates an electronic version of its alumni [newsletter](#), which is published 10 months a year. The [Office of Institutional Effectiveness](#) (OIE) provides information and research about various aspects of the College. The annual Siena College Fact Book, a compendium of current and historical data regarding Siena College, is available on the [Fact Book webpage](#). The Siena College Fact Book includes data on such topics as student enrollment, student recruitment, academic performance, student services, finances and resources, faculty and administration, and strategic plan measures of success.

OIE also publishes the [Common Data Set](#) (CDS), a series of questions commonly asked by external data publishers. This includes information on such things as admissions, enrollment, and financial aid. In 2011, the [Key Performance Indicators](#) (KPIs) were made available to the campus. These metrics are published three times a year.

Campus outlets featuring student-produced content include the student newspaper, [The Promethean](#), the campus television station, [Siena College Television](#) (SCTV), and the campus radio station, [WVCR](#). *The Promethean* has a faculty advisor to oversee content. The radio station has a professional programming manager to assure compliance with Federal Communications Commission (FCC) regulations.

Internet. There are multiple ways to access the College webpages. There is a helpful link dropdown box on the College's home page. To supplement this functionality, an A-Z index of frequently requested information can also be accessed from the College's home page. A search textbox, located at the top right corner of all webpages, enables precise and fast navigation. Powered by [Google Power Search](#), this functionality allows the user to locate information not readily listed by the index or by any of the immediate links on the College's home page.

Departments are responsible for the development and maintenance of their respective webpages. Each has an appointed web content manager within the department. In turn, webpage accountability is decentralized facilitating flexibility and autonomy. Webpage formatting is consistent across department webpages because of the Content Management System (CMS), [Site Builder Toolkit](#). In addition, the Marketing and Communications Office provides guidance to the department content managers to assure web content aligns with College branding and messaging policies. Until 2011, a [Web Advisory Committee](#) assisted in the enforcement of those guidelines outlined in the [Siena College Web Governance](#) document (pp. 4-11) and [Web Style Guide](#). Additionally, web content managers are required to participate in training.

Expectedly, the College has increased its social media presence with accounts on [Facebook](#), [Twitter](#), [YouTube](#), [Flickr](#), and a recently created Siena College blog for students, [Saints Beyond](#). This blog highlights the experiences of Siena College students participating in college-sponsored trips.

Oversight. Although accuracy of marketing and materials are the responsibility of every office, oversight is consolidated with the Marketing and Communications Office, the primary office that oversees content produced by the various departments across campus. The Marketing and Communications Office membership in several professional organizations, the [Public Relations Society of America](#), the [American Marketing Association](#), and the Albany Ad Club, helps to keep the College abreast of current guidelines and to uphold professional ethical standards expected of published materials.

The Marketing and Communications Office must review material that will be disseminated externally before release. This includes written publications, banners, posters, brochures, audio-visuals, and content printed on wardrobe items. The Marketing and Communications Office consults with OIE to make sure institutional information including enrollment, student outcomes, and survey results included in college materials are accurate.

Admissions complies with ethical guidelines as prescribed by the [National Association for College Admission Counseling](#) (NACAC). This includes adherence to guidelines of government transparency and truthfulness during all stages of recruitment. In keeping with these standards, Admissions provides annual training for staff. They also work closely with the Marketing and Communications Office and OIE to develop various marketing materials and communications.

The Associate Director of E-Communications regularly monitors college-sponsored social media sites. Inappropriate comments are removed in accordance with the College's [Computing Use Policy](#) (p. 16) and in compliance with regulations concerning privacy, confidentiality, and other issues related to individual disclosure. Posts that violate an individual's protected privacy rights are removed.

Communication and the exchange of ideas are encouraged. Held twice a semester, the President hosts Campus Conversations to encourage dialogue among the campus, faculty, administrators, and staff. A recent endeavor to solicit discourse among faculty, staff, administrators, and BoT is the [Education Summit](#). Recognizing the need to revisit the current strategic plan while examining innovative options for the future, the campus was invited to a series of Education Summit discussions to talk openly and candidly about the future of the College. A summary of each President's Cabinet and BoT meeting is sent to faculty, staff, and administrators.

Academic Freedom. At the heart of the liberal arts tradition is the exchange of ideas from a variety of perspectives. Accordingly, the College hosts many invited speakers to campus through several longstanding lecture series. Examples include the Martin Luther King Lecture Series, Hayyim and Esther Kieval Institute for Jewish-Christian Studies, and the St. Claire Leadership Series. These speakers bring to the campus a variety of backgrounds, viewpoints, and perspectives with the possibility that some may conjure criticism or controversy. Fortunately, that has not been the case at Siena College although one speaker voluntarily opted out of a presentation to the campus. The reason given was that he did not want to instigate discord.

Use of External Publications

Copyright Policies. Policies on copyrighted educational materials obtained from interlibrary loans, full-text materials, and statistics retrieved from databases for course use are coherent and comprehensive. Siena College's [copyright policies](#), aligned with the Copyright Act of 1976, apply to both print and electronic reserves as well as copyrighted materials posted to the College's Learning Management System, Blackboard Learn. Moreover, access is restricted to enrolled students only.

A sample [copyright permission letter](#) is available for download on both the [Circulation](#) and the [Copyright FAQs and Policy](#) webpages to assist those requesting permission. The Siena Life-Student Handbook (p. 66) also contains the College's copyright policy. Also listed in this document are the Siena College sanctions and federal penalties for copyright infringement.

Students at Siena College are alerted to the [pitfalls of plagiarism](#) early in their academic careers. The FYS [Information Literacy goals](#) specifically address intellectual property rights by stating, "Students will be able to articulate the basics of [academic integrity](#), i.e. plagiarism," and "Students will identify the elements that go into a citation in order to document sources properly." To aid in the detection of unlawful copying and to discourage plagiarism, instructors can use [Turnitin](#), a module of Blackboard Learn. A feature of this module is the [Originality Report Tool](#). Built-in access to standard marks and comments provide consistent and coherent feedback to students that are more efficient than comments made manually.

Intellectual Property. Ownership of patents and copyrighted materials generally belong to the College. However, some exceptions, as outlined in the Faculty Handbook (pp. II-13-II-14), exist. Note that in 2011, the College Counsel assembled a committee to review a revised draft of the intellectual property policy. However, the committee has not met, in part, because the College's lawyer left the College in Spring 2013. A new College Counsel staff has recently been hired and will assume the responsibilities of the office.

Course syllabi are considered the intellectual property of the faculty. Therefore, access to the [Siena College Course Syllabi](#) site is restricted to those with a valid Siena College ID.

Conclusions

The Siena College mission is clearly defined and is well known to the College's constituents. The current strategic plan was developed with broad participation from the Siena College community. Policy development and decision-making are guided by the College mission. In sum, Siena College is in compliance with the Mission and Goals and Integrity standards.

Areas for Growth

1. The College's existing intellectual property policies need to be reviewed and updated.

CHAPTER 3: PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL, AND INSTITUTIONAL RESOURCES (STANDARDS 2 AND 3)

Introduction

Siena College's current strategic plan, [Living Our Tradition— Siena College Strategic Plan 2011-2016](#), is consistent with the Siena College mission, comprehensive in scope, and attentive to the College's environs. The synergy from the strategic plan with both the continued implementation of the [Academic Excellence Plan](#) and the Facilities Plan has strengthened the College's resolve to be a quality liberal arts institution.

The visibility and commitment to Siena College's strategic plan is unparalleled. The development of the current strategic plan was transparent and collaborative involving faculty, administrators, staff, students, alumni, and the community. Planning responsibilities are clearly delineated and aligned with budget priorities. As such, the progress of the strategic plan is regularly communicated to these campus constituents.

The Planning, Resource Allocation, and Institutional Resources Working Group examined the resources of the College and how these resources were acquired and distributed to support the College's strategic plan. Of particular focus was the integration of strategic initiatives in a wide array of other campus endeavors. Research for this chapter consisted mainly of supporting documentation and President's Cabinet interviews. A survey to budget administrators provided additional information on the resource allocation process.

Strategic Planning

The current strategic plan, *Living Our Tradition- Siena College Strategic Plan 2011-2016*, builds upon successes of the 2006-11 strategic plan and the *Academic Excellence Plan*. *The Living Our Tradition- Siena College Strategic Plan 2011-2016* document was approved by the Board of Trustees (BoT) in October 2010 with approval of the corresponding operational plans in March 2011.

Development of the current strategic plan commenced in 2009 with an emphasis of giving every member of the community the opportunity to participate in the development of the plan. A Strategic Plan Development Steering Committee was chosen by the President's Cabinet. The Strategic Plan Development Steering Committee represented a broad base of constituents, mindful of responsibility and expertise. The [Strategic Plan Development Steering Committee's charge](#) was the "oversight of the entire strategic planning process." Communication to the community was early and frequent starting with an [e-mail](#), explaining the process, development schedule, and underscoring that the development process would be open and transparent. To that end, information about the planning process and regular updates were available electronically.

At the onset, the Steering Committee engaged several stakeholder groups in several separate Strengths, Weaknesses, Opportunities, Threats (SWOT) analyses. Broad strategic plan themes emerged from those discussions. Ample discourse with the community on those strategic themes followed. From those discussions, four strategic initiatives emerged and became the cornerstones of the current strategic plan, *Living Our Tradition- Siena College Strategic Plan 2011-2016*. Specifically, those four strategic initiatives are:

- Siena College will build upon the success of the first *Academic Excellence Plan* by implementing a new *Academic Excellence Plan* focused on student engagement

- Steward and strengthen the financial resources, human resources, and physical space of the College
- Create a culture of diversity
- Expand and leverage investment in Division I athletics to promote the reputation of the College and enhance student engagement

Subsequently, a variety of opportunities were offered with the explicit purpose of engaging the community in the development process. The President's Campus Conversations provided opportunities for discussion on the development of the strategic plan. A draft of the strategic plan was presented to the community via open forums, to the Council of Administrators (COA), and at a series of faculty meetings. Additionally, the [Strategic Plan Task Force Schedule](#) was prominently communicated. Input sessions were held for faculty, administration, and the Student Senate. After these deliberations, a draft was submitted to the BoT in July 2010. The Steering Committee and the President's Cabinet met to discuss the initial comments of the BoT. The draft was revised and sent to the community for review again in September 2010. Some additional changes were made with the final version sent to the BoT for the October 2010 approval.

The Strategic Planning Committee of the BoT continues to monitor the progress of the current strategic plan. Strategic Planning Committee of the BoT membership includes a student and the General Faculty Committee Chair. In 2011-12 and 2012-13, at least one initiative was discussed at each BoT meeting and at each Strategic Planning Committee of the BoT meeting. During that period, this committee met jointly with other committees of the BoT to discuss the current strategic plan, *Living Our Tradition- Siena College Strategic Plan 2011-2016*. This included joint meetings with Student Life, College Athletics, and the Academic Affairs Committees of the BoT.

Throughout the development of the current strategic plan and during its implementation, attention was given to the resources required to implement each item. Because of their budget responsibilities, at least one member of the President's Cabinet was assigned to each initiative. As the facilitator or champion of the initiative, they were tasked with the operational aspects of the strategic plan. The President's Cabinet was also expected to identify the human and financial resources needed to implement the initiative. As such, a detailed [operational plan](#) coincides with each initiative.

In May 2011, the current strategic plan was launched. A [website](#) was created as a central repository for information about the plan, its development, and current activities. Password protected, the website is available to only those with a valid Siena College ID.

Facilities

Annual [Campus Capital Budget Requirements](#) are based on a number of factors including the [Backlog of Essential Maintenance and Repair](#) Report (BEMAR) and other campus operational and strategic initiatives. BEMAR, a five-year projection of campus facility maintenance and repair needs, identifies the campus's highest maintenance, repair, recapitalization, and space modernization projects and their associated costs. The College incorporates this report in its overall financial outlook.

Major campus facilities expansions and renovations are identified in several documents: the Campus Capital Budget Requirements, the latest Landscape Master Plan, the previously developed [Campus Master Plan](#), and a recently drafted 10 year [Campus Facilities Vision](#). A number of the larger capital improvement projects described in these documents have been realized. The recently completed

renovation of The Trustco Bank Center, which is used for administrative functions, and new construction of an academic building, Rosetti Hall, are examples of how these plans were used to guide campus growth. Future capital improvement projects will also continue to consider several factors including financial resource levels and strategic planning initiatives.

Developed from the above documents, the [Five Year Capital Plan](#) identifies several sub-initiatives listed in the current strategic plan. The creation of new teaching and learning spaces to facilitate student engagement is one example. Proposed additions and renovations of the Marcelle Athletic Complex (MAC) are also included in the Five-Year Capital Plan. Proposed additions and renovations to the MAC are estimated to be in excess of \$20,000,000. This large investment supports the current strategic plan to expand and leverage investment in Division I athletics, to promote the reputation of the College, and enhance student engagement.

The [J. Spencer and Patricia Standish Library](#) is a central and essential entity at Siena College. The Standish Library provides resources and instructional services to support curricular and research needs. [Goals](#) for the Standish Library include expansion of research databases and electronic resources. This has been difficult to achieve given that the Standish Library does not exceed the median resources or staffing of peer institutions. Nonetheless, the results of [2013 Faculty Satisfaction Survey](#) indicate that 92.7 percent of faculty respondents strongly agreed or agreed with the statement “I believe the services provided by [Library] meet my needs.” This is a slight increase from the 2011 Faculty Satisfaction Survey in which 88.9 percent of the respondents strongly agreed or agreed with this statement. Results of the [Fall 2011 Noel-Levitz Student Satisfaction Inventory](#) (NLSSI) indicate a satisfied student population with regard to the Standish Library service and resources, slightly outscoring the College’s NLSSI peers.

Sustainability. Renovations to The Trustco Bank Center and the construction of Rosetti Hall were guided by Leadership in Energy and Environmental Design (LEED) certification procedures and sustainability best practices. The Trustco Bank Center is “gold” LEED certified. Anticipated is a LEED certification for Rosetti Hall that has LED lighting throughout the entire structure, geothermal heating and cooling system, and solar panels. The solar panels produce as much as a third of the power needed for the building.

Technology

Since the last self-study, Information Technology Services (ITS) has undergone enormous changes and restructure. Before 2008, dissatisfaction with ITS was universal. In response, the department was outsourced, hiring SunGard Professional Services in 2008. Contracted for a three-year engagement, the intention was to reorganize and professionalize the ITS operation. In the course of that engagement, there was some improvement to the technical infrastructure. However, progress in the area of planning and development of policy and procedures did not meet goals stipulated by the College. After the end of the SunGard Professional Services contract, a new Chief Information Officer (CIO) was hired as a full-time, permanent Siena College employee. The charge of the position was to continue ITS restructuring. Recognizing the critical importance of technology in pedagogy and instructional delivery to support student success, the new CIO was placed in the Academic Affairs Office reporting directly to the Vice President for Academic Affairs (VPAA).

In the first year, the new CIO focused on addressing organizational challenges, policy development, and the effective delivery of basic support services to the campus. Policy development has focused on the area of information security to address external mandates from the College’s auditors, Peripheral Component Interconnect/Data Security Standards (PCI/DSS), and legal and regulatory

mandates. To address these mandates the position of Director of Information Security was created and a seasoned administrator placed in that position to serve as Internet Security Officer. Additionally, a Deputy CIO was hired with particular expertise in academic technology to bring together User Services and Academic Technology and to improve support for technology in teaching, learning, and research.

A new strategic plan for technology is currently being developed. That plan, five years in duration, will focus on academic outcomes for students as its primary goal. Input from faculty and staff, gathered from an [annual survey](#) of technology needs and plans, will inform the technology plan.

A capital budget line for ITS is intended to provide for the upgrade and replacement of computer workstations every four-to-five years. ITS manages that budget according to the College's replacement and renewal policy with allowances for additional capabilities paid for from department budgets. The Office of Government and Foundation Relations (OGFR) has a policy in place that requires ITS consultation on all technology acquired with grant funding. All department purchases of computers and related technologies require consultation from ITS, again, to assure that there is a plan for ongoing maintenance and replacement of acquired technology.

As mentioned, ITS conducts an [annual survey](#) to ascertain the extent that technological needs are being met. In addition, ITS surveys a random sample of users submitting requests to ITS to ascertain user satisfaction levels with those who use ITS.

Budget

Fiscal Projections. Many factors are used in the formulation of the fiscal year budget and this involves information from various constituents of the College. Determining the subsequent year's budget projections involves the collective review of several data points, environmental factors, and historical trends. Enrollment information reviewed includes enrollment and residence hall occupancy. Financial indicators such as salary and benefits, projected grant and conference revenues, future capital needs, and cash flow are also considered. Benchmarking against peer institutions of several of these factors is additionally conducted.

Budget Process. Incremental resources have been almost exclusively allocated to *Living Our Tradition- Siena College Strategic Plan 2011-2016* and the Facilities Master Plan since 2011. Therefore, the College Planning and Finance Committee (CPFC) has not needed to deliberate or evaluate operating or capital budget requests. In fact, departments have been asked to function within previously allocated budgets. There are two exceptions. First, increases in operating costs associated with newly adapted technologies such as database reporting software [Argos](#), digital collections management with the purchase of [CONTENTdm](#), and enhanced online survey generation and results analysis system [Qualtrics](#) continues to be funded. Second, increases in contractual obligations such as Ellucian, formerly SunGard, St. Peter's Hospital, Metro Atlantic Athletic Conference (MAAC), Microsoft, data feeds for the Hickey Financial Technology Center (HFTC), and ConnectNY are also availed despite the shift in allocated resources. There have also been other extenuating circumstances in which some academic departments have received additional budget funding outside the normal budget review process, mostly because of a demonstrated critical need. The three schools: School of Business, School of Liberal Arts, and School of Science are such recipients. In all cases, requests are communicated to the respective Vice President by providing rationale for the request, the consequences if the request is not funded, and the estimated cost. If the Vice President determines the request to be critical, the first source for funding is the Vice President's budget. If there are no available funds, the request is forwarded to the President

and Vice President for Finance and Administration. With the President's approval, funding is secured from another division. As a last resort, funds are debited against projected savings, reserves, or budget surpluses.

CPFC. Currently, CPFC co-chairs are the VPAA and the Vice President for Finance and Administration. The other President's Cabinet members, not including the President, also serve on the CPFC. In addition, there is one faculty representative from each school, elected by the faculty. Administrative members are appointed by their respective Vice President and student members are determined by the Student Senate.

Before 2011-12, allocation of operating and capital budget fund surpluses was channeled through the CPFC. The CPFC was integral to resource allocation emphasizing incremental budget funding. Until 2011-12, the [charge](#) of the CPFC was to be "responsible for coordinating institutional planning and for ensuring that resource allocations are consistent with the College's mission, goals, objectives, and priorities." While the 2012-13 CPFC is representative across college constituencies, a [recent survey](#) of budget administrators indicates that only half (54.8%) of the respondents agree or strongly agree the budget allocation process includes constituent participation.

When surplus operating and capital funding is projected, the CPFC engages annually in a systematic process to review additional operating and capital budget requests. This is accomplished by distributing [Budget Request Forms](#). Requests will only be considered by the CPFC with the submission of this completed form. Detailed rationale to support the request is collected by the Director of Budgeting and sent to the respective Vice President. Vice Presidents are asked to review and prioritize the submissions in their area. All budget requests, regardless of the recommendation to pursue by the Vice Presidents, are then sent to each CPFC member. The CPFC deliberates on the merits of those requests supplemented by a presentation by each requestor. During those presentations, CPFC members may ask for additional information or clarification. CPFC then decides if an item included on the Vice Presidents' list of priorities should remain in contention for budget allocation or be removed from further consideration. Once all items have been vetted, the items in contention are once again reviewed for possible elimination if the total amount is more than the available budget. That said, some items might be reduced, deferred, or removed during this process until the requested total is within the target allocation amount.

The CPFC is actively involved in the assessment of many aspects of the current strategic plan. This includes tracking monies spent against its allocated budget. At least once a semester, the owner of each initiative presents to the committee providing the specific status of each deliverable stipulated in the operational plans. This includes current progress, budget, implementation challenges, and future activities for the upcoming semester or near future. This presentation is abetted by an initiative [scorecard](#). There are four scorecards, one for each initiative. The scorecard indicates status, initiative owner notes, and actual monies spent. Subsequent funding for the next fiscal year is partly determined by information contained in the scorecard.

[Minutes](#) taken at each CPFC meeting are distributed to members. A responsibility of each member is to convey to his or her respective constituents information shared at each CPFC meeting. In addition, the CPFC member is requested to share institutional financial results from the prior fiscal year, the projections for the current fiscal year, and the BoT approved budget for the upcoming fiscal year with his or her constituents.

Resources

Revenues. The College benefited from a strong financial position as indicated by its [operating revenues and expenditures](#) between 2007-08 and 2011-12. The operating budget has been in balance when including reserves on the expense side. Revenue generated from tuition has remained relatively consistent at 83 percent during this same time and increasing slightly from 80 percent 10 years ago. Mindful of its reliance on tuition revenue, the College has made a concerted effort to identify alternative sources of revenue. One such effort was the [Education Summit](#) conducted in Spring 2013. The purpose was to engage the campus in open and candid dialogue about the College's financial outlook and to encourage the campus to suggest programs and activities to supplement tuition revenues. A President's Task Force was subsequently appointed to make recommendations based on these discussions. Currently, the Education Implementation Team is working toward the realization of those recommendations.

Since inception in 1998, investment portfolio returns fared well against the related benchmarks. That said, the financial market turmoil is reflected by current portfolio performance trailing the traditional 65 percent equity and 35 percent fixed income portfolio returns of the last three and five years. Relatively, the portfolio continues to perform well reflecting sound oversight by the Investment Committee of the BoT.

Grants. Grant activity has proliferated since the last self-study. In 2003-04, only 14 external grant proposals were submitted. In 2012-13, 63 grant proposals were submitted. Before 2006, the total grant amount received by Siena College was less than \$1,000,000. As of June 1, 2012, the College has more than [40 grant awards](#) totaling \$10,000,000 in active grant funding.

Grant-funded activities align with the College mission and help support *Living Our Tradition- Siena College Strategic Plan 2011-2016*. For example, Siena College received over \$1,000,000 in grant funding to support student involvement in community engagement projects. Several grants include support for undergraduates to assist in the research of faculty. Several grants supplement international research that would otherwise be unattainable. Students have participated in grant-funded research in such projects as atmospheric studies in Antarctica, cellular and molecular biology research, tropical fish predation research in Trinidad, studies of the galaxy in Chili, and particle physics research at the Daya Bay Reactor Neutrino Experiment in China. The [Siena College Center for Artificial Intelligence](#) (SCCAI) has proposed projects that include new curricula, undergraduate research, and a speaker series dedicated to exploring human uniqueness and spirituality in the context of artificial intelligence advances that replicate human functionality.

The \$1,200,000 Noyce Mathematics and Science Teaching Scholarship Program grant from the National Science Foundation (NSF) was developed jointly by faculty from the Education Department and School of Science. The goal is to certify more than 20 mathematics, computer science, and science majors to become teachers in high-need middle and high schools. A \$71,000 grant to partner with the Albany City School District is aimed to increase the percent of middle school students pursuing a college education. Likewise, the Urban Scholars program, another joint venture with the Albany City School District, will bring inner city children to campus to partake in math and science activities.

In addition, grant funding augment need-based scholarships. The \$268,714 Clare Boothe Luce Scholarships for Women in Science supported seven women mathematics and science students between 2007-08 to 2010-11. The \$598,852 Educating Scientists for Tech Valley: A Cohort

Scholars Program grant from the NSF has supported more than 60 math and science students with need-based scholarships since 2008-09.

OGFR works with Development and External Affairs (D&EA) to leverage grants with fundraising. An example is the National Endowment for the Humanities (NEH) Challenge Grant awarded in 2010. NEH awarded \$500,000 to support the McCormick Center for the Study of the American Revolution with the understanding that the College would raise an additional \$1,500,000 within five years. Moreover, federal and non-federal funds are building a \$2,000,000 endowment to support the McCormick Center's Certificate in Revolutionary Era Studies and to train and recruit faculty to teach courses that serve its mission. A \$170,000 grant from NEH was secured in 2012 for summer institutes for teachers. The procurement of foundation grants is a growing area of focus for OGFR and is an area of opportunity to develop additional joint efforts between OGFR and D&EA. The OGFR has already submitted several foundation proposals that, if funded, will support the [*Living Our Tradition: The Campaign for Siena College*](#).

Several resources facilitate grant obtainment. [Siena College External Grants Handbook](#) is designed to provide guidance in the process of attaining and administering funding. Tutorials, webinars, and required forms are available [electronically](#). In addition, updates to policies and grant activities are posted online. The software, [In4Grants](#), provides additional information on grants and facilitates the proposal writing process. To assist with long-term planning, OGFR is analyzing staffing, procedures, and policies of other grants offices at similar and aspirant institutions. In part, this is being accomplished by examining the [Colleges of the Liberal Arts Sponsored Programs](#) (CLASP) listserv and sponsored research policies of other colleges that are members of the National Council of University Research Administrators (NCURA).

Development. Several fundraising efforts such as the [Siena Gives Back](#), [President's Circle](#), [Parent's Fund](#), planned giving, various alumni events, *Living Our Tradition: The Comprehensive Campaign for Siena College*, [Annual Fund](#), and major gifts provide financial support to foment the College's efforts to advance its mission. The most ambitious and comprehensive of these initiatives are the *Living Our Tradition: The Comprehensive Campaign for Siena College*, Annual Fund, and major gifts. Thus, more detailed descriptions of these endeavors are given below.

Living Our Tradition: The Comprehensive Campaign for Siena College. In an effort to double the fundraising efforts over a five-year period, the firm, Washburn and McGoldrick, Inc., conducted a [feasibility study](#) in 2009. The purpose was to determine the College's readiness and ability to launch an extensive fundraising campaign by testing the [Case Statement Proposal](#). The result was a recommendation of a \$50,000,000 comprehensive campaign. The recommendation was approved by the BoT resulting in *Living Our Tradition: The Campaign for Siena College*.

Living Our Tradition: The Campaign for Siena College entered the public state of the campaign in October 2013 having exceeded the BoT goal and achieved 74 percent of the Leadership goal. At that time, the *Living Our Tradition: The Comprehensive Campaign for Siena College* had also secured gifts and commitments in excess of \$32,500,000.

One of the major initiatives of the *Living Our Tradition: The Comprehensive Campaign for Siena College* is funding to endowed [scholarships](#). This financial assistance is essential for the College to continue its commitment to affordable education opportunities to students who are academically qualified but lack the financial resources to attend college. More than 86 percent of Siena College students receive financial assistance. Currently, Siena College has over \$40,000,000 in endowed scholarships

with the *Living Our Tradition*: The Comprehensive Campaign for Siena College having a goal of raising an additional \$10,000,000.

Annual Fund. The purpose of the Siena College Annual Fund is to raise monies for unrestricted use. These gifts and contributions provide financial aid, enhance service opportunities, and enhance academic and student experiences. In 2012-13, the Annual Fund was \$1,899,469. This is a 13 percent (12.9%) increase from the annual giving posted in 2011-12.

Major Gifts. Major gifts create long-term financial stability for the College and provide opportunities to match donors' interests with the College's needs and objectives. Major gifts assure the College has a strong permanent endowment, help build and care for campus facilities, and sustain quality academic programs. Major gifts in 2012-13 exceeded \$5,000,000 (\$5,439,986). However, this was a decrease from 2011-12 which surpassed \$6,000,000 (\$6,134,510).

Management of Investments. The Investment Committee of the BoT manages Siena College's endowment. This committee is also charged with formulating investment policies to sustain the financial objectives of the College. In turn, the Investment Committee of the BoT guides the management of the College's investment portfolio. The committee is also responsible for overseeing the financial reporting structure of the professional managers. The specific responsibilities of the Investment Committee of the BoT are:

- Establish investment policies for the College's endowment and overall investment portfolio
- Select asset classes and establish target allocations for each asset class
- Select investment managers to oversee the assets of the investment portfolio
- Review and assess the performance of the managers in investing and managing the portfolio's assets
- Periodically evaluate the asset allocation and manager structure to confirm the continued suitability of the investment policies given the College's financial position and objectives as well as economic and market conditions
- Review and approve any changes to the asset allocation and manager structure including withdrawals for spending purposes
- Provide periodic updates on the investment program of the College's endowment to the BoT

A report of each Investment Committee of the BoT meeting is presented to the BoT. The Investment Committee of the BoT also communicates regularly with the Budget and Finance Committee of the BoT that oversees the College's budget planning and development as well as its financial operations and business affairs.

Cambridge Associates has assisted the Investment Committee of the BoT with the identification and adjustment of the College's [asset composition](#) since 1998. Cambridge Associates is an investment consulting firm that advises endowed non-profit institutions and private clients on finance and investments. The firm's sole service is to provide counseling, research, and performance reporting, careful to avoid conflicts of interest with money management firms.

Cambridge Associates initially worked with the Investment Committee of the BoT to reformulate a long-term allocation strategy by modeling several portfolios and comparing their relative levels of risk, return, and sensitivities to changes in assumptions about market movements, volatilities, and

downside risks. Subsequently, Cambridge Associates helped the College select the best strategy to meet investment goals. Movement against the long-term allocation strategy is tracked by Cambridge Associates and the Investment Committee of the BoT to monitor progress toward meeting investment goals. This firm also prepares investment reports for each BoT meeting. Return on investments is compared to benchmarks for the last three years in Table 1.

Table 1. *Return on Investment for the Endowment*

<u>May 31, 2010</u>		<u>May 31, 2011</u>		<u>May 31, 2012</u>	
	Custom Blended		Custom Blended		Custom Blended
Siena College	Benchmark	Siena College	Benchmark	Siena College	Benchmark
%	%	%	%	%	%
14.0	13.0	20.4	17.0	-5.7	-1.0

The payout percent is jointly determined by the Investment Committee of the BoT and the Budget and Finance Committee of the BoT. This percent is revisited periodically and does not react to market fluctuations. Currently, the payout is five percent. To determine the endowment distribution, the annual payout percent is multiplied by the fund's average fair-market value over a three-year period with a one-year lag.

In fiscal year 2011-12, the endowment contributed \$5,850,000 to College revenue, six percent (5.9%) of its total revenue. Approximately 60 percent of the endowment contribution is unrestricted and supports the operating budget of the College. Of the approximately 40 percent of endowment contribution that is restricted, more than 90 percent supports financial aid for students as prescribed by the intentions of the respective donors.

Institutional Controls

Institutional controls are evaluated annually in the four external audits each year. This evaluation provides a detailed review of the framework for controls. The annual required audits performed by external auditors are:

- financial statement
- A-133
- pension plan
- National Collegiate Athletic Association (NCAA)

In addition to the annual audits, the College also has periodic audits from the Internal Revenue Service (IRS) and other state and federal agencies. Staff review internal business procedures and processes throughout the closing/audit process and makes adjustments as necessary. Internal controls and business process are well documented and maintained by the Comptroller's Office. The College also has available required policies and procedures for all [business transactions](#) such as travel, credit card use, and purchasing.

Conclusions

The development of the current strategic plan, *Living Our Tradition- Siena College Strategic Plan 2011-2016*, was both collaborative and transparent. However, communication and campus involvement in budget and resource allocation has diminished concomitant with a different budget scenario. Furthermore, awareness of the current strategic plan activities and accomplishments is waning. The

College's financial practices are sound but are almost solely dependent on revenue generated from tuition. Although external grants have increased since the last self-study, the College needs other sources of revenue.

Areas for Growth

1. To decrease its reliance on tuition revenue, the College needs to continue to be resolute in securing alternative sources of revenue. Siena College needs to realize that the *Living Our Tradition*: The Comprehensive Campaign for Siena College and increased grant obtainment are only some of the other fiscal tools that can be implemented.

CHAPTER 4: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION (STANDARDS 4 AND 5)

Introduction

This chapter is a summary of data and information from a variety of methods that included consultation with various constituents, reviews of institutional documents, campus surveys, and interviews with key constituents. The Leadership, Governance, and Administration Working Group conducted interviews with the executive officers of the Board of Trustees (BoT), President, President's Cabinet members, former Chairs of the General Faculty Committee, deans, former Chair of the Council of Administrators (COA), and the Student Senate President.

Shared Governance

To follow is a description of the shared governance model employed at Siena College that identifies areas where further evaluation and study can improve communication and interaction among the BoT, President, and President's Cabinet, particularly in relation to the faculty, and the administration. Findings with respect to shared governance are based on the following constituents: BoT, President's Cabinet, Administration, faculty and students.

Siena College operates under a system of shared governance, particularly among the BoT and President's Cabinet. The BoT has legal and fiduciary responsibility and is ultimately accountable for academic quality, fiscal and academic integrity, academic planning, assets, and the financial health of the institution. However, it delegates governance of academic programs to the Vice President for Academic Affairs (VPAA), deans, and the faculty.

Most written documents are current and complete. Several documents provide examples of Siena College's shared governance policies and practices, including:

- [Academic Policy Manual](#)
- [Administrators' Handbook](#)
- [BoT Membership Term Chart](#)
- [Bylaws of Siena College](#)
- [COA Bylaws](#)
- [Conflict of Interest Disclosure & FCC Survey](#)
- [Faculty Handbook](#)
- [Living Our Tradition– Siena College Strategic Plan 2011-2016](#)
- [Siena College Policy Manual](#)
- [Siena College's Charter and Article of Incorporation](#)
- [Staff Handbook for the Support Staff of Siena College](#)

That said, revisions of some documents are seldom. Numerous policies outlined in the Siena College Policy Manual are either outdated, require revision, or differ from stated policies in other documents. Additionally, the Web version of the document does not contain all college policies and therefore, is neither a comprehensive nor a definitive source. For example, faculty guidelines for academic integrity are dated January 2001 as are [student guidelines](#). [Class attendance for full-time employees](#) has not been revised or affirmed since August 2000. Likewise, the campus calendar policy was last revised in June 2000. Although the College logo and tagline were revised in Summer 2011, information about use of the [College logo](#) is from March 2005.

The self-study process has brought to light many of these inconsistencies. The Siena College Policy Manual webpage is now under review and is being revised. With respect to the Administrators' Handbook, developed and implemented as part of a recommendation in the last self-study, revisions to policies were communicated via hardcopy and e-mail. Since the Administrators' Handbook was approved in September 2005, there have been four policy additions and/or revisions included and communicated to the administration. The goal of the Office of Human Resources (HR) is to post the document on the website as well as perfunctorily communicate those revisions and additions electronically. Otherwise, comprehensive review of documentation of college policies and procedures is lacking. It is suggested that the College should establish a process to review current manuals and policies regularly and to implement a process that would assure the timely communication of those changes to the campus community. The department or office responsible for each review should be clearly defined.

Faculty Governance. Faculty are responsible for the development, maintenance, and evaluation of academic programs. The faculty, the President, and BoT prepare policies pertaining to the faculty through a process of joint consultation. The role of the faculty in the College's educational policies and programs is outlined in the College's Faculty Handbook. It is the definitive source regarding policies regarding the terms and conditions of faculty appointments. The current Faculty Handbook was approved by the faculty in November 2005 and approved by BoT in December 2005. To date, one revision was entered in September 2011 in the Faculty Handbook regarding voting eligibility (p. Sec.I.A.10(a)). Otherwise, the faculty demonstrate sufficient independence to assure the academic integrity of the College.

As stated in the Faculty Handbook, the Faculty is "the primary authority on matters of instruction, program development, faculty development, and curricular development. The Board shall not substitute its judgment on such matters for the reasonable judgment of the faculty" (p. i). Faculty governance pertains to promotion and tenure, sabbatical and leaves of absence; and developing and revising the curriculum including academic courses and programs. Four faculty governance committees are in operation:

- [General Faculty Committee](#)
- [Committee on Faculty Status](#)
- [Faculty Grievance Committee](#)
- [Board of Instruction](#) (BoI)

These four faculty committees are well established and defined with purposes communicated via the Faculty Handbook and electronically. All are chartered to include faculty representation across the three schools: School of Business, School of Liberal Arts, and School of Science as well as a faculty representative from the Standish Library. The General Faculty Committee meets at least once a month. The VPAA may also hold separate faculty meetings, as she deems necessary.

However, former Chairs of the General Faculty Committee were concerned with the existence of limited formally defined responsibilities with respect to shared governance. As defined in the Preface of the Faculty Handbook, the role of faculty in shared governance is described as the "primary authority on matters of instruction, program development, faculty development, and curricular development." This includes salary negotiations; Faculty Handbook violations; and maintaining relations with the administration, BoT, deans, and departments. However, the formally defined roles for faculty are narrowly circumscribed and not fully practiced as defined.

Furthermore, the role of faculty and their input on institutional issues is less clear. There are currently no structures or provisions for the inclusion of significant faculty input in systematic planning and thus, faculty are absent from meaningful forms of shared governance. Additionally, discussions of issues directly affecting faculty are frequently dictated rather than jointly developed with faculty input. Most recently, this was the case with decisions about faculty office and teaching space and department head selection. However, the President, VPAA, and Vice President for Finance and Administration posited a rejoinder on these issues in a regularly scheduled meeting of the faculty. At that meeting they discussed the issues at hand, how they intended to proceed in dealing with them, and then solicited faculty comments. Nevertheless, effective *ex post* communication is not a substitute for a well-defined role of faculty in decision-making. Moreover, there seems to be a disconnect between short-term decision-making and long-term goals.

The faculty's limited role in governance may be due in part to the Committee on Faculty Status's misinterpretation of the Faculty Handbook (p. III.1) with respect to the tenure and promotion policy. According to the Faculty Handbook, service is on par with scholarship for tenure and promotion decisions. In practice, the role of service to the community by faculty is viewed differently. There is a concern that service to the College is undervalued for evaluation purposes and therefore, some tenure-track faculty refuse to serve on college committees and participate in governance concerns. The Committee on Faculty Status must accurately interpret the Faculty Handbook in applying faculty service in addition to teaching and scholarship for tenure and promotion decisions. Therefore, it is suggested that the VPAA and the deans hold a special annual meeting with members of the Committee on Faculty Status to reinforce the faculty policies as stipulated in the Faculty Handbook concerning parity given to scholarship and service in consideration of tenure and promotion decisions.

The underweighting of service discourages faculty from becoming more engaged with substantive governance and decision-making. As a result, faculty meetings are not well attended. On average, 70-75 percent of full-time tenured and tenure-track faculty do not regularly attend faculty meetings. The VPAA holds her own meeting once per semester with the general faculty, but the VPAA meeting is separate and apart from the meeting that the Faculty Chair convenes. The VPAA may also invite whomever she wishes to her own meeting with the faculty, including President's Cabinet members. Greater presence and interaction of President's Cabinet members would improve attendance at all faculty meetings. The General Faculty Committee needs to establish a more effective and informative communications process with the faculty concerning the work of the BoT committees on which there is faculty representation. Finally, all administrative areas of the College that work directly with the faculty on a variety of tasks and projects should be included in the New Faculty Orientation.

In sum, enhanced faculty involvement will create conditions for more meaningful forms of shared governance. Faculty involvement will improve faculty morale if included in the development of proposed policy recommendations.

Board of Trustees

Siena College is chartered by the Board of Regents of the University of the State of New York. Per the bylaws, full membership of the BoT is capped at 40 members. The President does not chair the BoT. The President reports directly to the BoT Chair, and serves as an *ex-officio* member.

Members of the Board are elected by the BoT and are required to serve three-year terms, with a maximum of three consecutive three-year terms. There are two exceptions. The Chair of the Board

of Associate Trustees (BoAT) and a Siena graduate are appointed to the BoT, the latter for one three-year term. After serving three consecutive three-year terms, a BoT member must take a one-year recess to be considered for reappointment. In 2013-14, the College's governing BoT consisted of 32 members. The membership of the board is comprised of individuals with the breadth of knowledge and experience to govern the College. The BoT is comprised of lawyers, accountants, corporate executives, bank officers, university faculty, and college administrators. In keeping with the College [mission](#), the BoT maintains a significant Franciscan presence. As of 2013-14, six Franciscans served including the President.

The Executive Committee of the BoT and the full BoT meet four times annually. There are 12 other standing Committees recognized in the bylaws: Academic Affairs Committee of the BoT; Audit Committee of the BoT; Budget and Finance Committee of the BoT; College Athletics Committee of the BoT; Development and External Affairs (D&EA) Committee of the BoT; Facilities Committee of the BoT; Franciscan Values Committee of the BoT; Governance, Diversity and Bylaws Committee of the BoT; Investment Committee of the BoT; Marketing Committee of the BoT; Strategic Planning Committee of the BoT; and Student Life Committee of the BoT. Recently, a Budget and Compensation Committee of the BoT was established but is not listed in the bylaws. BoT members of standing Committees are appointed by the Chair. Each committee of the BoT has a designated President's Cabinet representative and a faculty liaison.

In 2013-14, 22 BoT members were Siena College alumni. The BoT has experienced a slight decline in minority membership since the last self-study visit. In 2004-05, there were eight female BoT members and three minority BoT members. In 2013-14, nine women serve on the BoT, one is an Executive Officer and only two BoT members are minorities. To address this decrease, the BoT established a special ad-hoc committee to focus on the recruitment of minority BoT members and employees. After careful analysis, the BoT recognized that the governing board should be more inclusive and representative of the Siena community and society in fulfilling the mission of the college with respect to diversity. As a result, the BoT approved the Statement of Commitment and Action in strengthening its commitment to diversity in September 2012.

The statement calls for amending the BoT committee structure to strengthen diverse representation; renaming the Governance and Nominations Committee to the Governance, Diversity and Bylaws Committee of the BoT; and appointing a President's Cabinet member to serve on the committee as a diversity advocate. As such, the BoT will have more of a role in the issues pertaining to diversity and minority hiring and retention.

Several BoT documents including the BoT Bylaws; Conflict of Interest Disclosure & FCC Survey; [2010, 2011, and 2012 BoT Evaluation of Self-Effectiveness](#); [Individual Trustee Self-Review Form](#); [Statement of Commitment and Action](#), and orientation materials for new BoT members were examined. In addition, interviews in Spring 2012 with BoT executive officers: Chair, Vice Chair, Secretary, and Treasurer, were conducted. Prior to each interview, select questions were provided to the executive officers to assure transparency and facilitate a fluid conversation. Concluded is that the College's BoT operate under a well-defined system of collegial shared governance and is capable of reflecting the constituent and public interest. BoT members have sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled. The BoT demonstrates a genuine commitment to the College mission and particularly the education of its students. The President, Vice President and Chief of Staff, and the BoT have sufficient interaction given the role of the Vice President and Chief of Staff as a direct liaison to the BoT. The President, BoT, and President's

Cabinet demonstrate sufficient interaction and communication in fulfilling the College mission and the current strategic plan.

One area of concern is limited faculty involvement with the BoT. For example, the Chair of the BoT stated that the new Budget and Compensation Committee of the BoT involves faculty input and feedback but no faculty serve on the committee. In recognition of this limitation, the BoT Officers developed meeting opportunities, by invitation only, with various constituencies across campus. The Chair views this proposition as an opportunity for “micro-learning” as opposed to “micro-managing.” Another concern is that faculty representatives that serve on the standing committees do not effectively or regularly report information back to the faculty concerning committee discussions and actions.

BoT members are also expected to support the College through their time, talents, and resources. As of October 2012, BoT members contributed 53 percent towards the \$50,000,000 *Living Our Tradition*. The Comprehensive Campaign for Siena College’s five-year goal. This contribution proportion is subject to change during the campaign but it is expected that the BoT will contribute 25-30 percent of the total funds raised by the end of the campaign. The majority of the BoT also make financial commitments to the College's Annual Fund and other fundraising activities.

Organizational Structure

President’s Cabinet. At least once a semester, the President hosts [Campus Conversations](#). At these events, he shares his Presidential priorities with the campus. In Spring 2013, he also announced a slight reorganization in the President’s Cabinet. Effective immediately, all inquiries and concerns directed to the President must first be channeled through the Vice President and Chief of Staff. This will allow the President to focus on major projects while the Vice President and Chief of Staff will oversee day-to-day operations. Additionally, the President articulated the following issues as priorities:

- Capital Campaign
- Middle States Commission on Higher Education (MSCHE) self-study
- [Education Summit](#)
- Budget Issues
- Enrollment Management
- Transition to New Leadership

Fr. Kevin J. Mullen ‘75, O.F.M., Ph.D., is the chief executive officer, installed as the 10th President of Siena College by the BoT on June 1, 2007. The President is chiefly responsible for advancing the College’s goals and the College mission. The President reports directly to, and serves as an ex-officio member, on the BoT. The President’s goals are clearly defined by the BoT. In addition to his designated roles and responsibilities, the President serves as the primary College mission officer to assure that the goals of the College are central to that mission. The President possesses the appropriate academic background, skills, and professionalism in managing the College. Based on interviews with the executive officers of the BoT and Cabinet members, Fr. Mullen is described by the members of the President’s Cabinet as transparent, supportive, direct, and collegial.

The President’s Cabinet is composed of the President and seven direct senior-level administrators, Vice President and Chief of Staff, VPAA, Vice President for Finance and Administration, Vice President for Enrollment Management, Vice President for Student Affairs (VPSA), Vice President

for D&EA, and Vice-President and Director of Athletics. The President's Cabinet has the appropriate experience, academic training, and skills to manage their respective units.

Since the last self-study, four changes at the senior administrative level were implemented:

- Restructuring the Senior Staff to a President's Cabinet
- Dissolving the Office of Community and Public Affairs
- Renaming the former Office of Institutional Advancement to the Office of D&EA
- Change of reporting structure for Strategic Communications and Integrated Marketing (SCIM), now the Marketing and Communications Office, and Academic Community Engagement (ACE)
- The creation of a Chief of Staff position
- The Chief of Staff and the Director of Athletics were promoted to the level of Vice President
- The President's Cabinet was expanded to include academic deans, Vice President and Chief of Staff, and the Vice President and Director of Athletics

The Office of Community and Public Affairs was dissolved with the responsibility being assumed by the Vice President for D&EA. The former Vice President for Community and Public Affairs assumed oversight of the reorganized D&EA. The President's Cabinet was expanded to include the academic deans in response to limited participation by the deans in larger meetings involving academic strategic planning or decision-making discussions.

The Vice President and Chief of Staff position is part of the Office of the President and staffed by a Franciscan friar. The impetus for creating the Chief of Staff position is to assist the President with day-to-day operations and promoting the College mission. Prior to becoming Vice President and Chief of Staff, this individual was appointed as the Executive to the President. The Vice President and Chief of Staff notes that his responsibilities include serving as the liaison with the BoT, coordination and facilitation of President's Cabinet meetings, and assisting in overseeing the implementation of the College mission and current strategic plan. A former faculty and department head of the Education Department, he currently supervises the Office of the College Chaplain and Franciscan Center for Service and Advocacy (FCSA). Previously, this position also managed SCIM and ACE. However, these were transferred to the Vice President for Enrollment Management and VPAA respectively.

President's Cabinet members feel that his or her individual responsibilities are clearly defined and supported by the President. Moreover, HR confirmed that there are job descriptions or Job Documentation Questionnaires (JDQs) on file for each President's Cabinet member. The JDQ fully describes the position's roles and responsibilities and is the basis of each employee's evaluation of his or her job performance.

President's Cabinet. The President's Cabinet meets at least once weekly to resolve campus problems, discuss issues of importance, and policy matters that impact the campus. Each President's Cabinet meeting begins with a discussion on the College mission to assure its prominence for the duration of the meeting. Monthly, the Vice President and Chief of Staff and President hold a longer President's Cabinet meeting, the first hour devoted to the College mission.

A concern shared by President's Cabinet members centered on the frequency and agenda items of their meetings. Some President's Cabinet members expressed that weekly scheduled meetings are

sometimes non-productive because parochial or procedural matters are discussed as opposed to larger campus issues and concerns. Some President's Cabinet members suggested meeting less often, possibly bi-weekly or monthly, in order for the Vice Presidents to accomplish other responsibilities that are timely and essential to the College mission.

President's Cabinet members work together to execute the College mission and the current strategic plan. The President's Cabinet conveyed that each receive adequate and unbiased information from the President adequate and appropriate to his or her respective areas of responsibility. The President indicated that trust among the President's Cabinet members did not exist at the time of the last self-study. During that time, the tendency was for President's Cabinet members to operate independently and without much communication. The President attributes the improvement in collaboration and trust to the commitment of present members and their collective effort to mitigate some of the College's current challenges.

Although the collaboration among the President's Cabinet members has improved since the last self-study, some "silo" effects persist. That is, some President's Cabinet members have acted without sufficient consultation or collaboration with other members. Based on confidential interviews the working group conducted with the President's Cabinet, deans, and faculty department heads, poor communication and missed opportunities continue to plague all levels of the campus. In turn, this denigrates the College's shared governance structure and the College's overall ability to function. This concern is most evident with respect to the President's Cabinet and deans. Shared governance and communication among President's Cabinet members is different from that of the deans and President's Cabinet. Although the deans now meet monthly with the VPAA and the President, information to department chairs and faculty is unsatisfactory or lacking. Specifically, the deans and faculty feel that information from the President's Cabinet to the faculty is filtered or incomplete. While the deans expressed confidence in the VPAA to share academic concerns with the President's Cabinet, collectively, each prefers regular direct interaction with the President's Cabinet.

The academic deans suggested that the President's Cabinet membership be expanded to include them in decisions that directly impact academic matters as well as to provide support for the VPAA advocacy efforts. President's Cabinet members were opposed to this recommendation because they believe that it would lead to other campus constituents of similar rank wishing to be included in proposed President's Cabinet membership. The President agreed to invite the academic deans to President's Cabinet Meetings on a bi-weekly basis to discuss matters pertaining to academics. The President's proposed Sub-Cabinet meetings began in June 2012 and it was anticipated that the group would become an autonomous body without influence from the President's Cabinet. As of Spring 2014, however, the President expanded his Cabinet to include the deans. The academic deans will now be involved in institutional discussions and decision-making.

Poor communication and non-consultative decision making is, at times, exacerbated by the current President's Cabinet structure in which all vice presidents are equal, including the VPAA, the chief academic officer. Poor communication is further worsened by decisions that are sometimes influenced by a few President's Cabinet members.

Confusion and ambiguity exists in terms of who is second in command of the College, particularly in the President's absence. Of the campus constituents that were interviewed, some were under the impression the Vice President for Finance and Administration was number two in charge despite the fact that the President insists it is the VPAA. Others believed it was the Vice President and Chief of Staff due to his title and because he reports under the Office of the President. This hierarchical

misperception has led to a lack of clarity of several issues. For example, recent academic capital and facility decisions were made without direct consultation with the VPAA and deans. Faculty feel that these decisions should have been vetted in consultation with the academic leadership and directly communicated to them rather than learn about the decisions after the fact. Until recently, the deans attended President's Cabinet meetings by invitation only, and therefore, interaction afforded to faculty with the President's Cabinet was limited and ineffectual. Faculty expressed that interactive meetings between the deans and President's Cabinet would be more productive if the deans were allowed to be fully engaged in the decision-making process concerning academic matters, pivotal for a shared governance schema.

An academic Provost model was recommended in the last self-study. In the absence of such a model, many constituents are unaware who is second in command. To date, Siena College has not approved a Provost model as part of its governance structure. However, this model was explored recently at the direction of the BoT.

There also exists a lack of effective communication between the President's Cabinet and the campus. More frequent regularly scheduled meetings facilitated by President's Cabinet members are needed. This would enhance the exchange of information among different constituent groups and make concerns better known. Ongoing communication between the President's Cabinet and the campus needs to be more formalized. To rectify this lack of communication in a shared governance model that values feedback and input from the campus, the President has instigated four public meetings beginning in Fall 2012. The President has requested that each President's Cabinet member host a Campus Conversation with faculty, administrators, and staff to discuss events and issues in his or her respective division. Additionally, campus e-mail updates regarding issues, concerns, and decisions discussed at the President's Cabinet level and BoT meetings are now disseminated. While these measures help to improve campus communication, e-mail information shared to date has been described, by some members of the campus, as too general and vague, disseminated occasionally and without regularity. In fact, e-mail correspondence about BoT meetings has not been sent to the campus since March 2013.

Committees. College committees are vital for shared governance as each has a good representation of the various stakeholder groups. For the purpose of this section, the term "committee" includes any standing, ad hoc or short-term task force. A review of college documents, webpages, the results of the [Survey on Perceptions about Committees](#), and interviews with administrators, faculty, and staff, form the bases of the analyses provided below on committee structure and effectiveness.

Several committees on campus are charged with examining current policies and operations, monitoring those policies and operations, and/or asked to make recommendations for modification, restructure, or suggest future direction of the College. However, no central repository or list of those committees is available. Other than the limited number of committees charged through the General Faculty Committee, it is not clear how committees are created, how members are selected, their intended purpose, or what entity is responsible for the committee. Moreover, no mechanisms are in place to evaluate the efficacy or relevance of those committees.

The General Faculty Committee and the Student Senate supposedly exist as "constituent" governance bodies and as conduits of communications with the President's Cabinet. Little, if any communication, or articulation among these committees exists and is not required. That said, the President does meet with the General Faculty Committee Chair bi-monthly.

Furthermore, the COA is an informal committee purposed to provide information to its constituents. However, the COA has no role in shared governance. Correspondingly, the COA Chair's role is not well defined. Moreover, neither the Chair of the COA nor the committee report to any specific vice president. Because there is no formal reporting structure, the Chair of the COA meets with the President at least once a semester. Established should be a formal reporting structure of the COA and its membership to the President and the President's Cabinet, faculty, and Student Senate. Regular channels of communication between the COA and these constituents should be established and required.

On the other hand, the Student Senate President indicates that her responsibilities are very clearly defined. The Student Senate President abides by written [Student Senate Bylaws](#). The Student Senate President has adequate accessibility and interaction with the Student Senate advisor, an administrator. The Student Senate President meets weekly with the VPSA to discuss student-related issues. The Student Senate President also meets bi-weekly with the President and is invited to speak at BoT meetings during the general sessions. With respect to involvement with decision-making, the Student Senate President describes the role of Student Senate as providing "guidance" to the VPSA and the President. One concern expressed by the Student Senate President is that there is no interaction with the General Faculty Chair. Suggested is that the General Faculty Chair develop a formal interactive role with the Student Senate President to encourage increased faculty involvement and support of student-related issues.

The [Student Affairs Advisory Committee](#) (SAAC) is comprised of students, faculty from each school, and administrators. This committee meets regularly with the VPSA to discuss current problems and make recommendations with the overarching purpose of improving student learning and student life at the College.

A task force to examine the current governance structure with respect to committee structures, administrative roles and responsibilities, and organizational structure is warranted. A list of committees with a brief explanation of purpose, responsibilities, and general membership would clarify their purpose and help to achieve a well-defined system of shared governance that is transparent, efficient, and useful. A central repository should be created for sharing committee minutes and informing campus. A website should be updated regularly providing current committee membership, charge, and regular updates of their activities.

Administration and Staff. Siena College has adequate staffing that is aligned with the College mission. A 34.5 percent increase in administration and 32.4 percent increase in staff personnel between Fall 2004 and Fall 2012 reflects institutional growth, increased faculty needs, and additional state and federal compliance and reporting mandates.

Diversity

At the time of the last self-study, diversity was not well articulated or reflected in the College mission. The College mission's revision in 2006 brought forth a perceptible change and greatly enhanced visibility to the issues of diversity and global perspectives. As a liberal arts college, Siena College provides opportunities "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."

Since the last self-study, the diversity of the College's administration has not increased and no significant improvement in recruiting and retaining minority administrators has occurred.

Expectedly, involvement of minority administrators in department and campus decision-making processes are minimal. As of the last self-study, the President's Cabinet remains all White with no members from underrepresented racial groups.

Recruiting and retaining minority administrators remains a challenge as indicated in the [Siena College Fall 2013 Fact Book](#) (p. 79). Nonetheless, some progress has been made. The percent of female administrators increased. The percent of minority administrators has also increased by 15.8 percent between Fall 2009 and Fall 2012. However, in Fall 2012, Hispanic/Latinos accounted for only four percent (3.7%) of administrators. Black or African Americans accounted for two percent (1.8%) of the total administration, a more than one percent decrease compared to Fall 2004 as reported in the [Siena College 2004-05 Fact Book](#) (p. 81). Both the number of Black or African American and Asian administrators also declined during this time.

The College has acknowledged this shortcoming and has implemented the following:

- One of the four strategic initiatives in the current strategic plan, *Living Our Tradition- the Siena College Strategic Plan 2011-2016*, is dedicated to increasing the diversity of the BoT, students, faculty, administrators, and staff
- An Equal Opportunity and Employee Relations Specialist position was created
- The [Diversity Action Committee](#) (DAC) was convened since the last self-study. The charge is to increase knowledge of diversity to effect positive change concerning issues related to gender, race, ethnicity, class, age, sexual orientation, gender expression, and disability. Composed of faculty and students, DAC is chaired by two female faculty

Work Performance

An annual formal review of the President has been implemented since the last self-study. Additionally, an annual performance evaluation of all administrators and staff is required. As part of the evaluation is a review of the pertinence of current performance goals and the setting of performance goals for the upcoming year.

Board of Trustees. As mentioned, each member of the BoT are asked to individually assess the effectiveness of the BoT as well as evaluate its policies. According to the [2012 BoT survey](#), all respondents agreed or strongly agreed that BoT meetings were productive. All but one respondent agreed or strongly agreed that the BoT use this knowledge and understanding effectively in its discussions and decision-making. Almost all respondents also agreed (20%) or strongly agreed (72%) that the BoT communicates effectively with the President. In addition, all BoT members that responded agreed or strongly agreed that, "The Board knows and understands the College's history, values, traditions, mission, strategic plan and the particular challenges of higher education."

President's Cabinet. Although the President meets regularly each week with the Chair of the BoT to discuss goals and objectives, the President must undergo a formal evaluation process two times per year. The Presidential Review Committee of the BoT meets initially in the spring and then presents the formal review of the President at the June BoT meeting. At the June BoT meeting, the President and Chair of the BoT establish new goals. In turn, these goals must be approved by the BoT. At the September BoT meeting, the President provides a self-assessment with respect to his obtainment of goals set in the previous year. As part of the formal BoT review, the President is also provided feedback about his performance from the vice presidents, faculty, and staff.

Positions and committees subject to an evaluation by the President include the President's Cabinet collectively and each member, deans, Vice President and Director of Athletics, General Faculty

Chair, and Student Senate President. All President's Cabinet members are reviewed annually by the President. Each President's Cabinet member evaluation comprises of a meeting with the President. For that meeting, a list of accomplishments and a self-assessment are submitted to the President. This is the basis of the in-person evaluation. No template or form with measurable criteria is utilized. Instead, the President allows each President's Cabinet member to provide his or her customized evaluation document. With the exception of 2011, formal evaluations of President's Cabinet members were executed.

Faculty have two means to assess President's Cabinet members. First, the General Faculty Committee distributes an annual [Faculty Satisfaction Survey](#). The faculty expressed concern that the results of this survey are not used to improve communication and shared governance. To that end, a committee established by a past General Faculty Chair reviewed the survey instrument and dissemination of results. Survey responses across administrations should be compared to subsequent surveys with an emphasis on improvement. The survey was also revised and expanded to include other pertinent administrative units in order to improve communication and services for faculty. Second, as a participant of the BoT, the Chair of the General Faculty Committee partakes in the evaluation of the President.

Administrators and Staff. A [Performance Development Program](#) (PDP) was implemented in July 2008 to establish a systematic annual performance evaluation. Performance and progress is gauged against concrete measures of success that align with job duties and responsibilities. All College administrators and staff members are assessed by their immediate supervisors under this plan.

The PDP is comprised of three components: performance planning, interim and formative feedback, and an end-of-year assessment. Initially implemented in 2008-09, only one-fourth (27%) of the administrators and staff submitted a PDP. In 2011-12, participation increased to over half the eligible employees (59%). However, this may be an underestimate because HR often receives the assessments after the deadline. No incentives or recognition were tied to submission until 2012-13. For 2012-13, supervisors who did not submit the PDP for each staff supervised would not receive the raise in base annual salary slated for 2013-14. This should greatly increase compliance.

Complaints about the difficulty in entering data, making changes, and printing the current forms are common. Revision of the current PDP to make it easier to navigate and complete may also increase compliance.

No system exists for administrators and staff to assess their supervisors or to evaluate the President's Cabinet. For example, it may be beneficial to conduct annually a 360-degree feedback program, related feedback mechanism, and/ or administer a satisfaction survey for this purpose. It is suggested that a feedback program as described be explored in consultation with the COA, President's Cabinet, and Human Resources.

Conclusions

The organizational structure of the College enables the College to realize its mission and current strategic plan. The College operates under a system of shared governance, particularly among the BoT and President's Cabinet. The roles and responsibilities of the President's Cabinet and its members are clear to its members but not well documented or understood by other campus constituents.

With respect to the evaluation of employee performance, the College has implemented a system of continuous assessment. A rigorous process to evaluate the President with the inclusion of many stakeholder groups is conducted annually. Positive steps have been taken or are proposed to increase minority representation on the BoT and increase the proportion of minority administrators.

Irrespective, there are concerns regarding the shared governance process across the campus. Faculty are absent from meaningful forms of shared governance. No structure or provision for the inclusion of significant faculty input exists for key decisions. There is a continuing problem of poor communication and missed opportunities at all levels on the campus, including the BoT, President, President's Cabinet, and faculty. This has negatively impacted the College in terms of its organization, structure, and shared governance. Additionally, some administrators tend to act or make decisions without sufficient consultation of appropriate and pertinent constituents.

Areas for Growth

1. Siena College should develop and adopt a clear structure of shared governance and create the conditions for it to be more effective. A formal document should be developed that clearly describes a shared governance process that is inclusive and appropriate for the College.
2. To achieve effective shared governance, there should be clearly defined and understood leadership roles and decision-making responsibilities for all President's Cabinet members, including the Academic Deans, faculty and other administrators outside of the President's Cabinet. These roles and responsibilities should be made available to the campus community.

CHAPTER 5: STUDENT ADMISSIONS, RETENTION, AND STUDENT SUPPORT SERVICES (STANDARDS 8 AND 9)

Introduction

The [Education Summit](#), convened in January 2013, brought to light the perfect storm of the internal and external forces that impact enrollment and retention at Siena College. Forward looking, these sessions encouraged discussion on new or revised program offerings, adoption of new and emerging technologies, and the questioning of the relevance of a liberal arts education. All underpin the challenges to recruit, admit, and retain students congruent with the College mission.

Siena College seeks to recruit students who will be successful. Once a student is admitted, effective campus services must support the student in pursuit of his or her educational goals. As such, the College has a well-established and effective process for recruiting high quality prospects, admitting students, and providing the support structure necessary to contribute to their success. The symbiotic relationship among Enrollment Management, Student Affairs, and Academic Affairs shape a seamless process that moves students from recruitment, to admittance, to graduation.

Student Admissions, Retention, and Student Support Services Working Group reviewed the results of institutional surveys; scrutinized several submitted Assessment Plans and Reports (APR); interviewed students, faculty and administrators; and reviewed data collected by various offices. Approximately 20 departments were consulted as part of this investigation. This chapter begins with a discussion of the impact of expected demographic trends on the future of the College's student base and the College's strategies in response. Next, the chapter reviews the admission and retention practices, including identification and support of at risk (AR) students.

Admissions

Recruitment Materials. Information to prospective students aligns with the College mission assured by biennial evaluations. Enrollment Management collaborates with the Office of Strategic Communications and Integrated Marketing (SCIM), now the Marketing and Communications Office, to make certain branding and messaging are consistent. Admissions works with external vendors to help develop clear and effective communications. One result of the reviews and collaborations with other offices and vendors is the recent development of the [Student Success Brochure](#). This is sent to admitted students in March. This brochure improves the conveyance of the College mission from past correspondences.

The College has clear admissions policies and procedures as stated in the [Siena College Catalog](#) (pp. 7-10). The catalog describes admission requirements, how to apply, and application deadlines. Also covered are early admission, early decision, and early action procedures. Information for international applicants, transfer applicants, re-entry students, non-matriculated students, and auditing students is also included.

Siena College admits students who will be successful. With an average one-year retention rate of 87.2 percent and average four-year graduation rate of 70.4 percent, the College is enrolling students who, for the most part, will graduate.

Communication to prospective applicants, first-year students, and new transfer students is comprehensive with the College mission prevalent in most correspondences. Information about the College can be sent to high school students as early as their sophomore year. Similarly,

communication to transfer students is frequent, initiated at various points in the college search continuum from the senior year of high school until the week before classes begin. Communication is to both student and [parents](#). This communication serves several purposes:

- informs prospective students and families about the college process
- provides specific information about the College
- invites prospective students and families to campus activities and [events](#)

Once a student confirms attendance at Siena College, he or she is given access to the online portals, [Web 4 Students](#) and [Be A Saint](#). With this access, admitted and enrolled students can find information about the College, communicate with other students, and contact college offices especially the Financial Aid Office. Students can use the websites to get information about financial aid, track their financial aid process, and accept financial aid awards.

Communication and marketing determine the specific needs of those who are targeted. As such, Admissions closely monitors information generated from a variety of post-admit survey instruments including the [Admitted Student Questionnaire](#) (ASQ) and two customized instruments, a [Survey to Admitted Students Confirmed to Enroll](#) and a [Survey to Admitted Students Not Confirmed to Enroll](#). Both were designed by Enrollment Management, tailored to the unique aspects of the College. Moreover, the in-house Enrollment Management designed surveys are timelier and the response rates approach 30 percent, much better than the ASQ. The results of these surveys are used to pinpoint the primary reasons for attending college in general as well as specific factors that influenced the decision to attend Siena College or the choice to attend another institution. Survey results are also used to improve recruitment plans and materials, making them more salient. Marketing materials accentuate the College's renown and distinctiveness based on the responses on all three surveys. This resultant positioning has been fairly successful despite the recent economic downturn and the decrease in potential prospective students.

Siena College uses several different marketing tools to identify potential students. Direct marketing efforts are the most effective with approximately 40 percent of prospective students submitting applications from these marketing efforts. The most successful and effective direct marketing strategy for Siena College is proactively searching for prospective students. Siena College utilizes several potential student lists from the College Board [Student Search Service](#) (SSS), [National Research Center for College and University Admissions](#) (NRCCUA), College Bound Selection Services, and the ACT. Prospective students that are most analogous to the attributes of successful enrolled Siena College students and whose service and co-curricular activities best reflect College mission are actively pursued. These attributes include grade point average (GPA), test scores, and majors of interest.

On the other hand, various Web search tools are available to students. Tools such as Cappex enable prospective students to identify colleges that are amenable to their interests and aptitudes. The College subscribes to many of these services. As such, contact information of prospective students that match the Siena College created profile are provided to the College.

Approximately 11 percent of applicants indicate interest in Siena College at events such as college fairs and high school visits. In addition, if a high school has three or more students enrolled at the College in a year, the high school is selected for visitation by an Admissions staff. If a high school counselor attends a campus program, an Admissions representative visits that high school. Admissions also relies on ongoing relationships with high school counselors. Data provided by [Enrollment Planning Services](#) (EPS) also helps to determine what high schools should be visited.

Approximately 45 percent of applicants initiate contact via submission of official records, attending a visit, or completing an electronic inquiry form. In other words, almost half of the College's prospects are those that contact the College first.

In addition to the required application materials, institutional application or the Common Application, high school transcript(s), recommendation from a school counselor, and SAT or ACT scores, Admissions also recommends interviews for prospective students. An interview is required for early high school graduation or participation in the [Arthur O. Eve Higher Education Opportunity Program](#) (HEOP).

As mentioned, the Admissions Committee aims to select students who succeed and graduate from Siena College. Each application is scrupulously reviewed, noting each applicant's unique background and story. Understanding the student's personal history is a key element in the selection decision. Essential to the decision are completed courses while in high school and corresponding grades scrutinized within the context of the intended area of study. High school transcripts in combination with standardized test scores, recommendations, and the applicant's essay determine if the student is admissible.

The Office of Institutional Effectiveness (OIE) and the Retention Committee inform Admissions of trends gleaned from previous research that assist in the identification of students who, if admitted, would be at a greater risk of leaving than the overall cohort. Admissions acts accordingly but will still admit students that could be AR.

Recruiting for Diversity. Certain demographic search criteria are used to assure that the inquiry pool has a strong diversity component. For example, the ethnic and socioeconomic diversity at each high school is considered to determine if the school will be visited.

Diverse prospects and diverse admitted students have more programming options than the overall cohort. One example is the Cross-Cultural Overnight program. The College arranges transportation for the participants from New York City. Over the past three years, attendance has ranged from 53-57 students. This event is very successful with an average of 86.7 percent of the attendees between Fall 2010 and Fall 2012 applying to Siena College. In addition, [59 percent of the applicants](#) attending the Cross-Cultural overnight program, over the last three years, have been accepted with 42 percent of these accepted students attending the College. This far exceeds the overall diversity yield rates. In Fall 2012, the overall acceptance rate of diverse applicants was approximately [31 percent with 14.8 percent](#) of these accepted students attending the College. Various other overnight programs are held in conjunction with accepted student [Shadow Days](#). A concerted effort is made to encourage low socioeconomic students to attend these events providing transportation for these students and their families. Over the past three years, an average of 15 families a year took advantage of these occasions.

A diverse enrollment is paramount as indicated in the College's current strategic plan, [Living Our Tradition—Siena College Strategic Plan 2011-2016](#). These programs aimed at diverse students are achieving their intended objectives as evidenced by the increase in diverse students. Between Fall 2011 and Fall 2013, first-year minority students increased by two percent from [18.5 percent to 20.8 percent](#) (p. 15). In Fall 2012, the percent of students eligible for Pell Grants was 21.4 percent exceeding the 21 percent set in the current strategic plan, [Living Our Tradition- Siena College Strategic Plan 2011-2016](#) (p. 8).

Enrollment Projections. Almost 80 percent (79.2%) of all full-time students in Fall 2013 reside in New York. This is somewhat unfortunate because according to the US Census, population growth in recent years has slowed for the state of New York. In addition, the number of students graduating from high school nationwide will continue to decline until 2013-14, as indicated by the recent report, [Knocking at the College Door](#) (p. 9), about population projections, mainly high school graduates. This report also predicts that New York will experience a five percent decline in high school graduates between 2010-11 and 2013-14 (p. 108). That said, the percent of minority high school graduates is forecasted to increase (p. 32).

As a private, Catholic institution, Siena College faces challenges from two large university systems, the State University of New York (SUNY) and City University of New York (CUNY). Both offer New York state residents tuition rates less costly than Siena College. Importantly, 99 percent of New York state residents live within 30 miles of a SUNY campus and in May 2012, nearly 40 percent of all New York state high school [graduates chose a SUNY school](#). This competition is clearly a challenge for Siena College. Additionally, the current state of the economy and the growing insistence that a college education should lead to gainful employment, has many prospective students and parents questioning the value of a liberal arts college.

Each year, enrollment targets for new students and new transfers are set by the Board of Trustees (BoT) by thoroughly examining an extensive set of data. Enrollment projections are built in according to financial projections. In addition, housing occupancy projections and budgetary planning information are considered. The *Living Our Tradition- Siena College Strategic Plan 2011-2016* (p. 4) also informs the enrollment targets. Enrolling a more diverse student body and more Pell Grant-eligible students are particular aims when considering these targets. Results from the most recent ASQ are also considered.

More than 80 percent of Siena College's revenue is generated from tuition and therefore, the College depends heavily on enrollment as a source of revenue. However, enrollment targets are not projected to increase in 2014-15; in fact, enrollment targets have already been decreased.

Conversely, Siena College is committed to making a college education affordable. Siena College's commitment to affordability is evidenced by the fact that costs are more than 17 percent lower than the [College's top 10 private competitors](#). These schools were selected by the most recent cross-admits according to the [2012 ASQ](#). More than 86 percent of Siena College students receive some type of financial aid, additional substantiation of the College's commitment to affordability.

Annually, the Enrollment Management and Finance and Administration divisions determine the financial aid budget. Current resident capacity is scrutinized during the process because it is a significant component of revenues and the financial aid budget.

Franciscan Values and Life at Siena College

Diversity. The core Franciscan value, Diversity, derives from the affirmation that each individual is deserving of respect and compassion. There are several student organizations and departments committed to plurality in both campus demographics and perspective. Integration of diversity and the goal of creating a culture of diversity pervade all areas and aspects of Siena College.

The [Damietta Cross-Cultural Center](#) (DCCC) strives to create an inclusive community providing both educational and co-curricular programming. This is accomplished, in part, by being visible. In

2012-13, approximately 42 programs were offered by DCCC. DCCC also provides training to the campus [Bonner students](#). Between 2011-12 and 2012-13, student participation in DCCC programs increased by 31 percent. To support and promote religious diversity, the DCCC provides educational and innovative programs for students to enhance their interfaith awareness. For example, they host interfaith panels, guest lecturers, and collaborate with the [Muslim Student Association](#) and Office of the College Chaplain. The DCCC developed programming to discuss religious stereotypes.

The [Cross-Cultural Solidarity Experience](#) (CCSE), a program administered by the DCCC, encourages faculty to include student learning outcomes that address social justice. A small stipend is awarded for faculty who integrate cross-cultural competency activities and assignments in at least one of their courses. Program proposals must explicitly describe how these cross-cultural learning outcomes will be met. Enrollment in CCSE courses increased by 28 percent between 2011-12 and 2012-13.

Clearly reflecting the College mission, HEOP provides access to a college education to academically and/or financially disadvantaged students. In step with *Living Our Tradition- Siena College Strategic Plan 2011-2016*, the number of new HEOP students has increased from 13 entering first-year students in Fall 2007 to 16 entering first-year students in Fall 2013. Both the one-year retention rate and the four-year graduation rate of HEOP students exceed that of the overall enrollment.

Siena College has 64 formally recognized student-led clubs and organizations on campus. Of those 64 groups, 10 relate to issues of diversity. All recognized and funded student clubs and organizations are responsible for hosting programs and events for the campus community and externally. In addition, many student groups host cultural heritage awareness months, responsible for programming that focus on a cultural group. To enrich the experience, faculty and guest speakers are invited to serve as keynote speakers to enhance awareness of diversity issues.

In an effort to help attract diverse applicants for the [Resident Assistant](#) (RA) leadership position, the College engages in discussions on the benefits of assuming a campus leadership role specifically targeting ethnic/ heritage student organizations. In 2010-11, presentations were given to four of these student organizations: [Black and Latino Student Union](#), [Gay Straight Alliance](#), [Latinos Unificando Nuestra America](#), and [Asian Students Association](#). In 2011-12, the number of student organizations that conducted such discussions doubled to include all eight ethnic and/or heritage student clubs. The members of four additional groups: [Gaelic Society](#), Muslim Students Association, [Polynesian Culture Club](#), and [International Student Association](#) were encouraged to seek campus leadership positions. Residential Life now attends the meetings or corresponds electronically with all eight ethnic and/or heritage student clubs to share and discuss the RA selection process.

Residence Directors (RDs) and assistants have been trained by DCCC staff to recognize the importance of cross-cultural programs as essential for improving communication and awareness of differences among students. As part of their programmatic efforts, the Office of Residential Life has increased its efforts to host cross-cultural awareness programs, sponsoring almost twice as many programs (47.0%) in 2012-13 than in 2010-11. The Association of College and University Housing Officers International (ACUHO-I) and Educational Benchmarking, Inc. (EBI) Resident Survey results indicate that respect and tolerance related to different cultures has improved. Administered in 2007, 2009, and 2012, student satisfaction with social, educational, and cultural programs has steadily increased. Results are shown below in Table 2.

Table 2. *Perceived Levels of Respect and Tolerance for Differences*

	2007	2009	2012
Race/Ethnicity	5.48	5.75	5.89
Gender	5.74	5.97	5.96
Sexual Orientation	5.37	5.62	5.74
Religious Beliefs	5.67	5.89	5.88
Political Views	5.56	5.58	5.81

Although diversity is a prevailing campus emphasis, Non-White students tend to be less satisfied with some aspects of the College than White students. Based on the results of the [Diverse Learning Environments Survey](#) (DLE) administered in Spring 2012 to a random sample of sophomore and junior respondents, Non-White respondents were less satisfied with campus diversity and community activities than White respondents. They also indicated that they were less satisfied with the diversity of the faculty than their White counterparts. Importantly, Non-White respondents were less satisfied with administrative responses to discrimination than White respondents.

That said, academic behaviors of Non-White students seem to be similar to that of White students. The responses of White and Non-White first-year and senior students were also compared on the 2012 [National Survey of Student Engagement](#) (NSSE). First-year Non-White respondents were more engaged on two out of five composites than White respondents: Active and Collaborative Learning (ACL) and Student-Faculty Interaction (SFI). However, Non-White senior respondents were more engaged on all five composites: Level of Academic Challenge (LAC), ACL, SFI, Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE).

Spiritual, Religious and Ethical Formation. There are a variety of initiatives and activities to advance students' spiritual, religious, and ethical formation. In turn, this helps to better connect students to the College's Catholic tradition and Franciscan heritage.

In keeping with the Catholic identity of the College, the [Office of the College Chaplain](#) offers weekday and Sunday Masses conducted in both the Chapel and two residence halls. The Music Ministry involves 35 student musicians who have the opportunity to share their vocal and instrumental talents. The "Blessing of the Brains" on the evening of each Reading Day prior to the final exam period is extremely popular. During the prayer service, the Franciscan Friars bestow a blessing for wisdom and right judgment upon the heads of each student. Other outreach efforts of the Office of the College Chaplain to students that advance their ethical and spiritual awareness include the Rite of Christian Initiation of Adults (RCIA) program, the weekly Rosary Prayer group, various retreats, and the weekly Emmaus scripture and faith-sharing group.

Student-athletes discuss and develop good sportsmanship, respect, and ethical decision-making. In cooperation with the Office of the College Chaplain, intercollegiate athletic teams are provided the opportunity to receive individual team blessings during their season. The blessing also brings with it an invitation for student athletes to grow in their relationship with the spiritual. Again, this blessing aims to help form their spiritual and religious identity.

The [Freshmen In Discipleship, Evangelization, and Service](#) (FIDES) group in conjunction with the [Franciscan Center for Service and Advocacy](#) (FCSA) is a faith and leadership formation program for a select cohort of engaged freshmen. This program helps students become peer ministers to their

fellow students. The Praise and Worship Ministry provides a contemporary, non-liturgical opportunity for students of various Christian faiths to develop their spiritual dimension. During [New Student Orientation](#), the Office of the College Chaplain and FCSA promote the Franciscan identity of the College. The Franciscan Service Toolkit, *Serving the Least Among Us*, developed with input from the [Sister Thea Bowman Center for Women](#), provides leaders of student service immersion trips with guidance on to lead daily Franciscan reflections. The Toolkit incorporates important elements from the Franciscan values as well as from Catholic Social Teaching.

By focusing on social justice issues, the FCSA strives to develop a deeper sense of responsibility to care for the least advantaged and to become life-long advocates on behalf of those most in need. In this way, the FCSA contributes to the overall College mission as well as advancing spiritual, religious, and ethical formation.

The [Office of the Vice President for Student Affairs](#) also promotes the Catholic tradition and Franciscan values of the College. For example, each year the division provides an in-service for new and returning Student Affairs professionals on the College mission and Franciscan heritage. The purpose is to provide the necessary tools to deliver programming that fosters spiritual and ethical growth. For instance, students who are involved in the student conduct process are taught how expectations and consequences of behavior can be informed by the College's Catholic tradition and Franciscan heritage. The division provides co-curricular opportunities that promote the common good, affirm the dignity and worth of each individual, and engage in experiences reflective of servant leadership.

Student Leadership. The Students Assisting In the New Transition to Siena (SAINTS) facilitate New Student Orientation. The [SAINTS Leadership Education and Development](#) (SAINTS LEAD) series builds the skills of the SAINTS. Students who elect not to be a part of the SAINTS LEAD can still pursue the many leadership trainings offered by the College. Workshop topics covered in these sessions include: Franciscan servant leadership, understanding leadership styles, cross-cultural dialogues, public speaking, self-care for the leader, and mediation. Additionally, the [First-Year Leadership Institute](#) has students explore their leadership capabilities and build on them while they are at the College.

Leadership development is available for students participating in student clubs and organizations. Resources to build leadership skills are also available [online](#). Some are manifested in trainings, workshops, and involvement in organizations such as the [Student Senate](#), [Student Events Board](#), [St. Clare Leadership Series](#), and [Commuter Life Council](#). RA selection is very competitive and the program provides leadership training and experience for students. The student members of the [Residence Hall Association](#) serve as representatives of residential students.

A recent survey on Franciscan Leader Common Training indicated that students want more responsibility in the planning of their training. They also want more opportunities to discuss and brainstorm ways to translate the teachings of St. Francis into actions. Because of this, the 2011 and 2012 trainings included a portion of the training to these types of activities.

Student Support

[Student support](#) at Siena College is the fusion of many services but primarily residing in the Academic Affairs Office and the Division of Student Affairs. The primary goal is to help students succeed. In Summer 2012, a review was conducted of existing student support and its organizational structure. As a result, several new initiatives and retooling of existing areas were

undertaken. The intent of the restructure is to make readily available proactive and seamless student support systems especially for AR students. Awareness and subsequent interventions are now expanded beyond traditional student support areas to take into account the key role of faculty and other administrators providing student support.

AR Students. A myriad of services from offices across the campus are available to AR students. However, additional support for AR students exists with the objective of proactive and intrusive intervention. Importantly, the academic progress of AR students is vigilantly tracked. Identification of appropriate intervention strategies and mandatory or encouraged participation in these interventions can occur as early as the summer before the first semester. Entering AR freshmen have schedules tailored for high engagement and success. When possible, these students are assigned to faculty advisors who are particularly skilled at working with AR students.

The engagement of new registered students such as portal usage, visits to campus, and other communication and contact during the summer before the first semester is monitored. Unengaged students are also identified as being AR.

AR students experiencing academic difficulty mid-semester are asked to meet with [Academic Support and Advising Center](#) (ASAC). In Fall 2012, the [Siena Student Advantage Program](#) was instituted to assist AR students. Additionally, students whose GPA is below 2.00 are placed on academic probation and are required to meet with the Associate Vice President for Academic Affairs- Student Retention and Success as well as participate in [Learning to Enhance Academic Performance](#) (LEAP) sessions.

[Siena Early Warning and Retention Team \(SEWART\)](#). The creation of a cross functional team, SEWART, is the direct result of the student support restructure. Created in 2012, the purpose of SEWART is to determine pre-enrollment and enrollment attributes that could potentially affect attrition. SEWART then identifies the best interventions based on these risk factors and promptly contacts and connects these students to appropriate services and support. Guidance is purposeful aligned with student's needs and challenges.

Students who have expressed an intent to leave the college are also placed under the auspices of SEWART. They are contacted and asked to a meeting to discuss his or her reasons for leaving. Students are asked to complete a [Leave Form](#). In many instances, this debriefing reveals issues that can be resolved.

Unlike prior efforts to improve retention and student success, SEWART interventions and collaborations with other areas are systematically measured for their effectiveness. The upshot is that the appropriate offices and college officials can be notified to assure the AR student has proper guidance and support. These offices include Tutoring Services, Writing Center, and the Office of the Dean of Students. At present, with the exception of group and individual tutoring, there is no area dedicated to assisting students who need help with quantitative skills and/or content.

[Student Concerns Team \(SCT\)](#). The charge of SCT is to promote the safety, health, and success of students. The SCT addresses student behaviors that are disruptive and/or dangerous. In addition, the SCT assists faculty, staff, or relatives of students who express concerns about a student. SCT advises those concerned with how to support the student, offer direct outreach, and/or utilize appropriate support services.

Transfer Students. The one-year retention rate of transfer students lags slightly behind that of new students. Attending New Transfer Orientation has had a positive impact on the one-year retention rate of transfer students. Since 2009, new transfer students that attend New Transfer Orientation are more likely to be retained after their first year than those students who do not participate.

Table 3. *One-Year Retention Rates for Transfer Students*

	Attend New Transfer Orientation	Did Not Attend New Transfer Orientation
Count	164	182
Retention Rate	86.6%	79.1%

Consequently, new transfers have been offered incentives in the form of tuition rebates to encourage New Transfer Orientation participation. The incentives have been modestly successful with the percent of new transfer student participants increasing by approximately five percent since Fall 2009.

Support Services. In 2011-12, almost all students (95.0%) met with their faculty advisor to obtain an Alternate Personal Identification Number (PIN) required to schedule for classes. Meeting with the faculty advisor provides opportunities for students to engage with their advisor about academic progress and challenges as well as discussing degree requirements. Most respondents of a Fall 2012 Student Senate Survey on Advising stated that their experience with faculty advising was positive. Additionally, students have the option to meet with or consult with ASAC.

[Peer Advisors](#) (PAs) serve as an additional layer of support for students but do not replace faculty advisors. There has been a precipitous increase in PA activity since its inception in 2009-10. During 2011-12, 525 students attended 12 PA programs. Additionally, PAs presented to 25 sections of First-Year Seminar (FYS). PAs also have office hours in the lounges of the residence halls. In a recent survey to students, 80 percent (80.4%) of the respondents indicated that the PAs were able to answer questions about registration.

[Tutoring Services](#) encourages students to be preemptive, providing help by offering tutors, group study sessions, and study partners. The number of tutoring requests, both individual and group sessions increased by 26 percent between 2010-11 and 2011-12. As a result, the budget for the area has been increased.

As mentioned, the LEAP program provides assistance for students on academic probation. These students are required to partake in online activities and attend several workshops. LEAP sessions are effective. AR students that participated in six or more LEAP sessions had a 0.66 increase in GPA in the next term. On the other hand, AR students who participated in three or fewer sessions had a 0.18 decrease in next term GPA. LEAP also has a positive impact on retention. Half of the students on academic probation who did not attend any LEAP sessions were retained to the next fall from the previous spring. Almost all students (96%) on academic probation who attended nine or more LEAP sessions were retained over the same period.

The [Services for Students with Disabilities Office](#) serves students with medically/psychologically documented disabilities that affect learning. Office staff monitors academic performance and provides mentoring and/or direct support as appropriate to the student's individual needs. In 2011-12, 110 students were enrolled with this office. All but seven completed the academic year.

Another outreach effort by the office is [Veterans Services](#), helping the transition from military service to college.

The [Center for Counseling and Student Development](#) (CCSD) provides psycho-educational outreach and prevention programs. Striving to improve, the office examined the appointment waitlists and revised how visits are scheduled. This has resulted in a reduction in wait times. The CCSD has added and changed the types of testing materials used based upon the most frequent concerns and the intensity of these concerns expressed by student clients.

With financial assistance from an employer, the [Career Center](#) maintains a proprietary employment database, locally called CareerSaint. In 2009-10, more than 5,000 students were registered for the site. In 2011-12, the number of users increased by 14 percent. In 2009-10, approximately 900 resumes were submitted for full-time professional positions and 731 resumes were submitted for internship positions. By 2012-13, the number of resumes more than doubled; 2,030 resumes were submitted for full-time positions and 1,237 resumes were submitted for internship positions. Interviewing skills are evaluated, by employers, using a rubric developed by Career Center counselors. Results indicate that students have proficient interviewing skills with the majority of the scores given by employers ranging from 17-20. A perfect score on the rubric is 21. The Career Center also offers many self-assessment instruments and administers the Strong Interest Inventory (SII) to first-year Business students. Additionally, the Career Center provides instruction on resume writing. Resumes created as a result of these trainings are graded using a rubric.

As a result of scrutinizing the responses from Association of College Unions International (ACUI) EBI- Student Activities Survey, New Student Orientation was enhanced to include a mentoring program among SAINTS and the SAINTS LEAD program. In addition, a [Commuter Assistants program](#) was created to provide an opportunity for upper class commuter students to serve the new first-year and transfer commuter students in a similar capacity as RAs.

Residential Life staff offer programming to resident students throughout the year. Topics include time management, study skills, preparing for final exams, and dealing with stress during final exams. Survey data indicate that both Residential Life programming and the staff are helpful.

Communication

Admitted Students. Enrolled students are encouraged to become engaged before their first semester. This is enabled, in part, by Be A Saint. This online community is designed to help new students connect with other students and faculty before their first semester. Users also become familiar with the campus and expectations of college-level study. Site activity by individual users is carefully monitored. Students who are not frequent users compared to the overall cohort are personally contacted. Overall, approximately 90,000 visits and sessions occur on Be A Saint annually.

Information conveyed to enrolled students is frequent, commencing before students begin their first semester, during New Student Orientation, and during the semester. Students are introduced to life at Siena College, Franciscan values, and service opportunities during New Student Orientation. At the onset, RAs provide support, disseminate information, and organize programming for resident students.

The student newspaper, [The Promethean](#), provides another venue for new students to learn about the College and specifically, available support. The first publication is distributed within the first week

of class. During 2011-12 the Director of ASAC, CCSD, and Campus Programs and Student Activities (CPSA) each contributed articles.

Faculty and Administration. Support services information is also disseminated to faculty and administrators. CCSD publishes a [Faculty and Staff Resource Guide](#). ASAC sponsors “Lunch and Learn” events providing guidance on advising and additional faculty networking opportunities. ASAC corresponds with the faculty about the roles and responsibilities of advising and the advising of undeclared and transfer students. At each monthly Council of Administrators (COA) meeting, presentations about student support offices and other administrative support are given. Supported by an external grant, [SIENA CAREs](#) was created for faculty to outreach to students in need and to recognize when students are struggling. This multimedia resource consists of videos and brochures available electronically.

Student Information. Published policies exist for the release of student information. The following links document these policies:

- [Student Records](#)– Siena Life- Student Handbook, (p. 114)
- [Student Records](#)– Siena College Catalog, (p. 30)
- [Health Records](#)– Health Services
- [Privacy Policy](#)– Services for Students with Disabilities Office
- [Parent Inquiries](#)– Office of the Vice President for Student Affairs (VPSA)
- [Parental Notification](#)– Office of the Dean of Students
- [Human Rights Policy](#)– Division of Student Affairs
- Academic and Non-Academic Complaints– Siena Life- Student Handbook (p. 53)

Prior to the start of the fall semester, the Family Educational Rights and Privacy Act (FERPA) and related College policies and procedures are reviewed with parents during New Student Orientation.

Procedures for addressing student complaints or grievances are reasonable, appropriate, and adequate. Records of student complaints and grievances are confidential and kept in the Office of the Dean of Students and/or the Title IX Coordinator’s Office. In addition, [Student Conduct Incidents](#), violations, and sanctions are logged and posted electronically.

Student Success

According to the [National Center for Higher Education Management Systems](#) (NCHEMS) Information Center for Higher Education Policymaking and Analysis, the average one-year retention rate in 2010 for four-year private institutions was approximately 80 percent (79.4%) and the [six-year graduation rate](#) for all Bachelor’s degree students was 56 percent (55.5%) for the report year, 2009. The College’s one-year retention rate and six-year graduation rate have lagged behind its peers consistently for the last three years, [2010](#) (p. 5), [2011](#) (p. 5), and [2012](#) (p. 5).

On the other hand, Siena College student athletes are relatively more academically successful than student athletes at other institutions. In 2011-12 and 2012-13, the College’s student athletes achieved a 95 percent Graduation Success Rate (GSR), a slight decrease from 98 percent in 2010-11. That said, the 95 percent rate was the sixth highest in the nation in 2011-12 and the [fourth highest in the nation](#) in 2012-13 (p. 4). Only students receiving athletic aid are included in the GSR. The Federal Graduation Rate, a six-year graduation rate for student-athletes at Siena College exceeds the overall cohort six-year graduation rate. Student athletes attained a 76 percent six-year graduation

rate, three percent higher than the overall cohort, 73 percent, and 11 percent higher than the national student athlete average, 65 percent.

Assessment

In 2011-12, all administrative departments, including student support and Student Affairs reviewed and revised their department missions within the framework of the division and the College mission. The purpose of the comprehensive examination was to assure that each department's provision of programs and services supports student learning and advances the College mission.

Each year, all student support departments summarize their assessment activities of programming, activities, and initiatives. Reports state if departments are meeting objectives. Assessment plans are iterative, addressing any deficiencies as determined by the assessments. In 2011-12, all departments including student support were required to [state explicit student learning outcomes](#) and develop and implement assessments of demonstrated student capabilities.

Prior to 2011-12, assessment reports did not specify criteria to determine if objectives were met. Additionally, it was not required to state how results were used to improve. Currently, departments are instructed to set clear criteria for each objective. Assessment results are compared against these targets to determine if objectives are met. If not met, student support operations are modified accordingly and as described in the assessment reports. In January 2013, the Division of Student Affairs retreat focused on assessment, with a significant amount of time dedicated to "closing the assessment loop." Examples of how assessment has been used are given below.

Residential Life administers a survey after every RA training and future trainings are adjusted and improved based on that feedback. For example, Residential Life added a "round robin" selection of in-depth learning sessions to the Fall 2012 training program based on RA feedback. They wanted additional sessions and a choice of specialized training on topics of interest. In 2011-12 the RA programming paradigm was also reorganized as a result of suggestions from the RA surveys. In 2012, RAs indicated a high level of satisfaction with this new programming paradigm.

In Spring 2012, the Office of the Dean of Students conducted two focus groups to evaluate the current online alcohol and drug education program mandated for all incoming students. The focus group participants were also pitched an alternative program. Based on focus group input, the office switched to the alternative program.

Admittedly, not every department has student knowledge and competencies as the focus of their assessments. Furthermore, some departments are still in the process of replacing satisfaction surveys with more authentic assessments. For example, the DCCC and Sister Thea Bowman Center for Women are just beginning this conversion, developing rubrics to assess if student-staff program proposals demonstrate achievement of department learning objectives. Similarly, CPSA revised its orientation survey to include open-ended questions to measure knowledge attained during the orientation. That said, assessment plans recently submitted by the FCSA and HEOP indicate that the assessment efforts of these offices focus on program attendance. The assessments reported for the Career Center, CCSD, Office of the Dean of Students, HEOP, Services for Students with Disabilities Office, Tutoring Services, and Writing Center also remain ensconced in quantity.

Conclusions

Because the enrollment at Siena College consists almost exclusively of traditional aged students, recent national demographic data do not bode well for the College. Student support services and

student activities are reflective of the College mission and align with student learning objectives. To this end, assessment of support services, advising, and retention efforts inform each department on effective practices. Moreover, departments systematically use assessment and external data to better serve students.

Areas for Growth

1. Siena College should pursue the direction recommended by the Education Summit as it relates to the recruitment of students not typically targeted and the addition of new academic programs that would compel those students to attend Siena College.

CHAPTER 6: FACULTY (STANDARD 10)

Introduction

According to the [Siena College Fall 2013 Fact Book](#) (p. 76), the College employed 229 full-time faculty and an additional 123 part-time faculty (p. 80). Eighty-nine percent (88.5%) of full-time faculty have a terminal degree. This includes faculty in the three schools: School of Business, School of Liberal Arts, and School of Science as well as the Standish Library. All of these units were reviewed and surveyed in this chapter.

The College also provides a broad, and increasing, array of support, both financial and otherwise, for developing faculty in their teaching and scholarship, though some areas for improvement are noted. That said, the focus is primarily on full-time tenure-track faculty, addressing issues of recruitment, evaluation, and support. Part-time and other non-tenure-track faculty practices are also examined. The College uses relatively standard methods for gathering faculty evaluation data from students, administrators, and peers, but for part-time faculty this process was less consistent.

Full-Time Faculty

Siena College seeks to attract, develop, and maintain quality faculty, consistent with the College mission. This process begins with faculty recruitment, and continues with faculty evaluation and support to help measure and maintain faculty quality.

Recruiting and Orienting. Hiring of faculty is conducted per the [Siena College Faculty Hiring Guidelines](#). Advertisements for full-time faculty are placed in appropriate professional conference sites, in other publications, online in *The Chronicle of Higher Education*, and on the College's website. Typically, a search committee is composed of faculty from the department doing the hiring, faculty from inside the school but outside the department, and faculty from outside the hiring school for each search. At least three candidates are invited to campus for interviews.

For the purposes of recruitment of full-time tenure-track faculty, \$3,000 is currently budgeted for each new faculty search, which includes advertising and the on-site visit to Siena College. Once selected, new faculty are provided reimbursement of 50 percent of his or her moving expenses, not to exceed \$2,500. An additional start-up allowance is also available and negotiated between the new faculty and the dean prior to issuing the faculty contract. The allowance is for academic needs appropriate to the discipline, such as computer software, hardware, special book requirements, and laboratory supplies. The above items and their financial execution are coordinated among the various search committees, deans, and the Vice President for Academic Affairs (VPAA).

[The Center for Faculty Excellence and Innovation](#) (CFEI) in collaboration with the [Committee on Teaching and Faculty Development](#) (COTFD) organizes a one-day [New Faculty Orientation](#) before the beginning of the fall semester. The purpose of the orientation is to provide a general understanding of Siena College's organizational structure and make the new faculty aware of the support services available on campus. At the event, new faculty are introduced to several academic and student support areas including the First-Year Seminar (FYS), the Services for Students with Disabilities Office, [Center for Counseling and Student Development](#) (CCSD), and Writing Center. Almost all, (95%) of new full-time faculty attend. CFEI also distributes an orientation guide, [What Do I Need to Know? Siena College in a Nutshell](#), to help new faculty be successful in the first semester.

Evaluating Full-Time Faculty. The basic duties of faculty include a contractual teaching load of 24 weekly contact hours or eight normal three-credit classes per year for full-time, tenured and tenure-track faculty as described in the [Faculty Handbook](#). The Faculty Handbook (p. II-11) states that faculty are encouraged to conduct scholarship activities. As a result, faculty are given the opportunity to reduce their teaching load up to 25 percent by applying for reassigned time. The College’s commitment to scholarship is indicated by the increase in the percent of faculty on reassigned time between the program’s inception in 2005-06 and 2012-13. This is shown in Table 4.

Table 4. *Percent of Faculty on Reassigned Time*

Year	% of Tenure-Track Faculty on Reassigned Time
2005-06	46.5
2006-07	57.8
2007-08	66.9
2008-09	72.9
2009-10	75.7
2010-11	75.8
2011-12	81.7
2012-13	82.1

Full-time faculty are also expected to be academic advisors. A faculty advisor meets advisees individually several times during an academic year. Advisors have access to online [resources](#) to assist students in course selection and have the full resources of Siena College available to assist or refer advisees in other areas affecting their student experience. In addition to teaching, scholarship, and advising, full-time faculty are expected to engage in service to the College.

Evaluation Criteria. According to the Faculty Handbook (p. III-1), evaluation of faculty by the [Committee on Faculty Status](#) is based on three functions: performance in teaching, scholarship, and service to the College. The Faculty Handbook designates teaching as the most important function and states that, “The two other categories—scholarship and service to the College—are also functions of the Faculty, but are not of equal importance to teaching.” In addition to the broad guidelines for tenure and promotion criteria, the Faculty Handbook also mandates that each academic department develop standards for tenure and promotion that provide clear and specific guidance for faculty. Notwithstanding, [tenure and promotion guidelines](#) for each department are published and posted on the Committee on Faculty Status website.

Each department reviews its standards at least once every five years, the most recent review occurred in 2011-12. From the collective feedback from that latest review, a [template](#) was developed. The template addresses tenure and promotion standards and procedures and specifies the minimum levels of performance. Currently, all departments have either adopted standards based on that template or are in the process of doing so. Hence, the goal was achieved from a recent [VPAA directive](#), the consistent evaluation of scholarship and a more uniform process for these decisions including guidelines on roles, voting, and external review of scholarship.

Standish Library faculty evaluation procedures are also delineated in the Faculty Handbook (pp. III-6-III-8). The Director of the Standish Library conducts an annual evaluation of each Assistant Librarian. Evaluations for library faculty occur in the second and fourth year undergoing a promotion process similar to other faculty.

The evaluation of performance in teaching as outlined in the Faculty Handbook (p. III-1) defines teaching responsibilities to include classroom performance, professional development necessary to carry out the teaching function, and their availability to students outside the classroom. This data is collected by a combination of evaluations from department heads, deans, peers, and students. For [tenure and promotion](#) to associate professor, faculty need an established record of excellence in teaching and evidence of currency in pedagogy. For promotion to professor, evidence of continued teaching excellence is required. Compulsory for faculty applying for promotion, to the rank of professor, are at least two peer classroom observation reports in addition to student evaluations. Other evidence that speaks to faculty excellence in teaching may also be submitted.

Scholarship, in the context of faculty evaluation, is scholarship beyond that to attain teaching excellence. The scholarship evaluation is an informed judgment of the scholarly activities including research and public presentation of scholarly work within a professional setting. As mentioned, the College recently created template guides departments on the external review of scholarship and specifies the procedures involved. The Committee on Faculty Status considers the submission and acceptance of manuscripts, grants, memberships in learned and professional organizations and level of participation, attendance and contributions at workshops and conferences, poster presentations at regional and national conferences, and other contributions to the discipline. Faculty applying for tenure or promotion to associate professor should have at least two peer-reviewed publications or the equivalent and evidence of additional intellectual contributions while at Siena College. For promotion to professor, faculty need to document recognition by external peers as having a consistent and significant record of scholarship and are expected to have published at least four peer-reviewed publications or similar since promotion to associate professor.

Service to the College includes any non-teaching contribution to the department, school, or the College, as well as significant contributions in regional community affairs, related to the College mission or faculty discipline. The Faculty Handbook (p. III-2) also requires evaluations from relevant committee peers, project supervisors, or administrative supervisors to document the levels of service involved. Pre-tenured faculty are encouraged to participate fully in department-level service activities, waiting until after tenure to broaden these activities to the school, College, and community. For promotion to associate professor, tenure and promotion guidelines (p. 7) stipulate that faculty “must demonstrate service to the College beyond that achieved for tenure...” To be promoted to professor, the faculty must document consistent and significant contributions in service to the College.

Student Course Evaluations. The Faculty Handbook (p. III-1) stipulates that all faculty will conduct student evaluations of their teaching every semester. Student evaluations are considered in the two-year and four-year reviews of pre-tenured faculty and the three-year review of tenured faculty.

Most faculty use electronic evaluations that were implemented since the last self-study. In addition, several departments use custom student surveys to supplement the standard school-wide versions. The [previous course evaluation forms](#) were administered until 2005-06. In Fall 2006, a committee developed a new, smaller set of institution-wide questions. The committee was composed of seven faculty including one librarian. New items were presented to the faculty as a whole for comment prior to implementation. This committee additionally recommended customizability of the forms by school, department, and individual faculty recognizing differences among fields. Concurrently,

student evaluations were converted to an online format. Hence, in Fall 2006, both the new content and the new format were implemented. This new form and online format are still in use.

The new [course evaluation instrument](#), intended to be asked of all students in every course, represent a mix of the fundamental questions that had been asked on a variety of previous forms at Siena College, and were also informed by the National Survey of Student Engagement (NSSE).

The new adapted approach to course evaluation has at least two advantages. First, a common core of questions on the new course evaluations affords campus analysis. On the other hand, each school and department can add additional items, adapting the course evaluations to particular curriculum and unique department characteristics. In fact, there is an option for faculty to add their own specific questions into any course evaluation. The [School of Liberal Arts](#) and the [School of Science](#) use the new course evaluation in addition to items from the old form that the new institutional questionnaire does not include. The School of Liberal Arts has added several items not on either form. The [English Department](#) uses its own set of questions that, while not the same as the Liberal Arts questions or the institutional questions, do address most of the same issues. The [History Department](#) uses all of the institutional questions plus several discipline-specific questions. Because of the interdisciplinary nature of the course as well as the wide variety of texts and materials, the [FYS](#) has its own course evaluation.

Administrative Evaluations and Processes. In addition to student evaluations, department heads are responsible for the assessment of teaching by faculty in their department. The Faculty Handbook (p. III-4) states that department heads are required to assess all tenure-track faculty once a semester. The Faculty Handbook describes the evaluations of pre-tenured faculty, mandating that evaluations be implemented biannually by the department head and once a year by the dean.

Department heads are required to evaluate at least one class of the faculty member by visiting the class while in session. However, some departments also have other faculty evaluate the faculty member at various times during the semester. A standardized [form used for evaluation of tenure-track faculty](#) assures assessment of particular aspects of the instructional process and instructor ability. This form is also used to report the progress the faculty member has made towards promotion or tenure since his or her last evaluation, focusing on scholarly development and service, and stating if the faculty member is on track to successfully receive tenure.

The Faculty Handbook (p. III-4) also mandates a more extensive review at the end of two and four years of employment. These are conducted, by the whole department, to determine whether a faculty member is making appropriate progress towards tenure. These are essentially “mini-tenure” reviews, covering all faculty responsibilities. As a result of the review, it is determined if sufficient progress toward tenure is being made, if he or she has areas of deficiency but these can be remediated before the next review, deficiencies from a previous review have been resolved or corrected, or performance is insufficient.

Reappointment or non-reappointment of pre-tenured faculty is initiated by the department head, subject to approval by the dean, the VPAA, and the President. Reappointments are subject to an annual review. Evaluation and recommendation for tenure are conducted by appropriate senior faculty, department heads, and the dean, per the Faculty Handbook. Probationary periods for tenure may not exceed seven years. Determination of tenure will occur during the sixth year of full-time service. However, faculty who have spent time at another institution may request a tenure

determination before their sixth year at Siena College as delineated in the American Association of University Professors (AAUP) guidelines and as described in the Faculty Handbook (p. II-6).

When applying for tenure, the candidate prepares a portfolio, including relevant copies of all materials for the Committee on Faculty Status to review. This typically includes all dean and department head evaluations as well as the two-year and four-year reviews described previously. The candidate submits the application to the department head and a department review is performed. The department head will then provide a recommendation for or against tenure based on the discussions and a vote of the department faculty. The candidate may review the department head's recommendation and attach a response to the recommendation. The application is then submitted to the dean, who will provide his or her own recommendation for or against tenure. The VPAA submits the application and recommendation to the Committee on Faculty Status for review.

A faculty candidate for promotion will submit an application for promotion and follow the same path as a candidate for tenure. A second set of meetings is held by the Committee on Faculty Status after all tenure cases have been discussed to address all other promotion submissions. According to the Faculty Handbook (p. III-3), the department's standards, operative at the time of consideration, are used to evaluate the candidate applying for promotion.

Full-time, pre-tenured faculty that do not meet the College's standards for teaching can be terminated. Tenured faculty who do not meet the standards for teaching may not be promoted. As stipulated in the Faculty Handbook (p. I-7), these decisions can be appealed via the College's Faculty Grievance Committee. This committee is composed of six tenured faculty. The Faculty Grievance Committee cannot overturn decisions on its own, but is empowered to conduct complete investigations, recommend appropriate remedies to the President and, if necessary, directly to the Board of Trustees (BoT).

Post-tenure reviews occur every three years for tenured faculty as stated in the Faculty Handbook (p. III-5). For such reviews, faculty prepare a brief statement highlighting their contributions to the College over the last three years, along with teaching evaluations and a detailed curriculum vitae. The faculty member then meets with the department head. The dean also receives a copy and may opt to also meet with the faculty member.

In Spring 2013, a survey was administered to department heads about the evaluation of faculty teaching. All departments that responded to the survey followed the required protocols for evaluating the teaching of pre-tenured faculty. Some also use peer reviews from both within and outside the department but these were not widespread. Additional evaluations also occur throughout the semester, such as pedagogical discussions, syllabi review, weekly discussions for multi-section courses, and classroom discussions. However, these informal evaluations vary greatly. Although many departments schedule multiple classroom visits a semester, as mentioned, only one visit by the department head a semester, and once a year by the dean of the school, are required.

Survey results also showed no strong consistency across the campus concerning the evaluation of all other faculty. For professors and tenured associate professors, of the departments that responded, only one, Social Work, has reviews regularly scheduled every semester. Other departments do not schedule any, aside from the required three-year post-tenure reviews by the department head. Peer evaluation of professors and associate professors takes place in only two of the responding departments. Some departments use the online student evaluations for assessment of tenured faculty, but many do not have a formal policy for this. With the exception of dean visits, visiting

assistant professors are evaluated in a similar manner to tenure-track assistant professors for about one-half of the departments. However, within these departments that do follow the same protocol for assistant professors and visiting professors, discrepancies exist.

Institutional Support for Faculty Activities

Intellectual development is viewed by Siena College as a mechanism to promote the College mission, excellence in the classroom, and maintaining faculty engagement in their discipline. To this end, the College offers several means to support engagement in intellectual development including internal grants, sabbaticals, and reassigned time.

In all faculty teaching and scholarship activities, the College assures that academic freedom is preserved. This is reinforced by both the Faculty Handbook (pp. II-9-II-10) and by the [Academic Policy Manual](#) (p. 3) that includes the AAUP statement on professional ethics and academic freedom. The College's commitment to academic freedom is also evidenced in the [Web Governance Guide](#).

Support for Teaching and Other Non-Scholarship Activities. A number of factors, efforts, and committees support faculty teaching and overall effectiveness. A brief description of each is given below.

COTFD. The purpose of COTFD is to provide support for faculty development, specifically research and creative activities. COTFD sponsors [five grant or fellowship programs](#). All support faculty research efforts. For example, Summer Pedagogy Fellowships provide support to develop teaching strategies that bring innovation or new methodologies to the classroom. Pedagogy Assistance Grants assist with the acquisition of materials, resources, or development of skills to bring innovation or new methodologies to the classroom. Since 1999, 67 Pedagogy awards have been granted. In 2011-12, \$54,515 was dispersed for faculty summer fellowships and grants.

Diversity Action Committee (DAC). The International Summer Faculty Fellowship provides funding, up to \$5,000, to support international travel with the purpose of enhancing the international perspective of curricular offerings at the College. The [Summer Fellowship for Curriculum Diversification](#) is available for integrating women and/or multiculturalism into the curriculum. This summer fellowship also provides summer stipends to restructure an existing course or to develop a new course that integrates diverse perspectives into the content.

CFEI. The focus of CFEI is faculty development primarily to enhance interaction with students. To that end, CFEI provides workshops, individual consultations, and regular communications. These communications, a weekly e-mail, *The Thursday Tribune*, and a newsletter, [Talking Teaching](#), contain articles on classroom management, student engagement, and assessment.

After a review of the relevancy of CFEI workshops in 2013-13, CFEI will limit training to four areas: mentoring first-year faculty, information literacy, technology, and innovative teaching techniques. The CFEI will seek partnerships with Information Technology Services (ITS) on academic technology initiatives including e-portfolios and online and collaborative teaching as well as with the Standish Library to provide expanded programs on information literacy.

Faculty Mentoring. The [COTFD mentoring subcommittee](#) coordinates mentoring opportunities available to faculty, including an individual peer-mentoring program for junior faculty. A directory of faculty willing to provide mentoring related to specific pedagogical strategies and

scholarship is distributed to these faculty. In Fall 2012, a supplemental new faculty mentoring program was established by CFEI. This voluntary networking program is aimed at introducing new faculty to the Siena College culture. By fostering friendships and professional relationships with faculty outside the department, the program quickens the new faculty's understanding of Siena College and integration into the College community. To date, this new program has paired 10 new faculty with mentors external to their discipline.

Technology Support. All new faculty hires receive a new computer. The Internet is available to the entire campus with wired access in all classrooms and wireless capability around campus. Faculty can also use Remote Desktop and VMWare to connect to their desktop PCs when not in the office. The course management software, [Blackboard Learn](#), and Banner's Self-Service for Faculty both assist with teaching and advising responsibilities. Instruction on the use of software is available through regularly scheduled workshops. Several [Help Desk](#) staff are earmarked to work solely with the faculty. The Help Desk can be contacted via ITS staff through the ITS Call Center, e-mail, or in-person. A second smaller Help Desk was recently opened up in the School of Science lobby in order to address routine questions. Requests for software that are not supported institutionally can be made to the dean or obtained through internal or external grants.

The School of Science computer facilities are an integral part of the classroom, laboratory, and research infrastructure utilizing instrumentation and technologies, including many software packages with complex and restrictive licensing requirements, software with unusual hardware requirements, and computer hardware and software designed specifically to operate certain laboratory equipment. Additionally, many School of Science faculty and their students need a level of access to the computers that will allow them to manipulate, install, and configure such software and, in some cases, the computer's operating system as part of the learning process. As such, the School of Science retains its own Network and Systems Engineer in order to help manage specialized equipment, infrastructure, and software. Likewise, the School of Business is supported by an Instructional Technology Specialist.

Existing computers are replaced according to the College's replacement cycle. That said, the College currently has no formal, written policy regarding replacement of College computing equipment, but such a [policy is in development](#). This policy calls for a four to five year cycle for the replacement for faculty, classroom, and laboratory computing equipment with provisions for deviation based on special needs and applications. This is similar to an unwritten policy that has mostly been adhered. The draft campus policy also specifies a standard computer configuration. Correspondingly, ITS would not be expected to fund additional workstation capabilities or features deemed appropriate by the department for that discipline.

Standish Library Support for Research. A wide array of college [print and media resources are available](#) to students and faculty for educational and research purposes. A digital library is available to students and faculty to meet educational and research needs and remain competitive with digital library offerings from comparable institutions. Interlibrary loan and document delivery services are available to faculty who need resources not available in the College's library holdings. Reference and research services are offered to assist students and faculty with finding information and research materials. Class-related, group and individual instruction is available to enhance students' [information literacy](#) competencies. The Standish Library also offers the expertise of highly skilled librarians who [collaborate](#) with faculty on numerous projects to enhance the College mission. The expertise of the librarians corresponds with the College's array of

academic programming. Correspondingly, each librarian has been designated as the contact for specific programs and content areas.

Information Literacy Faculty Development Grants. Established in 2002, the College's [Information Literacy Faculty Development Grants](#) are in direct response to the information literacy competencies defined by the Middle States Commission on Higher Education (MSCHE). The grants help to infuse information literacy into the curriculum. Importantly, the grants provide faculty incentive to develop and implement creative approaches to teaching, learning, and assessment related to the competencies envisioned in the Association of College and Research Libraries' (ACRL) [Information Literacy Competency Standards for Higher Education](#).

Faculty Support Services. Copying and word processing can be sourced to [Faculty Support Services](#). Upon request, the office will type articles, books or book chapters, and research proposals. In addition, the office also assists with the typing of reference letters, forwarding copying jobs to the Print Shop, supporting the compilation of faculty requested evaluations by students, and performing general non-exam and exam word processing. This is a partial substitute for the lack of clerical and administrative support in the academic departments.

Faculty Support Services also provides administrative support to the General Faculty Committee. As such, the office administers all faculty elections at the instruction of the General Faculty Committee, tracks committee memberships and openings, publishes minutes of faculty and General Faculty Committee meetings, and assists the General Faculty Chair with requests for logistical support.

Curriculum. Faculty are responsible for the curriculum: its development, the evaluation of its relevance, and assurance the learning goals as put forth in the curriculum are being met. The principal faculty body charged with these responsibilities is the [Board of Instruction](#) (BoI). The Core Advisory Committee (CAC), Student Learning Assessment Committee (SLAC), and the school curriculum committees are under the purview of the BoI. A [BoI Blackboard Learn](#) site was established for maintaining a repository for new program and course proposals as well as requests for changes to existing curriculum. Procedures, submissions forms, and deadlines can also be found on the site. The BoI Blackboard Learn site is available to all new faculty and administrators that are on the BoI committees.

Support for Student Assistance. Recruitment and retention of faculty are enhanced by qualified administrators and staff with the resources to support students, academically and otherwise, external to the confines of any specific course. An abbreviated list is given here to substantiate the assertion that the respective departments are effective, in part because they are administered by academically qualified professionals.

The [Academic Support and Advising Center](#) (ASAC) and [Arthur O. Eve Higher Education Opportunity Program](#) (HEOP) are currently directed by full-time administrators, both with Master of Education degrees. The [Tutoring Center](#) is coordinated on a part-time basis by faculty. The Writing Center is directed full-time by a Ph.D. Likewise, a full-time, licensed psychologist, a Ph.D. supervises CCSD. The [Center for Undergraduate Research and Creative Activity](#) (CURCA) and the [Honors Program](#) are directed by tenured faculty, both with a Ph.D.

Support for Scholarship. Faculty-student collaboration was identified as a high-impact educational practice priority as stipulated in the College's current strategic plan, [Living Our Tradition—Siena College](#)

[Strategic Plan 2011-2016](#). As such, the College has increased its support of collaborative research and creative activities that foster close educational relationships between faculty and students.

Reassigned Teaching Load. As mentioned, the College has a 12 contact hour per semester teaching load, but since the last self-study has instituted a policy of reassigning up to three contact hours per semester for up to three years for the purposes of pursuing scholarly activity. Tenured faculty interested in receiving a research reduction must apply for this reassignment of teaching load [every three years](#) but it is automatically granted to pre-tenured faculty.

CURCA. CURCA enables the collaborations between faculty and students. CURCA was established to improve the coordination of the many campus undergraduate research and scholarship activities. CURCA also strives to increase the number and quality of faculty-student mentored research. Student research projects are regularly reported in [CURCA News](#).

Summer Scholars Program. Paired with faculty, the [Summer Scholars Program](#) affords students the opportunity to conduct original research. As seen in Table 5, the College has made a significant commitment to increase the level of Summer Scholars funding and participation.

Table 5. *Level of Summer Scholars Funding and Participation*

Summer	Students Participating	Amount of Travel Funded \$	Combined Student/Faculty Stipends \$	Total Funding \$
2008	10	1,400	27,000	28,400
2009	28		49,100	50,000
2010	19		51,191	54,241
2011	28		82,246	82,745
2012	40	9,665	102,935	119,290
2013	46	9,035	103,545	125,645

In September 2012, CURCA sponsored the inaugural [Siena College Summer Research Symposium](#). At this forum, students presented their research and results to the community. In this symposium, there were 35 distinct projects with some projects involving multiple students. Of these, two were from Business, six from Liberal Arts, and 27 from Science. Between 2008-09 and 2011-12, the number of students participating in an undergraduate research experience has remained steady at approximately 70-80 students. This is a notable increase from 2006-07 in which only 20 students participated in this type of activity.

Table 6. *Student Participation in Other Undergraduate Research Activities*

Year	Students on Sponsored Projects Academic Year	Students on Sponsored Funded Projects Summer	Siena College Summer Scholars	Total
2006-07	6	5	9	20
2007-08	9	15	28	52
2008-09	15	20	19	54
2009-10	16	28	28	72
2010-11	17	28	37	82
2011-12	11	24	40	75

Travel. Siena College provides funding for faculty as well as students collaborating with faculty to attend academic conference meetings at which they are presenting. The School of Liberal Arts has a formal [application process](#) for such funds. The College is committed to help faculty maintain appropriate academic as well as professional organization memberships. That obligation is outlined in the Faculty Handbook (p. III-10).

Additional funds for research activities, travel, and related research support initiatives are available through the College's budget, specially designated internal grants via the COTFD, and assistance provided by the [Office of Government and Foundation Relations](#) (OGFR), to identify, pursue, obtain, and conduct sponsored research opportunities external to Siena College. In addition, the OGFR hired a part-time grant specialist in 2010 to provide additional faculty support in the grant writing, preparation, and submission processes. That position was made full-time in 2012.

Sabbatical. Once every seven years, faculty are eligible to take a one-semester [sabbatical](#) with full pay and benefits or a full-year sabbatical with half pay and full benefits. Applications for sabbaticals are evaluated by the Siena College Committee on Faculty Status.

Faculty Awards. Three faculty awards epitomize the strength of the faculty. The [Jerome Walton Award for Excellence in Teaching](#) is bestowed on faculty that show exceptional dedication and engage innovative pedagogies in the pursuit of educating and challenging students. The [Raymond Kennedy Excellence in Scholarship Award](#) honors faculty that have significantly contributed to their discipline. The [Matthew T. Conlin, O.F.M. Distinguished Service Award](#) is given to faculty that provide exceptional service beyond normal expectations.

Faculty Perceptions on Support. A [survey](#) regarding resource allocation for faculty teaching and scholarly development needs was administered to department heads with a request that they share the questions with the department faculty but provide one response. In order of importance, classroom facilities, ITS classroom technical support, library collections and services, and internal curriculum development grants were rated as the most important classroom and teaching resources. CFEI and the Academic Affairs Office were considered of lower importance. When asked to rank the top three resources that need more funding to support teaching, academic departments clearly identified classroom facilities as the greatest need and ITS technical support, library resources, and curriculum grants also mentioned as important.

Respondents indicated that course load, faculty travel, and sabbaticals and leaves were most important to support faculty research. Course reduction, sabbaticals and leaves, library collections

and services, and summer student research were considered to be well funded but faculty travel and faculty start-up funds were not.

Part-Time and Non-Tenure-Track Faculty

Included in this discussion are all adjunct, three-quarter time, full-time visiting, and other non-tenure-track faculty hereafter referred to collectively as “temporary faculty.” The percent of sections taught by part-time faculty has remained constant for the last two years. Based on the [Siena College Fall 2013 Fact Book](#) (p. 17), almost two-fifths (38.5%) of all course sections in Fall 2013 were taught by temporary faculty. Only seven percent (7.3%) of the Fall 2013 course sections were taught by full-time visiting faculty. The percent of course sections taught by temporary faculty in 2011-12 was 40 percent (39.6%) with the percent of full-time visiting faculty during that time at eight percent (8.4%).

Two methodologies were used to examine how policies were in actuality implemented for recruiting, hiring, orienting, mentoring, evaluating, and reappointing temporary faculty. First, existing college policies and manuals were scrutinized. However, to ascertain actual implemented practices, a [survey](#) to all department heads was administered.

Recruiting and Orienting. The department head is responsible for recruiting. However, results of the survey indicate that most of the recruiting of temporary faculty stems from associations and contacts by existing faculty. Otherwise, a search commences with posting the position in local papers and an abbreviated search is conducted. Only one department indicated that they have an adjunct candidate teach a sample class before hiring. Most department heads are responsible for hiring adjunct faculty when student demand exceeds the full-time faculty resources and/or when the specific expertise is needed for a certain course. Unlike the recruiting and hiring of adjuncts, a more formalized process exists for hiring three-quarter time and full-time visiting faculty in most departments.

The process followed for three-quarter faculty is much less structured than hiring procedures for tenure-track faculty. Occasionally, a search committee for a three-quarter time or full-time visiting faculty will be convened. However, the search committees do not include representatives outside of the department or respective school as it does for tenure-track faculty.

Likewise, support for new temporary faculty hires lags behind that of the full-time tenure-track faculty. New temporary faculty hires are provided with a letter from the respective school office with general information about the College. Although invited, part-time faculty seldom attend the New Faculty Orientation. Until recently, mentoring of temporary faculty was limited primarily to within the School of Science. However, in Fall 2012, a faculty mentoring program was established for the three schools.

Administrative Evaluations and Processes. In most cases, temporary faculty are evaluated in the classroom by their department head in each of their first two semesters of teaching. In addition, temporary faculty must administer student course evaluations in every section. Few departments conduct evaluations by subsequent visits in at least one class every semester.

That said, the evaluation process varies among the different types of temporary faculty and across departments. The evaluation of three-quarter and full-time visiting faculty more closely resembles the process for tenure-track employees. Some departments assess part-time faculty every semester comparable to tenure-track faculty. However, other departments do not evaluate part-time faculty

every year. The current [official policy](#) is for all adjunct faculty to undergo department head visits in the first two semesters and an evaluation at least once every four semesters afterwards.

Decisions for temporary faculty reappointments are consistent among departments. However, the timing may vary. The decisions are not always completed after a review of the temporary faculty's student evaluations.

Faculty Diversity

Siena College's commitment to fostering a diverse environment is evident. The College recognizes the value of including faculty who are most apt to diversify the curriculum and academic environment. This is demonstrated in the College mission and the new College Core Curriculum, specifically, the Franciscan espousal to live in an ever-changing and diverse world. In *Living Our Tradition— Siena College Strategic Plan 2011-2016* (pp. 8-9), one of the four strategic initiatives, "Create a culture of diversity," directs the College to enhance diversity on several dimensions but mainly faculty, student engagement, and perspectives. Furthermore, "The College will recruit and retain a more diverse faculty and staff that will strengthen Siena's culture of inclusion." Specifically, the College goal is to increase the presence of members of historically underrepresented groups while ensuring that all candidates are otherwise qualified.

The percent of minority faculty increased from 9.4 percent in 2003-04 to 13.8 percent in 2011-12. As shown in Table 7, most increases were achieved through the hiring of Asian and non-resident alien faculty with little change reported in the hiring of Black or African American and Hispanic/Latino faculty. Until recently, male new faculty hires outnumbered female new faculty hires as indicated in Table 8. In 2011-12 and 2012-13, that trend was reversed.

Table 7. *New Tenure-Track Faculty Hires by Race*

Year	American Indian/Alaska Native	Asian	Black or African American	Hispanic/ Latino	White	Race/Ethnicity Unknown	Non- Resident Alien
2008-09	0	1	1	0	10	0	0
2009-10	0	2	0	0	5	0	1
2010-11	0	1	0	1	8	0	1
2011-12	0	1	0	1	15	0	4
2012-13	0	3	0	1	8	1	2

Table 8. *New Tenure-Track Faculty Hires by Gender*

Year	Female	Male
2008-09	3	9
2009-10	2	5
2010-11	4	6
2011-12	9	8
2012-13	8	5

A list of comparable schools were initially compiled to examine the competitiveness of the College's faculty salaries and to establish tenure and promotion procedures. This list was also used to compare the percent of full-time [female](#) and [Non-White faculty](#) at Siena College with other peer institutions. Approximately two-fifths (41%) of the full-time faculty are female. That said, the

College consistently ranks in the bottom half of peer institutions with regard to the percent of full-time female faculty. Among its peers, the College ranked 11th in 2010-11 with respect to the percent of full-time minority faculty.

In Spring 2012, the DAC administered a voluntary and anonymous [survey](#) to both full-time and part-time faculty to help document faculty views on diversity at Siena College. The survey sought to gather information about faculty diversity, assess campus climate, identify work and life issues, and gauge the effectiveness of College support for diverse faculty and curriculum diversification. The survey elicited a 33 percent response rate. While the results are not statistically significant, it indicates that younger faculty, faculty in liberal arts, faculty with multidisciplinary interests, and faculty who were hired in the past five years are most likely to identify themselves as diverse. With this information, the committee has begun to deliberate the College's academic diversity efforts and propose plans to improve diversity.

Conclusions

“Siena College’s commitment to academic excellence begins with the faculty.” The College has developed a model for reducing faculty-teaching load, reflecting the changing expectations of scholarship since the last self-study. As a result, there has been a large increase of high impact scholarly activities and faculty-student research experiences over the last five years supported by the College. The College has recently re-examined the tenure and promotion guidelines for all departments in order to clarify what is expected of faculty and to create a standard that is more consistent among academic departments. However, this has yet to be realized.

The College has shown an increase in the diversity of the faculty since the last self-study. It has also implemented a formal and systematic mentoring system for junior faculty and improved and expanded the scope of the New Faculty Orientation.

There are still areas for improvement for issues concerning faculty, such as regular evaluation for all faculty and improving aging academic technology and infrastructure. While the College has increased the level of support for research and scholarly activities, faculty have identified several areas where additional support is needed, especially in light of the increased role scholarship plays in tenure and promotion decisions.

Areas for Growth

1. Develop and implement a process to consistently evaluate the teaching of all faculty. This process should include both full-time and part-time faculty, taking into account the extra responsibilities of full-time faculty.
2. Increase funding for faculty hiring, start-up, travel, and faculty-student collaborations to be on par with the College’s peer and aspirant institutions.
3. Modernize classroom and laboratory space. Create a formal plan for the maintenance and replacement of equipment essential for teaching and research laboratories.

CHAPTER 7: EDUCATIONAL OFFERINGS (STANDARD 11)

Introduction

The Siena College mission as a learning community is to advance the ideals of a liberal arts education rooted in its identity as a Catholic and Franciscan institution. An integrated network of academic and co-curricular offerings affords students numerous opportunities to grow and be successful within the institution and as graduates with both professional pursuits and as engaged and informed global participants.

Three schools: [School of Business](#), [School of Liberal Arts](#), and [School of Science](#) comprise the academic structure of Siena College. Academic offerings among the three schools consist of 31 baccalaureate degrees in 27 major areas, 38 minors, and 12 certificate programs in liberal arts, sciences, and professional programs. All programs emphasize a comprehensive liberal arts core based in the Catholic tradition and [Franciscan heritage](#). The College also confers one Master's Degree. The Master of Science in Accounting is in response to 2009 changes in New York State (NYS) Certified Public Accountant (CPA) licensing requirements. All courses reflect the learning outcomes established by Siena College, each of the three schools, and each department.

In assessing the education offerings of Siena College, the Educational Offerings Working Group met on a regular basis to review existing assessments, survey results, and internal documentation. This chapter describes the working group's findings accompanied by recommendations for improvement.

Transition to College

New Students. The College's requirements and expectations for academic experiences are disseminated through a number of formal channels. The [Siena College Catalog](#) is provided to every new student, accessed online, and available by request. Specific information regarding [majors, minors, and certificates](#) is also available electronically. Academic support areas are listed with contact information in the [Siena Life- Student Handbook](#). Both documents are distributed during [New Student Orientation](#). Information on computing policies and [available technology](#) is outlined during that time as well. Matriculated students are assigned a faculty advisor from the same department as their major except in the case of students who have not declared a major. Undeclared majors in the School of Business receive a dedicated faculty advisor who specializes in working with undeclared business majors. Information about the role of the [advisor](#) and the student is provided during New Student Orientation as well. Additionally, trained student leaders, called [Students Assisting In the New Transition to Siena](#) (SAINTS), ease new student anxieties by helping new students transition to college. SAINTS initiate contact with new students during New Student Orientation and continue to mentor them throughout the first year.

Transfer Students. In addition to the programs, activities, and publications availed to new students, [college materials](#) specifically intended for transfer students are available. Numerous opportunities exist for transfer students to connect to Siena College. [New Transfer Orientation](#) enables transfer students to meet and establish relationships with other transfer students. Transfers also meet with their advisor and communicate with the [Academic Support and Advising Center](#) (ASAC). Additionally, they are made aware of other support services and are able to make referrals to these departments before the semester begins.

Policies regarding degree requirements and the award of credit for transfer are presented to [prospective students](#) and outlined in the Siena College Catalog (pp. 9-10). A list of institutions with which the institution has established articulation agreements is also outlined in the Siena College Catalog (pp. 217-223).

A course grade of “C” or higher must be earned in courses with similar content and scope to be granted [transfer credit](#) (pp. 9-10) by Siena College. The offices of the respective schools review courses to assure that they are consistent with expectations of the department prior to granting credit. In this manner, allowed credit not only facilitates degree progress without compromising program integrity but also reduces course redundancy. Transfer students in the School of Business have to complete the [Business Common Core](#) regardless of major. In the School of Business, transfer students are pre-registered by the assistant dean who subsequently meets to refine their schedule based on need and preference. Similarly, in the School of Liberal Arts, students meet with the assistant dean who identifies credits for transfer and the courses that will be taken at Siena College to meet degree and [new College Core Curriculum](#) requirements. In the School of Science, transfer students meet with a faculty member in their designated major to discuss individual goals and needs. Research on transfers indicates that the number of successfully transferred credits is correlated to [one-year retention rates of this cohort](#). Therefore, the College is accommodating and flexible when evaluating credits for transfer.

The [Siena- Albany Medical College](#) (AMC) Early Assurance Program, a Bachelor of Arts degree program with a service emphasis, grants joint acceptance to Siena College and, upon successful completion of credits and service, to AMC. The College has several arrangements with Capital District institutions and Université Laval that allow Siena College credit to be applied toward Master’s Degree requirements, primarily in business management. Siena College and Union Graduate College established a [4+1 program](#) that enables students to earn an undergraduate degree and MBA in five years. There are also established relationships with Albany Law School, Pace University School of Law, and Western New England College School of Law. Students admitted to the [4+3 Early Admission](#) program are either guaranteed admission to one of these schools or accepted contingent on the Law School Admission Test (LSAT) scores. The [3+2 Engineering Program](#), a cooperative science-engineering program, allows Siena College science majors to transfer to an engineering program at one of the following schools: Rensselaer Polytechnic Institute; Catholic University; Clarkson University; Manhattan College; Binghamton University, State University of New York (SUNY); or Western New England College. An [agreement](#) with the Esteves School of Education at the Sage Colleges affords students who have completed the Siena College secondary certification program automatic acceptance to Sage Graduate School in the following Master’s Degree programs: Elementary Education, Health Education, Guidance and Counseling, Reading, Special Education, or Reading/Special Education. As outlined in the Siena College Catalog (p. 21), the Hudson-Mohawk Association of Colleges and Universities affords students the opportunity to register concurrently for courses at 17 regional colleges.

Competencies and Student Learning

Siena College is committed to providing a student-centered liberal arts education steeped in the context of the Catholic tradition and Franciscan heritage. Expectations of such are clearly indicated in the College [mission](#), each school and department, and student learning outcomes (SLO) for each program. The College mission is evident in the mission and learning goals for the three schools. Furthermore, all [departments](#) have student learning objectives and/or outcomes for each program under their purview. The [Standish Library](#) maintains the SLOs of the [Information Literacy and Instruction Program](#).

Learning Objectives. All courses must have course learning objectives and those [course learning objectives](#) must be stated on the course syllabus. As outlined in the Academic Policy Manual and depicted in the [sample syllabus](#) and the [syllabus template](#), course learning objectives must align to the College mission, [College Learning Goals](#), and school learning goals. Course syllabi are available to students through in-class handouts, Blackboard Learn, and the [Course Syllabus Site](#). To assure ease in formulation of valid and appropriate [course objectives and SLOs](#), guidance is provided through the [Siena College Student Learning Assessment Handbook](#) (pp. 6-11) and [Learning Goals and Outcome Tutorial](#). In addition, all [new proposed courses](#) are required to state student learning objectives and methods to assess them before it can be approved by the [Board of Instruction](#) (BoI). [Alignment Charts](#) illustrate how the learning objectives of each course and academic program support school and the College Learning Goals.

Assessment. To assure maintenance of quality of each program, evaluation is directed by the criteria listed in the [Academic Program Review](#) guidelines. Each program conducts a comprehensive program review every five years. The Academic Program Review addresses resources, faculty qualifications, course offerings, and student learning. Exceptions are programs that are accredited which do not have to conduct an Academic Program Review. This includes nine majors and one certificate program.

In addition, all majors, minors, and certificates are required to submit an [Assessment Plan and Report](#) (APR) annually. The APR requires that the department faculty focus on SLOs, corresponding assessments, results, and the implication of those results for the program. Historically, learning associated with minors and certificate programs has not been systematically assessed, though the [Student Learning Assessment Committee](#) (SLAC) has established a process and is now supporting these program assessments. The efforts of SLAC are evident with a remarkable increase in the proportion of assessment plans submitted for minor programs, approximately, 72 percent (72.5%) in 2012-13. This is a reversal of a trend typified in 2011-12 with only one-fourth of the minors (24.4%) submitting an APR.

Assessment of student learning, in and of itself, is a continuous process. Several resources facilitate those ongoing efforts: Student Learning Assessment Handbook, [Guide to Submitting Student Learning Assessment Reports](#), list of [Assessment Resources](#), Student Learning Assessment Reports, and the [Assessment Report Summary](#). The [Siena College Assessment Instruments Google Site](#) is an easy and quick way to find rubrics, surveys, and other assessment instruments exclusively developed by Siena College faculty. Each school has a designated school assessment coordinator, a faculty member who is tasked to assist and support program assessment. These tendered services and resources may have resulted in a marked increase in the percent of assessment submitted. In 2010-11, less than half (49.3%) of academic programs submitted an APR to the [academic assessment repository](#). In 2012-13, over four-fifths (82.3%) of the academic programs submitted an APR. The increase in the APR submission rate substantiates the College's commitment to assessing student learning.

[New College Core Curriculum](#). In response to recommendations from the last self-study, the College Core Curriculum was revised, effective for students entering Fall 2011. Divided into three areas, First-Year Seminar (FYS), eight disciplinary areas, and four core Franciscan concern areas, this 42 credit common educational experience is bound by [four student learning goals](#). At the heart of those goals are clear communication and the ability to think both critically and creatively. The eight discipline areas are English, History, Philosophy, Religious Studies, Creative Arts, Social Science,

Natural Science, and Quantitative Analysis. The four core Franciscan concerns of Diversity, Heritage, Social Justice, and the Natural World enable and support a varied and enriched curriculum. Collectively, the new College Core Curriculum accentuates the College mission, promoting intellectual development within the framework of Catholic tradition and Franciscan heritage.

Courses that are considered for the new College Core Curriculum are vetted for appropriateness and alignment to this curriculum. Every new College Core Curriculum course must address three of the four student learning goals of the new College Core Curriculum. Additionally, core Franciscan concern courses must explicitly state three learning opportunities and assignments that align with that concern area.

Information Literacy. Information literacy is a key component of the new College Core Curriculum, specifically, a major component of two of four goals. Additionally, a primary component of the FYS is the [goal](#) that emphasizes the importance of information literacy in learning and scholarship.

Additionally, each school has established specific information literacy competencies as they pertain to using appropriate technologies in scholarly pursuits and the evaluation of the quality of scientific information. The School of Business integrates information literacy and technology competency with the analysis of cases in the required [Business Core Curriculum capstone course](#). [Chemistry and Biochemistry](#) majors must be able to use current library tools and technology to retrieve valid scientific information. [Biology](#) majors must also demonstrate information competency. In the School of Liberal Arts, [Creative Arts](#) majors must complete a seminar that requires students to integrate interests and creativity with research and critical analysis.

An Honors Certificate can be earned in either [English](#) or [History](#). Students participating in the [Honors Program](#) must complete an Honors Colloquium and writing thesis. Typically, the thesis requires collaboration with the librarians.

The Association of College and Research Libraries' (ACRL) [Information Literacy Competency Standards for Higher Education](#) have been adopted by the College and are the basis of the [Learning Goals of the Standish Library Instruction Program](#). As such, the Standish Library is committed to fostering and developing students' information literacy skills, specifically the ability to identify, locate, effectively evaluate, and use needed information.

Technology. All majors in the School of Business are required to successfully complete six credits in computer science, information systems, and nine credits in quantitative decision making which utilize the technology and/or computer labs. [Accounting](#), [Finance](#), and [Management](#) majors all have required courses that heavily utilize technology. Most research methods courses require the use of statistical software, which includes [Psychology](#) and [Political Science](#) in the School of Liberal Arts. Examples of majors in the School of Science with specific computer literacy requirements are [Actuarial Science](#), [Mathematics](#), and [Physics](#). That said, the [2012 National Survey of Student Engagement](#) (NSSE) results show that almost one in five first-year and one in 10 senior respondents indicated they never used electronic media to complete an assignment. These survey results could be attributed to the fact that not all academic programs require technological competence of their graduates. The inclusion of at least one student learning objective that addresses technological competence should be explored.

Academic Programs. Each academic program, major, minor, and certificate has [distinct learning outcomes](#) determined by respective department faculty. The BoI counsels the Vice President for Academic Affairs (VPAA) on matters relating to educational programs including instructional organization, curriculum modifications, prerequisites to courses and entry to academic programs, and degree requirements. Curriculum modifications are also the result of careful inspection and deliberation of assessment results as well as input from alumni and employers where applicable. Undergraduate teacher preparation and certification programs align with New York State Education Department (NYSED) [teacher preparation certification requirements](#). The [Master of Science in Accounting](#) curriculum and corresponding SLOs are guided by the NYS CPA exam and [licensing requirements](#). The requirements for the Master of Accounting were designed to meet CPA requirements established by NYS. The program offers specific courses in accounting research, communications, and accounting ethics rather than embedding these student learning objectives in other courses.

AMC. Graduates of AMC have earned several awards. Not surprisingly, almost one-fourth of these students graduate with Honors. Consistently, these graduates [receive several recognitions and college awards](#).

Master of Accounting. Job placement for graduates of the Master of Science in Accounting program has steadily grown with graduate students acquiring jobs in accounting within 60 days of graduation. Since the inception of the program in 2009, 14 graduate students have published papers and made academic presentations with an increase of 33 percent of students engaged in this high impact practice.

Minors and Certificates. The purpose of the many minors and certificate offerings is to expand, enhance, and complement the College's major programs. SLOs for each minor and certificate are unique yet all relevant to the College mission. Distinctions between minor and certificate programs are few, with the departments determining the most appropriate designation with BoI approval. Newly proposed minor and certificate programs are subject to the same review process as majors with some certificates subject to NYSED approval.

The [Education Certificate](#) is the initial temporary certification to teach in New York grades 7-12. Certification is available to students completing their bachelor's degree in nine disciplines: Biology, Business and Marketing, Chemistry, English, French, Mathematics, Physics, Social Studies, and Spanish. As mentioned, these programs have additional requirements to comply with NYSED regulations.

Honors Programs. Reflecting the mission, the Honors Program emphasizes rigorous intellectual and aesthetic growth through intensive student-faculty interaction and collaboration. Interest has flourished with a 41.7 percent increase in the number of new Honors Program students between Fall 2008 and Fall 2012. Enrollment in Honor Thesis courses, HNRS-400 and HNRS-410, has increased by 57 percent between 2008-09 and 2012-13. Approximately, 30 students write and defend their Honors thesis annually. Four students who completed their thesis in 2012-13 presented their results at professional conferences.

Practical Experiences. Most majors have opportunities for practical experiences such as internships, clinical experiences, independent studies, or practicums outside the classroom but not all majors offer internships for credit. Students enrolled in the [Teacher Certification Program](#) have two placements, one high school and one middle school assignment. The Social Work field

education courses typify the format of [field education courses](#) with practical experiences integrated with seminars. In the Master of Science in Accounting, theoretical and professional knowledge is complemented by practical experiences that have produced some remarkable results. In January 2012, Siena College was recognized as being one of the [Top 10 New York Colleges](#) for students passing the CPA examination.

Students also have opportunities for enriched area or topic studies through independent study. These individualized courses are designed for highly advanced study under the direction of a faculty member on a topic chosen by the student and based upon his or her particular interest and background.

Recently, students have been encouraged to engage in internships and other practical experiences informed by research that indicate these co-curricular activities improve student success, mainly [gains in personal and social development and practical competence](#). Furthermore, students who completed at least one practical experience have better graduation rates than those who do not participate by an average of 15 percent between 2009-10 and 2011-12. Additionally, there are many opportunities to engage in the scholarship conducted by the [academic centers and institutes](#); those opportunities continue to increase. This is evident in the two-fold increase in the number of History major practicums between 2010-11 and 2011-12 corresponding to the increased outreach of the [McCormick Center for the Study of the American Revolution](#). Otherwise, the number of students engaging in internships has remained steady in the last five years as seen in Table 9.

Table 9. *Practical Experiences, Head Count, Unduplicated for Type of Practical Experience*

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	One Year Difference %	Five Year Difference %
Internship	223	175	214	227	242	311	28.5%	39.5%
Clinical Experience	40	31	30	28	34	14	-58.8%	-65.0%
Independent Study	159	160	133	192	207	215	3.9%	35.2%
Practicum	202	136	72	88	123	85	-30.9%	-57.9%
Total	624	502	449	535	606	625	3.1%	0.2%

To reverse this trend, the [Career Center](#) increased its efforts by posting available internships to [CareerSaint](#), a clearinghouse of jobs and internships. Staff are also working with department faculty and students to make internships more visible. Nonetheless, departments still maintain approval and supervision of internships for credit.

Many students have internships with non-profit and governmental agencies, reflecting the College mission of service. Examples of these opportunities include [Environmental Studies](#) (p. 2) majors at The Nature Conservancy and NYS Department of Environmental Conservation. [Psychology](#) majors intern at the National Alliance on Mental Illness and Parsons Child and Family Center. [History](#) majors work at several local museums including the New York State Museum and the Albany Institute of History and Art. Internship experiences also extend to the Master of Science in Accounting where [Accounting](#) students have interned at the Cohoes Housing Authority, AIDS Council of Northeastern New York, and the Watervliet Housing Authority.

Capstones. In the School of Liberal Arts, Creative Arts and History, majors must complete a Proseminar course to prepare for the [Creative Arts Seminar](#) and [History Capstone](#). [Political Science](#) majors must also complete a capstone. [Sociology](#) majors must complete both a seminar in Sociology and a Senior Capstone Thesis. All School of Business students are required to successfully complete an [integrative capstone course](#). In addition, three School of Business majors, Finance, Management, and Marketing, require a department capstone course.

Enriching the Educational Experience

Significant opportunities exist for students to further engage in academic study directly or tangentially with academic pursuits. Some of those opportunities are described below.

Academic Centers and Institutes. The College supports or has obtained external funding for approximately 20 academic centers and institutes. At the heart of these entities is the promotion of scholarship by engaging and collaborating with the community. As such, many provide curricular offerings affording additional academic experiences. The [Globalization Studies Minor](#) in the [Center for Globalization Studies](#) serves as a catalyst for discourse in current and relevant globalization topics incorporating the Franciscan tradition of evaluating connections as they relate to society. The Center also sponsors several [Globalization Studies courses](#). Enrollment in these designated courses exceeds 750 students with an increase of 10 percent from 2007-08. The [Center for Global Financial Studies](#) (CGFS) encourages the research of global financial issues. CGFS produces a [weekly publication](#) based on student research. The Center provides support for the student-managed investment portfolio, the [Bjorklund Fund](#). The McCormick Center for the Study of the American Revolution promotes greater awareness of New York history and its contributions to American independence and the early American republic. Approximately 10 students since Fall 2011 have immersed themselves in this period by enrolling in the [Certificate in Revolutionary Era Studies](#) (CRES). The [Medieval and Renaissance Studies Minor](#) is a reflection of [Convivium](#) that focuses on medieval and early modern studies across the disciplines. The minor permits directed studies in this period.

Study Abroad. Students can study at institutions outside the United States and are given the opportunity to interact with people of cultures, ethnicities, languages, and religions different from themselves. This speaks directly to the Franciscan value of diversity. These student-learning experiences, coordinated by the [Office of International Programs](#), span over 60 countries. Abroad universities are carefully investigated and selected with particular attention to the rigor of the curriculum and its alignment with the new College Core Curriculum. Enrollment in semester study-abroad programs has remained consistent with approximately 144-149 students in each of the last five academic years. Newly established exchange programs afford students the convenience to directly enroll in these foreign universities.

Two-thirds of students who have applied for the Gilman Scholarship have received this prestigious award. In 2012, a graduate of Siena College studied in Argentina as a [Fulbright Scholar](#).

Study at Other Colleges and Universities. The History Department sponsors the [Gettysburg Semester](#) at Gettysburg College. Students are enrolled in specialized courses, interact with scholars, and visit several battlefields all while living in a Civil War era house. A similar arrangement has been started with the College of William and Mary for the study of the colonial period. The College has a cooperative agreement with American University to offer the [Washington Semester](#). This experience combines seminars, research, and an internship.

Community Service. An essential tenet of the College mission and that of a Franciscan community is providing service and support to others. The value of service is substantive with several centers and courses dedicated to community outreach. To this end, several organizations on campus promote student service.

[Franciscan Center for Service and Advocacy](#) (FCSA) works with 29 community agencies and hosts 30 events annually to involve students and the campus in service and advocacy for the poor and marginalized. The Center “integrates classroom learning with hands-on service and social justice.” Students can engage with FCSA as a minor through seminars offered each semester and with internship experiences. These seminars provide the theological and social foundation for service and advocacy. In 2011-12, volunteer service overseen by FCSA totaled over 24,000 hours.

The goal of [Academic Community Engagement](#) (ACE), a multifaceted academic center, is to advocate the importance of community connections and Academic Service Learning (ASL). Thirty faculty have been trained, with 500 students participating in courses that have service learning at its core. The [Siena Service Scholars](#) is an academic internship with an intensive service component. ACE [Community Corps](#) enrolls students for a two-year commitment with one of its partners. This community commitment not only reinforces the value of service but also is intended to build students as leaders. Although demanding and lengthy, an average of 15 students, per year, participate in this program.

The [Center for Urban Education](#) promotes and implements programs for urban youth who attend low-performing schools or live in high-risk communities. An important focus is establishing faith-based programs for talented urban youth. Included in the programming is the Academic Achievement Program to promote language awareness, develop vocabulary skills, increase fluency, and improve problem solving skills in English Language Arts and Mathematics. Participants are Siena College interns studying to become teachers and working with students from low performing schools in the City of Albany.

Siena College Accounting students volunteer for the [Internal Revenue Service’s Volunteer Income Tax Assistance Program](#) (VITA). This community-based, volunteer program provides free tax preparation assistance to taxpayers each year. In Spring 2013, approximately 40 Siena College students helped area residents file tax returns. Students fulfill the Franciscan mission of service while gaining valuable experience working directly with clients.

Practice of the Franciscan ideal of community as part of educational responsibilities is palpable. The [Transition Program](#), a partnership with the North Colonie Central School District, helps students with disabilities adjust to the responsibilities of adulthood. These students participate in [Best Buddies](#) on campus with a college mentor who helps with assignments and reinforces appropriate socialization skills. Siena College students can serve either in a full capacity or as an associate. Currently, seven students are enrolled in the program. Students are on campus five days a week and participate in activities ranging from auditing courses, working on job skills, interacting in small groups, and attending social events. The needs of the community and the College’s ability to participate in these programs are evaluated regularly through the [Community Needs Assessment Program](#).

A unique feature of the AMC program that fits both the College’s mission of service and College Learning Goals is the [summer of service](#). All AMC students must participate.

Evidence of student participation in service is contradictory. In 2013, the percent of National Assessment of Service and Community Engagement (NASCE) respondents reporting service participation increased to 64 percent from 49 percent in 2009. On the other hand, the 2012 NSSE first-year and senior respondents had lower scores on the item, “Participated in a community-based project as part of regular course” compared to 2010 first-year and senior respondents. Furthermore, first-year and senior respondents did not participate as frequently in community-based projects compared to the respondents in the College’s two peer sets: Catholic Colleges and Universities and colleges with the same Carnegie Classification.

Additionally, the [2012 NSSE results](#) indicated that both first-year and senior respondents have lower scores on the item composite, Enriching Educational Experiences (EEE), than the College’s peers. Items in that composite include internships and field experiences, community service, teaching communities, study abroad, capstone projects, and use of electronic media for coursework. However, there are some possible explanations for the findings. All internships have grade point average requirements; therefore, not all students are eligible. Although there are many avenues for service, not all students are fully aware of these. Study abroad is costly and not accessible to all students enrolled in an “affordable institution.” While the number of majors with capstone or senior seminar has increased, many majors do not have these types of courses.

Academic Support

Faculty Advising. All students are assigned a faculty advisor. A student who has declared a major is assigned a faculty advisor in his or her discipline. Students who have yet to declare a major are assigned an advisor to provide general guidance. Advising students is part of the contractual obligation of all full-time teaching faculty. When applying for tenure or promotion, faculty are encouraged to present pertinent documentation in support of their advising defined as “academic advisement and/or advisement of students with regard to career opportunities within one’s discipline or other career options,” unequivocally stated in the [Faculty Handbook](#) (p. III-1). Consultation on a regular basis with faculty advisors is encouraged and is required before registration. This is facilitated by having [faculty office hours](#) listed electronically. General inquiries about advising can be directed to the designated faculty or ASAC. ASAC facilitates peer mentor programs and sponsors the [student Peer Advisors](#) (PAs). Student PAs provide additional advising support and some academic advising, primarily in the residence halls and in ASAC. This resource exists because Resident Assistants (RAs) are often the first to be asked about academics and advising. As such, RAs hold various programs during the semester. [Commuter Assistants](#) are peer support for commuters by upper classmen commuters, a program implemented in 2012-13.

Curiously, Siena College first-year respondents rated the quality of advising lower than these other two peer sets on the 2012 NSSE. A [Student Advising Satisfaction Survey](#) administered by the Student Senate provides more detail than the NSSE. Items pertaining to faculty advising that received the lowest ratings were:

- discussing course options outside the major
- discussing possible careers in field of study
- directs me to the appropriate resources to reach educational goals

To underscore the importance of advising, the [Committee on Teaching and Faculty Development](#) (COTFD) sponsors workshops and lunch and learning sessions on academic advising, as does the Director of Academic Advising.

Tutoring. Tutoring services are available to all students. Tutoring Services include [peer tutoring](#), group sessions, and individual tutoring. Since the last self-study, the Coordinator of Tutoring Services and Peer Mentoring position was created. The purpose of this full-time administrative position is to better coordinate the repertoire of existing [tutoring programs](#) and to develop and implement additional support as deemed needed. Case in point, the [Siena Student Advantage Program](#) was created in 2012 to help students not on probation but with a low cumulative grade point average (GPA) and, therefore, possibly at risk (AR).

The Writing Center. Students have the opportunity to strengthen their writing skills or get assistance on research papers and other related assignments from the [Writing Center](#). The Writing Center promotes a variety of programming for students and offers classroom support to faculty. The Writing Center consultants work with writers of all levels of experience, ability, and expertise and are capable of reading and responding to all types of written texts. The consultants engage writers in critical and reflective writing. Writing Center tutors are prepared to help with writing for any discipline, as well as resumes, cover letters, lab reports, and applications for graduate school. For faculty, the Writing Center can provide in-class presentations on writing skills as well as peer-response training for students. According to the [Writing Center APR](#), over 1,600 (1,601) students used the Writing Center in 2012-13, a 60 percent increase from 2011-12 and 73 percent (72.9%) increase from 2003-04.

The Writing Center has a tutor specifically for English Language Learners (ELL). International students who score below a Test of English as a Second Language (TOEFL) threshold must meet with this tutor. This supplemental instruction is effective. The average semester GPA of international students who take advantage of this tutoring was 3.74 in Fall 2013 while those international students who did not receive ELL tutoring had an average Fall 2013 semester GPA of 2.80.

[Arthur O. Eve Higher Education Opportunity Program \(HEOP\)](#). HEOP provides students that otherwise may not be able to pursue a college degree an opportunity to attain a college education. The program includes individual tutoring, peer mentoring, and academic counseling. HEOP students receive a variety of academic and personal interventions. Before the first year, new students participate in the academically intensive HEOP Summer Program. The [success of HEOP](#) is clear with one-year retention for HEOP students at 95.1 percent, outpacing the non-HEOP students' one-year retention rate of 87.5 percent for new students entering between Fall 2008 and Fall 2011. The four-year graduation rate for HEOP students is 74 percent, slightly above the overall four-year graduation rate of 72.4 percent for non-HEOP students based on new student cohorts between Fall 2005 and Fall 2009.

Intervention Services. Services are available for students with special needs. The [Services for Students with Disabilities Office](#) helps students develop and implement learning plans that best address their challenges. The penultimate goal is for students to learn to self-advocate and eventually become confident in their ability to be academically successful. As such, several services for students with disabilities are available. The goals are similar for students who seek services from the [Center for Counseling and Student Development \(CCSD\)](#). This Center also promotes academic and personal growth by providing counseling, medication management, psycho-educational programming, and consultations to the campus community. The primary purpose of the CCSD is to help students cope effectively with personal, emotional, and situational barriers to learning. Both these offices provide or can arrange direct assistance and accommodations based upon individual student needs.

At-Risk Students

Student Assistance. Students on academic probation must participate in the [Learning to Enhance Academic Performance](#) (LEAP) program. This non-credit course helps students improve study and time management skills. The extent of LEAP participation makes a difference. Students that do not attend any LEAP session have an average spring to fall retention rate of 50 percent compared to students that attend at least one session who have a 76.3 percent spring to fall retention. Additionally, faculty can alert the Associate Vice President for Academic Affairs- Student Retention about students who are not attending class by contacting the [SKIPS hotline](#).

Identification and assistance to AR students are coordinated efforts among several departments. The purpose and aim of the [Siena Early Warning and Retention Team](#) (SEWART) is to take a proactive stance by intervening and working with identified AR students or students that may become AR. SEWART is a cross-divisional committee chaired by the Associate Vice President for Academic Affairs- Student Retention and Success and the Assistant Vice President for Student Affairs. Each member contacts their respective AR advisees and is proactive in the identification of potential challenges and issues each advisee may encounter. SEWART is also charged with working with AR students to help them overcome those challenges. Risk factors are gleaned by several regression models and supplemental analyses conducted regularly by the Office of [Institutional Research](#) (IR). The models use pre-admission, college, demographic, and retention data from the most recent five cohorts. Risk factors weights are determined by the models. Weights are adjusted regularly and at least annually based on the most current models. SEWART lists those risk factors and student contacts on a shared file stored on a [Google Site](#). The number of students assigned to each SEWART member depends on the cohort and their risk factors. Communication and interaction are frequent, occurring at least three times a semester at critical milestones: at the beginning of the semester, midterms, and before the final examination period. In addition, these students are provided additional mentoring and other support services.

Also compiled by IR is a list of courses that have low pass rates. In response, faculty have undertaken the redesign of these courses or implemented additional support services specific to the course. For example, the Accounting Department revised the Intermediate Accounting I course. The School of Science instituted peer-to-peer tutoring and peer evaluators for several major courses. Because peer evaluators have previously taken the course, their experience is particularly helpful.

Non-Traditional Age Students. Siena College enrolls a small number of non-traditional students. Non-traditional students are much more likely to have transferred from another college and more likely to be commuters compared to their traditional counterparts. Non-traditional students have circumstances that differ from traditional students that might account for one-year retention rates that are lower than the one-year retention rates for traditional students. Those differences are provided in Table 10.

Table 10. *One-Year Retention Rates for Incoming Traditional vs. Non-Traditional Students, Fall 2005-Fall 2011*

	Traditional Age Students (<25)	Non-Traditional Age Students (25+)
Count	6296	85
%Transfer	14.3	100.0
% Commuter	15.0	89.4
% Retained	85.9	67.1

Veterans. In 2011-12, 30 veterans enrolled at the College. That number increased to 33 in 2012-13. Although, veterans comprise a small proportion of the enrollment, [Veterans Services](#) is available to help student veterans and dependents of veterans connect with the campus departments that can best address their needs. Siena College participates in the [Veterans Administration Yellow Ribbon Program](#).

Resources to Support Learning

Maintaining Academic Rigor and Relevance. The curriculum is reviewed, modified, and updated regularly to maintain quality. Specific [guidelines and protocols](#) are in place for new courses and program proposals as well as changes to existing courses and programs. Generally, new programs or courses are proposed by faculty, vetted through the school curriculum committee, and then sent to the BoI for approval. A similar sequence is required for curricular revisions. A librarian is assigned to each new proposal to assure availability of appropriate resources.

Pedagogy. Faculty assistance is comprehensive, consisting of two faculty managed centers and the [Faculty Support Services](#). New and innovative teaching methodology is encouraged by competitive grants awarded by COTFD. Summer Pedagogy Fellowships provide faculty stipends to develop teaching strategies that are innovative and adaptive. The Summer Fellowship for Curriculum Diversification also provides monetary incentives for restructuring an existing course or the development of a new course that will include the perspectives of minorities or the underserved. Pedagogy Assistance grants are awarded to faculty to acquire materials, resources, or to develop skills to enact innovative teaching methodologies. The primary emphasis of the [Center for Faculty Excellence and Innovation](#) (CFEI) is to provide teaching resources such as the Weekly Article List, training, and professional development on strategies, pedagogy, and technology that enhances faculty interaction with students. Although peripheral to the goal of imparting and applying innovative teaching methodologies, Faculty Support Services provides clerical services. As such, faculty can devote more of their time and effort to teaching and scholarship.

Standish Library. The focus of library instruction is the endorsement and adoption of information literacy and its integration into the existing curriculum. Emphasis is placed on the collaborative nature of information literacy: Librarians and classroom faculty work together on teaching research and information literacy skills to students. [Information Literacy Faculty Development Grants](#) give faculty the opportunity to collaborate with the Standish Library in the development and implementation of information literacy within specific course and program content. The grants provide faculty with resources and library guidance to develop creative approaches to teaching, learning, and assessment related to the ACRL Information Literacy Competency Standards for Higher Education. Since 2002, [72 grants](#) have been awarded to faculty from each school. As an example, a grant to a member of the History Department resulted in creation of a Global Literacy Project that is now required in all sections of HIST101, The Shaping of the Contemporary World.

A key component of the project is geographical and regional literacy. Two Chemistry faculty received a grant that incorporates bioinformatics into the curriculum. A grant to use Bureau of Labor Statistics (BLS) data has led to the permanent revision of an economics course.

Technology Support. The [Academic Technologies Group](#) supports and promotes the use of technology in the teaching and learning process. Workshops and trainings are conducted in collaborations with CFEI and the Standish Library. Every course section has a [Blackboard Learn](#) site automatically created for it. An average of 71 percent of courses use Blackboard Learn which is a sizeable increase from 2011-12 in which only slightly over half (56.0%) of the course sections used Blackboard Learn.

All classrooms have installed computers and projection/display technology. Some classrooms and laboratories have enhanced audio and video capabilities or specialized software tools. Opened in Fall 2013, [Rosetti Hall](#) integrates student-centered technologies in all classroom and collaborative workspaces. State of the art technologies were installed in all common learning spaces, seminar rooms, computer laboratories, and study areas.

Established in 2004, the [Hickey Financial Technology Center](#) (HFTC) and the William R. Raub Market Training Room, equipped with plasma TVs, live exchange data feeds, and access to numerous software packages and databases such as Bloomberg Professional, Thomson One Analytics, and Standard and Poor's CapitalIQ. These capabilities give students exposure to the technology and tools used in the world's largest financial centers. The Alonge Accounting Laboratory has 21 workstations featuring 19" LCD displays with accounting and statistical software. With these computer facilities, faculty are able to augment traditional classroom lecture with hands-on activities designed to merge both the theoretical and practical aspects of finance and accounting. Simulations using real or fictitious stocks and bonds as well as hands-on projects and exercises help enrich the learning experience and give students valuable skills necessary for today's job market.

These resources also enhance faculty research and student learning. The [Marketing Research Laboratory](#) consists of five six-person computer clusters that facilitate collaborative technology-based learning. All are equipped with statistical, Geographic Information Systems (GIS), and reporting software. Sponsored by the Creative Arts department, the [Carol and Joseph Reilly Siena College Television](#) (SCTV) station and broadcasting studio provides continuous live programming. The Digital Arts Lab supports a Creative Arts track in graphic design and digital art. The dedicated [GIS Resource Center](#) is used mostly but not exclusively by the Environmental Studies department. Approximately 50 students have conducted and published their applied projects using the GIS Resource Center since its inception. In Rosetti Hall, classrooms and laboratories are equipped with video and audio editing capabilities. Macintosh computers with software such as Final Cut Pro and iMovie are available for student use outside normal classroom hours.

In addition, computer laboratories are located in the Standish Library and in several residence halls. These are open 24/7 and include all institutionally licensed software applications. Each academic building has public computers and computer laboratories, available most of the day.

Conclusions

As implied in the mission, Siena College offers a comprehensive inventory of academic programs accompanied by a cohesive core curriculum emblematic of a liberal arts institution that embodies Catholic tradition and Franciscan heritage. In addition, the Master of Science in Accounting has

provided the institution with a unique educational opportunity to integrate liberal arts and the Franciscan tradition into a significant portion of the business community.

New students are made aware of the sources for degree requirements and the prevalence of academic support. Several academic support services and intervention initiatives assure students are able to succeed. Likewise, the College provides faculty with training, library, and technology resources.

Areas for Growth

1. Information literacy and technology competencies should be more pervasive. Each program should include at least one information literacy SLO and one that addresses technology proficiency.
2. Policies should require the use of assessment results. All programs should articulate how assessment results were used to change and/or improve. Incentives and/or better recognition for the assessment efforts of faculty are needed to improve academic program assessment and to increase compliance with campus reporting mandates.

CHAPTER 8: GENERAL EDUCATION AND RELATED EDUCATIONAL ACTIVITIES (STANDARDS 12 AND 13)

Introduction

The new College Core Curriculum aligns with the College mission. The new College Core Curriculum necessitates that students be proficient in oral and written communication, scientific and quantitative inquiry, critical analysis and informed reasoning. Additionally, students should be able to integrate and apply Franciscan values into their learning and experiences. Complimenting this curriculum is a multiplicity of co-curricular activities.

A comprehensive review of existing college documents and survey results was undertaken to ascertain the extent to which the College was in compliance with the General Education and Related Educational Activities standards. This includes curricula and syllabi, student evaluation results, responses from faculty surveys, responses from employer surveys, National Survey of Student Engagement (NSSE) results, interviews with faculty and staff, mission statements, annual reports, Siena College Fact Books, and specific department reports.

General Education

College Core Curriculum. The [new College Core Curriculum](#), in effect for students who entered in Fall 2011, has three main components:

- [First-Year Seminar](#) (FYS)
- Eight disciplinary Core areas
- Four core Franciscan concerns

In all, students are required to complete 42 credits, one course per disciplinary core area and four courses, one for each core Franciscan concern. Taken in the first year, the FYS spans one academic year. The [Siena College Catalog](#) (pp. 16-18) describes this curriculum in detail.

The new College Core Curriculum, also referred to as the Siena College Core, aligns with the College [mission](#) and emphasizes the traditions of St. Francis. As such, the new College Core Curriculum corrects deficiencies identified from the last self-study by a deliberate and purposeful reflection on the four main tenets of the College mission: learning community, liberal arts college, Franciscan community, and Catholic College.

In truth, the faculty voiced a need to revisit and revise the “Old Core” curriculum. This was predicated on several factors. First, the predecessor to the FYS, the Foundations Sequence, was taught by many more adjuncts than the current FYS. This may have influenced the perception that the quality of this course sequence was not consistent across all sections. Second, students were not clear on the requirements of the Old Core. Third, the effectiveness of the Old Core was in question based on assessments administered to seniors. Many senior participants of the assessment were unable to identify basic concepts of the teachings of St. Francis. [Recommendations](#) for a new College Core Curriculum were developed with the process remarkably collegial and collaborative among disciplines.

Siena College espouses to be a learning community blending a liberal arts education with concentrations leading to professional competence. This is manifested in the FYS and [small class sizes](#) (p. 19).

The cohesiveness of the curriculum is achieved by the insistence of the inclusion of at least three of the four [new College Core Curriculum learning goals](#) in each course. Every course proposed for the new College Core Curriculum must describe adherence to at least three of these four learning goals. Courses slated to include the teachings of St. Francis learning goal must specifically identify the core Franciscan concern that will be addressed. At least three distinct demonstrations of student learning and corresponding student assessments allied to that core Franciscan concern must clearly be articulated.

FYS. The FYS is a writing intensive interdisciplinary two-course sequence that serves as an introduction to intellectual life and the College as a community of scholars. In fact, FYS sections are differentiated by [themes](#) built on faculty research and scholarship explored in the seminar. This approach helps to integrate the new College Core Curriculum with the curriculum of the academic majors. The importance of information literacy in learning and scholarship is also emphasized. Franciscan values are also a primary focus of the FYS.

As syllabi reveal, the FYS is writing intensive, with 15 pages of finished writing required per semester. In addition, the spring semester mandates a five to seven page research paper that guides students through each stage of the writing process, from library research to a final draft with properly cited sources.

Students are required to reflect on required reading and class discussions. A [Film Series](#) and [Field Trips](#) further augment course material. Offered to FYS students are opportunities by contributions to the first-year publication, [Gleanings](#), a showcase for exemplary writing and prose. Original scholarship is also encouraged with students competing to present at the [FYS Conference](#).

Disciplinary Core Areas. The inclusion of eight disciplinary areas, English, History, Philosophy, Religious Studies, Creative Arts, Quantitative Analysis, Natural Science, and Social Science, assures the exposure and understanding of a variety of intellectual discourse and inquiry methodologies that characterize a liberal arts education. The overarching purpose is to introduce various modes of thought and expression.

Four Core Franciscan Concerns. The four core Franciscan concerns, heritage, diversity, social justice, and nature, are at the heart of the College's Catholic tradition and Franciscan heritage. The core Franciscan concern component assures exposure to four themes of special importance to the Franciscan tradition that can be explored from multiple perspectives. Franciscan concern courses provide an introduction to many of the intellectual concepts unique to a Franciscan education.

Other Core Competencies

Technological Competence. Technological competency, while not specifically targeted as a component of the Old Core or new College Core Curriculum, is taught in most courses required for the major specifically in research, senior seminar, and capstone courses. Because quantitative reasoning and information literacy are invertible components of the FYS, students engage in the latest technology. 2012 NSSE Siena College first-year and senior respondents indicated that the emphasis to [use computers](#) in academic work was more frequent than that stated by first-year and senior respondents at other Catholic Colleges and Universities or respondents at peer institutions.

Diversity. The new College Core Curriculum provides a solid foundation for incorporating diversity issues in the major curricula. As such, the College has a two-pronged approach to

introducing diversity through course content, integration of issues of diversity into major courses and by the development of new courses, many of which form part of the new College Core Curriculum, with diversity as the focus. The [Committee on Teaching and Faculty Development](#) (COTFD) provides grants to faculty wishing to revise existing courses or create new courses with an emphasis on diversity. Formed in Fall 2012, the purpose of the [Diversity Action Committee](#) (DAC) is to affect positive change concerning issues of diversity.

A number of [minors](#) directly address the issues of diversity and thus are congruent with the new College Core Curriculum requirement. Examples of such minors are Multicultural Studies, Globalization Studies, Franciscan Service and Advocacy, and Women's Studies.

The success of such efforts is continually monitored through several means including tracking the number of course proposals submitted to address the core Franciscan concern- Diversity. In Fall 2011, 24 courses had this designation, all from the School of Liberal Arts. By Spring 2013, a total of 36 courses had been approved as core Franciscan concern- Diversity courses including two courses offered by the School of Business and one course offered by the School of Science.

Data on student awareness and exposure to cultural and intellectual diversity are somewhat contradictory. However, this may be because the cohorts surveyed were varied. The [2012 NSSE](#), administered to first-year students and seniors, scored significantly lower when compared to other Catholic colleges and universities on the question, "The environment here encourages students to develop an appreciation of diversity." Conversely, results of the [Fall 2011 Noel-Levitz Student Satisfaction Inventory](#) (NLSSI), administered to matriculated undergraduate students, indicated that Siena College respondents were more satisfied with the strong commitment to racial harmony on campus than respondents at peer institutions. Siena College respondents also value "welcoming people of varying perspectives, national/ethnic origins, faiths, lifestyles, beliefs." In Spring 2012, the College administered the [Diverse Learning Environments Survey](#) (DLE) to all sophomore and junior students. Several items address beliefs and attitudes concerning a variety of diversity issues. Specifically, Siena College DLE respondents were more satisfied with the ability to express diverse beliefs than other Catholic and other religiously affiliated participants. This is evident in Table 11. In addition, Siena College respondents were more likely to participate in racial/ethnic or cultural activities, attend performances, or discussions than this peer set.

Table 11. *DLE Items About Diverse Expression*

	Siena College	Catholic and Religious Peers	Baccalaureate Institutions
Express Diverse Beliefs	3.81	3.62*	3.77
Atmosphere for Religious Differences	3.71	3.50*	3.58
Atmosphere for Political Differences	3.62	3.49	3.54

* Significant difference, $p < .01$

In Spring 2012, DAC conducted a survey of the faculty in order to assess some of the campus concerns about diversity education and awareness on campus. Several of these questions speak to the goals of assessing curricular opportunities for students to engage in cultural and intellectual diversity. Another set of questions focused on pedagogy, asking faculty members to reflect on how they include "underrepresented groups" in their own courses, the extent to which they would like to incorporate diversity into their teaching, and what types of assistance would help. Results of this survey indicate that there is interest among faculty in including and/or expanding course content as

it relates to diversity but a broad view of diversity has not yet been adopted by a wide cross-section of faculty.

Quality Assurance. To assure that the learning goals of the new College Core Curriculum are met, the [Core Advisory Committee](#) (CAC), a subcommittee of the [Board of Instruction](#) (BoI), is charged with the oversight of the courses to be included in the new College Core Curriculum. As such, CAC created [general guidelines](#) and corresponding proposal forms for faculty to advocate for existing and new courses to be included. Information about the content, pedagogy, and assessment of content must be included for the proposal to be considered by CAC. The committee diligently reviews proposals for inclusion as either a course for the [Disciplinary Core](#) or as a [core Franciscan concern](#). The [CAC review](#) is consistent and unbiased, in part by the reliance of a checklist agreed to by CAC members. Proposals are examined accordingly. Feedback is also systematic with the emphasis on support and improvement by assisting faculty to strengthen incomplete or unsatisfactory submitted proposals.

The new College Core Curriculum was implemented before many of the courses were approved for the new College Core Curriculum. Some time is needed for it to become fully operational. Furthermore, students who entered the College before Fall 2011 are still studying under the Old Core. Not surprisingly, many of the courses proposed for the new College Core Curriculum required revision. This suggests that faculty may not yet have a firm understanding of the essential elements of a new College Core Curriculum course. However, the process of proposing courses may actually be formative and provide an opportunity for faculty to become familiar with the new College Core Curriculum and liberal arts learning goals in general.

Nevertheless, several indirect assessments, many relating to the learning goals and implicit skills inherent to the new College Core Curriculum, have been conducted. The ability to work well with others was the highest rated attribute of Siena College students, with six out of seven sites rating Siena College students as excellent in a recent survey of internship supervisors. Aptitude and the capacity to learn new skills were the second and third most highly rated intern attributes respectively. These qualities are emphasized in both the Old Core and the new College Core Curriculum. Responses to exit surveys conducted by the Career Center indicate satisfaction with the entire educational experience and attribute that satisfaction with the value of the College's general education curriculum. Some of the responses specifically credit the learning goals that the new College Core Curriculum is designed to instill.

Results for the 2012 NSSE indicated Siena College seniors scored lower than respondents at institutions in the Catholic Colleges and Universities Consortium on some key new Core Curriculum areas: preparing multiple drafts of papers, integrating information from various sources, including diverse perspectives, and reading books on their own. Siena College senior respondents scored higher than this peer group on collaborative work and community service.

That said, responses provided on the 2012 NSSE suggest that Siena College students are just as familiar with the College mission as the Catholic Colleges and University Consortium respondents are with their respective College missions. However, Siena College does not fare as well on other College mission related items as seen in Table 12. In part, this may be because the NSSE administered in 2012 was at the onset of the new College Core Curriculum. Careful inspection of the results of the next NSSE administration is warranted.

Table 12. 2012 NSSE Results on Mission Related Items for Siena College and the Catholic Colleges and University Consortium

	<u>Siena College</u>		<u>Catholic Colleges University Consortium</u>	
	First-Year	Senior	First-Year	Senior
Heritage is Evident	4.36	4.22	4.26	4.12
Mission Reflected in Course Offerings	4.02	3.93	4.08	3.98
More Aware of Social Justice Issues	3.85	3.96	3.89	3.95

Direct assessment of the new College Core Curriculum has lagged behind that of its implementation. However, formative data in the form of individual course evaluations and academic program reviews are available. NSSE results have also been used to determine the efficacy of the new College Core Curriculum. Notwithstanding, three disciplinary core areas, Religious Studies, History, and English, have instituted evaluations of student learning. Methodologies in the other five areas are being developed. The difficulty is the breadth of the disciplinary areas that span across several departments with no individual faculty or department designated as the assessment coordinator.

Curricular improvements in three disciplinary core areas that have assessments are underway. For example, assessments for the English disciplinary area center around a research paper assignment. More than four-fifths of students met or exceeded expectations on the research paper rubric in 2012-13. However, rubric scores were lower for students in ENGL011 sections taught by part-time faculty. This has prompted the assessment coordinator to communicate the student learning outcomes (SLO) and corresponding assignments early and advance of the assessment to all instructors with additional correspondence to part-time faculty. Additionally, because of the scrutiny of rubric scores, all faculty teaching this course are now required to provide instruction in literary research.

Communication. CAC communicates the principles of the new College Core Curriculum, aware that further education is needed. To this end, CAC has begun holding open meetings about common misconceptions and for additional discussions among the faculty about the new College Core Curriculum. The meetings also serve as encouragement for submitting new College Core Curriculum proposals. The [Center for Faculty Excellence and Innovation](#) (CFEI) sponsored two faculty workshops to address these misconceptions and to encourage more new College Core Curriculum course proposals. CFEI is also working with faculty to explore new techniques and pedagogy that promote the value of a broad-based liberal arts education by encouraging students to think critically and creatively, explicit aims of the new College Core Curriculum. CFEI also offers workshops to assist faculty in integrating writing into their courses.

The FYS and the Writing Center are introduced in the context of the College's Franciscan heritage at the [New Faculty Orientation](#). This overview helps new faculty understand the importance of written communication, a new College Core Curriculum learning goal and SLOs for most majors.

The [Academic Support and Advising Center](#) (ASAC) also provides training for faculty about the new College Core Curriculum and how to discuss it with students. New faculty advisors are targeted to attend this event. In addition, the value of the new College Core Curriculum is available [electronically](#). The [First Friday Advising Meeting](#) affords opportunities for discussion between students and advisors on the value of the new College Core Curriculum. During that time, advisors

articulate the rationale and importance of the new College Core Curriculum. [Peer Advisors](#) (PA), fellow students who have received extensive training about the structure and purpose of the new College Core Curriculum and play an important role in the dissemination of information about this curriculum.

A challenge with communicating information about the new College Core Curriculum to transfer students exists because many opt not to participate in the New Student Orientation or First Friday Advising Meeting. To rectify, a [Second Friday Transfer Advising Meeting](#) provides an opportunity for faculty advisors to discuss the new College Core Curriculum.

Faculty understanding of the new College Core Curriculum seems to be improving. A [recent survey of faculty](#) indicates that 89 percent of faculty respondents are well informed about the new College Core Curriculum. Over 90 percent of faculty respondents reported mentioning the new College Core Curriculum or a broad-based liberal arts education when interacting with prospective students. Regarding future new College Core Curriculum courses, 80 percent of the responding faculty report that their departments intend to put forward existing courses. In addition, 65 percent report that the department intends to propose new College Core Curriculum courses in the future.

The Old Core. The general education curriculum that preceded the new College Core Curriculum, generally referred to as the [Old Core](#), is the core curriculum for students who started at Siena College prior to Fall 2011. The [Foundations](#) Sequence, akin to the FYS, serves as an introduction to the core itself and that of a liberal arts education. Students in the Foundations courses were also exposed to Franciscan teachings but the impetus of the Foundations courses was on study skills, reading, and writing. The FYS experience is much more intentional with learning goals clearly articulated.

Related Educational Activities

The College mission affirms, “Siena fosters the rigorous intellectual development of its students through a healthy exchange of ideas both inside and outside the classroom.” Not surprisingly, a symbiotic relationship exists between the new College Core Curriculum and the many co-curricular activities offered at Siena College. As coursework helps to inform co-curricular experiences, the value is reciprocal; enhancing what is learned in the classroom. A wide cadre of academic and co-curricular opportunities, external to the classroom, fosters student’s abilities to think creatively and exchange ideas, the underpinnings of a liberal arts education.

Diversity. One of four strategic initiatives of the College’s current strategic plan, [Living Our Tradition—Siena College Strategic Plan 2011-2016](#), is diversity. As such, many co-curricular experiences are integrated with the intercultural and global knowledge imparted in the classroom. Three centers are at the forefront of this initiative: the [Damietta Cross-Cultural Center](#) (DCCC), [Office of International Programs](#), and the [Sister Thea Bowman Center for Women](#).

Cross Cultural Competency. Offered by DCCC, diversity training workshops and cultural programs help students and student leaders develop an appreciation of cultural diversity. These workshops and programs allow students to think critically, explore new knowledge, and challenge them to think about perspectives other than their own. The [Cross-Cultural Solidarity Experience](#) (CCSE) integrated into some FYS sections, includes learning experiences that reflect on issues of diversity. Two social justice scales, [Intercultural Knowledge and Competence Value Rubric](#) and Social Dominance Orientation, are used to assess the effectiveness of the program.

International Programs. The objectives of the Study Abroad Program dovetails with the learning goals of the new College Core Curriculum- plurality of perspective, placing a premium on social justice, and the importance of skills to contribute to a better world. Studying abroad helps students to delve deeper into these important aspects of both the Old Core and the new College Core Curriculum by gaining real-world experience with some of the core Franciscan concerns.

Assessment consists of students completing an evaluation prior to their return. These evaluations, in combination with informal feedback and faculty input, are used to improve the quality of academic offerings abroad. Results have been used primarily for determining continued inclusion of approved programs.

Sister Thea Bowman Center for Women. Providing students advocacy and service opportunities, activities sponsored by the Sister Thea Bowman Center for Women complement both the diversity and social justice core Franciscan concerns. The Center’s mission emphasizes the importance of recognizing injustices and participating in relevant service activities. Both are important facets of a Franciscan general education. About half of all Siena College students have participated in activities sponsored by this center.

Experiential Learning. The allegiance to community and service is unprecedented. In fact, the *Living Our Tradition– Siena College Strategic Plan 2011-2016* (p. 6) states that, “Siena will gain national recognition for experiential learning programs that prepare students for work, service, and practical positive action.” Examples of experiential experiences offered at the College are given below.

Internships. Internship opportunities are available in numerous majors in the three schools: [School of Business](#), [School of Liberal Arts](#), and [School of Science](#). A student in an internship program will work a minimum of 40 hours for each hour of academic credit. The [School of Liberal Arts Assessment Plan](#) (p. 3) expressly states a goal to “Increase internships, study abroad, undergraduate research” and “Develop administrative structure for these” programs. The [Accounting Department](#) offers internship opportunities at over 40 sites, providing field experiences for students pursuing a career in accounting. These field experiences can result in full-time career placements in Certified Public Accountant (CPA) firms, industry, and non-profit organizations. The [Siena College Fall 2013 Fact Book](#) (p. 24) reports that 314 students participated in internships in 2012-13.

Professional Opportunities. As part of the College’s [Pre-Law Program](#), students can participate in the [Summer Legal Fellows Program](#). In this program, students work under the direct supervision of a law school professor while undertaking original legal research with second- and third-year law students. Siena College sponsors this program with six law schools including Albany Law School, Fordham University School of Law, and Pace Law School. Siena College is also a member of the American Mock Trial Association and competes in intercollegiate mock trials at the regional and national levels.

The [Siena-Albany Medical College](#) (AMC) is an early admittance program between Siena College and AMC. Students accepted into this program earn a Bachelor of Arts degree from Siena College and a Doctor of Medicine degree from AMC upon completion of the medical curriculum. A unique feature of the AMC program is the [Summer of Service](#), in which Siena College students in their junior or senior year engage in non-medical work with the disadvantaged. Since the inception of the AMC Program, more than 200 students have participated in this Summer of Service program.

Sixty-one percent of the senior 2012 NSSE respondents noted that they completed at least one internship, field experience, co-op or clinical experience. This is slightly more than senior respondents from Catholic Colleges and Universities (58%) but less than other baccalaureate institutions (66%).

Community Engagement. The vision and values of St. Francis aspired to build “a community where members work together in friendship and respect, and commitment to building a world that is more just, peaceable, and humane.” Correspondingly, the College mission asserts that academic programs and community engagement should be inextricably linked. The mission and learning goals articulated by each of the three schools reiterate and reinforce this synergy. The [School of Business](#), “offer[s] a student-centered learning community with the goal of producing graduates who will not only have successful careers in organizations but also be leaders of conscience who strive to make a difference and contribute to their communities.” The [School of Liberal Arts mission](#) includes among its education mission, “civic, social, and personal responsibility in support of a more peaceful, just, and humane world.” The [School of Science mission](#) recognizes that, “As a Franciscan, Catholic community we also encourage a commitment to the use of science in solving the complex and ever changing problems that stem from worldwide human activities.”

[Franciscan Center for Service and Advocacy \(FCSA\)](#). FCSA complements the classroom experiences by providing real-world applications of the basic concepts of the new College Core Curriculum. The FCSA coordinates several service trips and community service opportunities. FCSA also sponsors volunteer and advocacy events. At the heart of these experiences are the core Franciscan concerns and teachings of St. Francis and St. Clare.

[Academic Community Engagement \(ACE\)](#). ACE promotes, develops, and supports activities and community partnerships in the tradition of St. Francis. ACE offers faculty and staff access to current research, assessment, and pedagogical methods and materials in academic community engagement. Since Spring 2009, approximately 500 students have participated in 27 courses with a service learning component by faculty trained using the [Problem-Based Service Learning Model](#). The [2013 ACE Annual Report](#) summarizes its impact on campus and in the community mobilizing annually approximately 5,000 volunteers whose service totals 50,000 hours.

Students in the [Bonner Service Leaders Program](#) devote 8 to 10 hours each week to service activities. Bonner Service Leaders integrate academics and service throughout their college career. Students in the program are enrolled in a FYS that focuses on student preparation to serve in communities of need and subsequent national or international service internships. They also complete the [Certificate in Community Development](#). Many Bonner Service Leaders transition to community-service oriented positions after graduation or attend graduate school. Examples of those placements include: AmeriCorps; Teach for America; Albany Leadership Charter High School for Girls; New York City Teaching Fellows; New York Cares; Peter Young Housing, Industries, and Treatment; and Unity House of Troy.

The impact of these offerings is effectual denoted by several evaluations. Although only one-fourth (29%) of the 2012 NSSE first-year respondents indicated that they have done community service or volunteer work, over two-thirds (67%) of the senior respondents stated that they had participated in community service or volunteered. In 2013, the percent of [National Assessment of Service and Community Engagement](#) (NASCE) respondents reporting participation in service as part of an academic course increased to 36 percent from 14 percent in 2009. This exceeds the rate of participation called for in the *Living Our Tradition— Siena College Strategic Plan 2011-2016* (p. 6), “the

percentage of students reporting participation in service as part of an academic course will increase from 16 percent to 30 percent” by 2016. Similar results were posted for the 2012 NSSE in which 43 percent of first-year respondents and 50 percent of senior respondents indicated that they participated in a community-based project as part of a regular course.

Scholarship. The College mission is clear, to graduate students “who combine outstanding intellectual abilities, talent for career achievement, and a willingness to contribute to the collective aims of a responsible society.” Students work with faculty in pursuit of meaningful writing and research opportunities. As a result, close mentoring relationships are fomented with faculty encouraging students to present and publish their scholarly work. The College also has a multiplicity of [academic centers and institutes](#). Congruent to the classroom experience, these high impact practices enrich the classroom experience.

Undergraduate Research. The purpose of the creation of the [Center for Undergraduate Research and Creative Activity](#) (CURCA) is to increase the number and quality of faculty-mentored student research projects. This is sustained mostly through independent studies and summer research. CURCA also seeks to make undergraduate research and scholarship opportunities available to as many students as possible across the curriculum.

Forty students participated in the [Summer Scholars Program](#) in 2012 sponsored by CURCA. The program fosters exploration and discovery by providing opportunities to design and conduct their own research. The [Summer Research– Grant Funded](#) programs allow students to participate in projects funded by external sources such as NASA and National Science Foundation (NSF) with 26 students participating in Summer 2012. Students who participated in summer research are invited to participate in a poster presentation of their research at the [Summer Research Symposium](#). Held at the end of the spring semester, the [Academic Excellence Celebration](#) encourages students to present the results of their research projects conducted during that academic year. As seen from Table 13, the Academic Excellence Celebration has become increasingly popular.

Table 13. *Academic Excellence Participation*

Spring	Students Participating
2010	105
2011	241
2012	331
2013	302

The [Siena College Student Conference in Business](#) (SCSCB) is a daylong conference that provides an opportunity for business students to build mentoring relationships with faculty. In recent years, there have been at least 40 student participants with papers and presentations submitted in all School of Business majors.

Honors Program. With its intensive focus on writing, the Honors Program stimulates students to “expand opportunities to develop critical and creative thinking; to gather, synthesize, and analyze evidence in making reasoned and informed judgments; to appreciate cultural diversity; and to enhance written and oral communication skills.” Students are encouraged to publish their honors theses and to pursue their research further in graduate school.

Academic Centers and Institutes. Twenty academic centers and institutes are in existence with many intentionally cultivating community scholarship collaborations. These include the [Martin Luther King Lecture Series](#), [Hayyim and Esther Kieval Institute for Jewish-Christian Studies](#), and the [Franciscan Center for Catholic Studies](#) (FCCS). ACE and the [St. Clare Leadership Series](#) also offer community forums and sponsored speakers who have inspired and improved their communities.

The [Economics Roundtable](#) engages students to discuss current themes in economics in a relaxed setting after class. The Spanish conversation group and the [French Club](#) provide opportunities for students and faculty to practice languages and design events that encourage a culture of diversity. The [Symposium on Living Philosophers](#) invites important contemporary philosophers to campus to partake in a yearlong seminar and lecture series that promotes student and faculty interaction with leading international scholars.

Learning Spaces. A possible barrier to increased opportunities for experiential learning is the lack of adequate classroom and learning spaces. In February 2010, the College sponsored meetings with faculty to discuss [goal themes for the pending strategic plan](#). Faculty across the College determined the “lack of adequate office and classroom space” was a barrier to “engaged pedagogy.” The School of Liberal Arts faculty concluded that “classroom size/configuration/technology inhibit engaged, project-based teaching.” Faculty in the School of Liberal Arts expressed concern that, “Departments’ abilities to offer innovative programming, and in some cases adequate programming [were] stymied due to facilities.” The School of Business faculty also called for “re-designed student learning spaces.” This is partially mitigated with [Rosetti Hall](#) that opened in Fall 2013. Additionally, similar configurations are being considered for existing spaces and for all academic programs and faculty.

Conclusions

The new College Core Curriculum is closely aligned with the College mission. Although knowledge of the structure of this curriculum is somewhat lacking, faculty generally endorse it. This is partly due to the integration of the rigors and scholarship from the faculty’s own expertise and experience. It may also be the result of the involvement of many faculty in its revision. That said, recent faculty development initiatives have improved faculty’s understanding.

The College places a strong emphasis on diversity, experiential learning, and community engagement as reflected in the College mission and *Living Our Tradition- Siena College Strategic Plan 2011-2106*. Vital to the commitment to diversity are the collective efforts of several departments and initiatives. CURCA provides opportunities for students to engage in research projects with faculty members and sponsors internal events in which students can present and share the methodologies and results of those research endeavors. An abundance of internships provides students with “real world” experiences. FSCA and ACE provide numerous opportunities for students to engage in experiential learning projects with several community partners.

Although programming is sound and resources are sufficient, 2012 NSSE results indicate that Siena College students lag behind that of other Catholic colleges and universities on the appreciation of diversity. On the other hand, NASCE results indicate an increase in participation in community service in recent years. To that point, more assessments directed at the demonstration of student learning are needed to clearly understand and ascertain the impact of the new College Core Curriculum and the related activities on student learning, experience, and personal and professional growth.

Areas for Growth

1. Assessments that require the demonstration of student learning for the new College Core Curriculum need to be expanded and supported.
2. A more systematic method to survey graduates should be pursued to determine the extent to which the new College Core Curriculum and Siena College's related educational activities have helped graduates in their personal and professional endeavors.

CHAPTER 9: INSTITUTIONAL ASSESSMENT AND ASSESSMENT OF STUDENT LEARNING (STANDARDS 7 AND 14)

Introduction

Siena College has made great strides in promoting a culture of assessment that is effective and pervasive. To this end, the campus has initiated several initiatives since the last self-study. The College mission was revised with a heightened awareness that has enhanced efforts to embrace its Catholic tradition and Franciscan heritage. An updated Academic Program Review process now better aligns with the College mission. The College has increased its resources dedicated to assessment. Additionally, the College sought and attained accreditation from the [Association to Advance Collegiate Schools of Business](#) (AACSB) for the School of Business. The College has also successfully addressed the recommendations listed in the [2009 Periodic Review Report](#) (PRR) (p. 3) regarding the assessment of strategic planning.

Evident in this chapter is the College's widespread commitment to continuous improvement and accountability through assessment. The improvement of assessment practices is emblematic of that dedication. Review and analysis of institutional assessment practices conducted for this self-study illustrate that the College has increased and enhanced its capacity to conduct assessment since the last self-study.

The working group formed two subgroups to research the two standards separately. To collect and analyze data, the subgroups reviewed College policies and procedures, examined relevant documents, surveys and meeting minutes, and interviewed Siena College constituents.

Institutional Assessment

Documented, Organized, and Sustained Assessment. The [Office of Institutional Effectiveness](#) (OIE) coordinates and supports all academic and administrative department assessment activities. OIE is also responsible for monitoring and tracking the progress of these efforts. OIE maintains and updates two centralized repositories, one for [assessment reports](#) and another for [assessment instruments](#) used by faculty and administrative offices. Recommendations to the Vice President for Academic Affairs (VPAA) related to funding and resource allocations necessary to support assessment and accreditation derive from a thorough examination of the assessment repositories as well as feedback from committees responsible for supporting and conducting assessment.

As such, all administrative departments complete an Assessment Plan and Report (APR) annually, using a standard but somewhat flexible [template](#) to identify objectives and their alignment to student learning and experiences, corresponding assessments of those objectives, and use of results to improve student learning and experiences. Departments submit their APRs to the appropriate President's Cabinet member for approval and forward to the Associate Vice President for Academic Affairs- Institutional Effectiveness for a final review. A [summary](#) of those reviews and evaluation of assessment activities are then shared with the President's Cabinet and subsequently, the campus.

OIE has developed several resources to facilitate assessment and assessment reporting including an [Assessment Handbook](#), [Assessment Tutorial](#), [Assessment Resources](#) webpage, and the [Assessment Academy](#). The Assessment Academy is a training series produced in various media formats including videos available on [YouTube](#). Additionally, the Office of Institutional Research (IR) produces and disseminates data reports on topics relating to institutional effectiveness. These reports may be initiated within IR, or may be produced upon request. These reports are cataloged

and made available on the [IR Research Reports](#) website. In addition, IR performs custom data analyses for various institutional stakeholders. These reports are maintained in the IR directory and published as appropriate on the IR website. Recent examples of custom reports include:

- [Summary of Results for the 2012 National Survey of Student Engagement](#) (NSSE)
- [Retention of Second-Year Students: Demographic Factors](#)
- [Admitted but Non-Enrolled Students Demographic Profile](#)
- [Course Repeats- Student Outcomes](#)

The [Siena College Fact Book](#) is available to institutional stakeholders to aid in planning and decision-making. Updated bi-annually and published in its entirety once a year, the Siena College Fact Book provides current and historical data about the College such as enrollment, faculty, academic performance, and college finances. Past issues are also available [electronically](#). An addendum to the Siena College Fact Book with updated and revised data is released each spring.

Strategic Planning

Research. As the new strategic plan initiative was unfolding, the President and the Board of Trustees (BoT) encouraged an inclusive and transparent process focused on the College mission. Selected by the President's Cabinet to represent all College constituencies, the [Strategic Plan Steering Committee](#) established the process and timeline for developing the new strategic plan. Several task force groups convened to review the results of research conducted explicitly for the plan's development. This research comprised external environment scans; internal analysis of key functional areas; and several Strengths, Weaknesses, Opportunities, Threats (SWOT) analyses. Focus groups were convened with the Student Senate, BoT, Board of Associate Trustees (BoAT), and the President's Cabinet to discuss the findings. The current strategic plan, [Living Our Tradition—Siena College Strategic Plan 2011-2016](#), emerged from these research efforts and collaborative activities.

Communication. During the development of the strategic plan, the Vice President and Chief of Staff shared information and updates with the campus. This included information about the formation of a Strategic Plan Steering Committee as well as details about the planned approach and anticipated timeline. Emphasized in an [e-mail](#) to the campus was the importance of open communication, inclusiveness, and transparency to the success of the development of the next strategic plan.

A strategic planning website was created to encourage community involvement in the process. Timely postings of meeting minutes, analysis, and reports from task force groups were made available to the community. Throughout the planning phase, stakeholders could provide feedback. In addition to the website, updates to the community were provided during open forums at different stages of the planning process. At those meetings, stakeholders were always encouraged to offer suggestions and feedback.

Execution. The President and President's Cabinet are ultimately responsible for the achievement of [Living Our Tradition—Siena College Strategic Plan 2011-2016](#). The President's Cabinet collaborates with the [College Planning and Finance Committee](#) (CPFC), an advisory committee [charged](#) to be responsible for coordinating institutional planning and to assure that resource allocations are consistent with the College's mission, goals, objectives, and priorities. Committee members are representative of all areas of the College. The Vice President for Finance and Administration and the VPAA, both President's Cabinet members, chair the CPFC. As such, the President's Cabinet monitors both the execution and resources of each initiative. Both the progress and money spent are reported on the [Strategic Plan Scorecards](#). A Strategic Plan Scorecard, one for

each initiative, specifies desired outcomes, actions taken to achieve those outcomes, and an evaluation of achievements. Strategic Plan Scorecards are updated biannually and reported to the CPFC, BoT, and other campus constituents.

Assessment. The current strategic plan initiatives are regularly assessed by the BoT, the President's Cabinet, and the CPFC. The Strategic Planning Committee of the BoT allots a portion of each meeting to assess progress and attainment of goals. Chaired by the BoT first Vice Chair and the Vice President for Enrollment Management, the focus of the Strategic Planning Committee of the BoT is improvement. President's Cabinet members and relevant stakeholders to the campus share updates on progress made for each strategic plan goal during scheduled Campus Conversations. To date, no major changes have been made.

Assessment of the current strategic plan by the President's Cabinet includes review of annual progress reports submitted by each initiative "owner" and feedback from the Vice Presidents who are responsible for oversight within their respective areas. The President's Cabinet also reviews several other measures and metrics to assure accountability. While considering attainment of strategic plan goals and appropriateness of spending, the President's Cabinet has made allocation adjustments. For example, the President's Cabinet identified that an Arthur O. Eve Higher Education Opportunity Program (HEOP) goal is being met via other means and as a result has reduced their budget allocation.

As mentioned, the CPFC also reviews the progression of the current strategic plan. Strategic Plan Scorecards, updates, and presentations to the committee are part of the assessment review process.

Resource Allocation. In 2007-08, Washburn and McGoldrick, Inc., a development-consulting firm, determined the College could [successfully raise \\$50,000,000](#) to support academic programs and selective building projects. The [Living Our Tradition: The Campaign for Siena College](#) as described in the current strategic plan aims to raise funds to support academic programs, scholarship, and facilities. In brief, the Capital Campaign helps to sustain activities associated with the current strategic plan. The BoT is also committed to support the campaign with additional revenues generated through corporate sponsorships and mission-centric entrepreneurial and curricular activities.

For the current strategic planning cycle, budget projections are specified in the [operational plans](#) that accompany each strategic initiative. The status of each and associated challenges are considered when determining possible funding for subsequent fiscal years.

To date, there have been no discretionary funds allotted for additional strategic plan activities beyond those allocated for the current strategic plan. However, for the prior strategic plan, a systematic approach to resource allocation of discretionary funds was implemented, overseen by the CPFC. The committee's oversight allowed for collaboration and transparency. [CPFC meeting minutes](#) attest to the openness of the process. This process commenced with a [Budget Request Form](#) submitted to the CPFC detailing the rationale for the request for additional funding. Recommendations forwarded by the Vice Presidents were reviewed within the context of the strategic plan and the College mission by the CPFC. In turn, the CPFC recommendations were sent to the President.

Proposed modifications to operational plan budgets are seldom but do occur. Changes to the operational plan budgets are considered, accounting for both the strategic plan's progress and current external factors encountered by the College.

Until 2011-12, each school maintained a separate budget for accreditation efforts. Those budgets were reconstituted into one budget with one office responsible for its oversight. This has improved resource equity among departments, increased the transparency of the disbursement of resources, and enhanced the overall efficiency of accreditation funding.

Culture of Assessment

The expansion of assessment practices has led to improvement in the collection and availability of assessment activities across campus. Both institutional and department assessments form the basis of determining institutional effectiveness. Below is a sampling of select institutional and administrative assessment efforts.

Institutional Assessment

Surveys. The College deploys [several surveys](#) regularly and to that end, has a [survey schedule](#) to coordinate all campus survey projects. Surveys include [NSSE](#), [Noel-Levitz Student Satisfaction Inventory](#) (NLSSI), Cooperative Institutional Research Program (CIRP) [Freshman Survey](#), CIRP College Senior Survey, and [Diverse Learning Environments Survey](#) (DLE). Results of these surveys are summarized and made available to the campus in various formats including electronically, presentations to stakeholder groups, and as part of the [Key Performance Indicators](#) (KPIs).

KPIs. The College compiles a set of KPIs that are updated at least once per term. KPIs include a broad range of college measures in areas of enrollment, student success, development, finance, and student affairs. The KPIs gauge changes in enrollment, retention rates, and graduation rates, class size, student-to-faculty ratio, NSSE results, revenues and expenditures, and charitable giving. The KPIs indicate whether the data are trending in a positive or negative direction compared to the previous year or administration.

Peer Comparisons and Benchmarking. A list of [peer and aspirant institutions](#) (pp. 48-49) are available to the College for comparing Siena College to other institutions and for benchmarking purposes. Periodically, the list is updated to reflect current college priorities. Additionally, several sets of customized peer sets intended for a specific purpose have been used. For example, faculty salaries and compensation are being evaluated against a peer set of 19 institutions. Programs at other peer institutions are scrutinized as part of the Academic Program Review. Changes to the College's curriculum are made accordingly. The use of forty-three peer sets has been documented between 2010 and 2013. A list of [Peer and Aspirant Tools](#) was assembled to help departments select peers that best align to their own research and benchmarking.

In addition, OIE generates customized [Data Feedback Reports](#), a tool developed by the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), for the Siena College lists of peer and aspirant institutions. Each report compares the performance of Siena College to the average or median performance of peer or aspirant institutions on a set of critical data elements. IPEDS data is also used to prepare customized benchmarking reports, allowing a comparison of Siena College to any group of institutions on measures deemed relevant to institutional planning and assessment. Currently, these reports are being used as the baseline for the next strategic plan.

Government Reports. IR coordinates the submission of mandated state and federal reports, including IPEDS reports and New York State Education Department (NYSED) surveys. These reports collectively summarize a broad range of institutional data that can inform strategic decision-making. Completed IPEDS and NYSED reports are not directly posted on the Siena College website but are available on request. IPEDS data can also be accessed through the [IPEDS Data Center](#) portal. In addition to the IPEDS and NYSED reports, IR also prepares data for inclusion in the [Common Data Set](#) (CDS), a large collection of institutional data elements. The use of the CDS is threefold. First, CDS compiled data makes the completion of several external surveys, in which the College participates, much more efficient. Second, the information is the same and thus, consistent across survey submissions. Third, compilation of the CDS affords comparisons and benchmarking to the CDS of other institutions.

Evaluation of Employee Performance. The [Performance Development Program](#) (PDP) for staff and administrators aligns work responsibilities and accomplishments with the College mission. The program encourages employees to take responsibility for performance as well as professional development. Importantly, the PDP provides opportunity for both self and supervisor assessment. When needed, the Office of Human Resources (HR) works with departments to initiate corrective action plans for employees who do not meet job expectations as determined on the PDP. The College will use the measured outcomes from the PDP to determine the feasibility of implementing several new initiatives including a pay for performance program and new training programs to further employee professional development.

Administrative Assessment. As mentioned, every administrative area is required to submit an APR for the upcoming year. These reports are available on the [administrative assessment repository](#). Some examples of improvements made due to administrative assessments are given below.

Athletics. Comprehensive [academic support services](#) provide resources and guidance that have resulted in the achievement of continuously high rankings in the National Collegiate Athletic Association's (NCAA) [Graduation Success Rate](#) (GSR). Additionally, 118 athletes were recognized by the [2011-12 Metro Atlantic Athletic Conference Honor Roll](#) for earning a cumulative grade point average (GPA) of at least 3.20. The success of each intercollegiate team is annually tracked. The accolades of individual athletes are also recorded. At the end of each sports season, several metrics such as practice regimens, athlete ability, and athlete injuries are reviewed and evaluated. Operational procedures including recruitment and coaching staff are adjusted accordingly.

The Athletic Department reviews the success of revenue generation from sources such as donors, corporate sponsorships, basketball ticket sales, summer camps, rentals, and merchandise. Progress toward established goals is measured quarterly, and a year-end assessment is conducted. Outcomes may result in adjustments to program strategies. For example, if donations do not meet a targeted range, data is mined to identify shortfalls by demographic area and marketing plans are revisited. Revenue generation is tracked in the [Athletics Quarterly Report](#) and various spreadsheets including [Corporate Sales 2011-12](#) and [Times Union Center Ticket Sales](#).

The Career Center. The [Career Center](#) evaluates several of its student programs, internship placements, and career-sponsored events, primarily with participant surveys. The largest Career Center sponsored program is the annual [Spring Career, Internship, and Graduate School Fair](#). Participants' opinions on several aspects of the event are solicited to determine student

satisfaction and program success. Results influence decision making and planning for the next year. [Speed Interviewing Night](#) is similarly assessed.

College Chaplain. In Summer 2011, the [Office of the College Chaplain](#) and HR piloted a staff and administrators' [Franciscan mission retreat](#) centered on the teachings of St. Francis with the purpose of connecting those teachings to the College mission. Program evaluations affirmed the value of the retreat with participants indicating they had a better understanding of the College's Franciscan identity and were better able to contribute to the College mission because of their participation in the retreat. Nonetheless, there were several suggestions for improvement. Modifications to the Summer 2012 program were made based on those participant recommendations.

Facilities Management. Annually, [Facilities Management](#) assesses building systems, campus infrastructure, and pavement to identify deficiencies requiring improvement within the next five years. The [Backlog of Essential Maintenance and Repair](#) (BEMAR) system is used to measure the condition of campus facilities and the level of backlog. This report is used to identify and prioritize capital projects. The College also contracts with Sightlines to conduct [Return on Physical Assets Assessment](#). The report provides a set of metrics that are used to determine the operational effectiveness of campus space and facilities staff. A broad spectrum of facilities data is collected to benchmark Siena College's performance against a number of comparable colleges. The College uses the data in a variety of ways to manage day-to-day operations as well as long-term capital programs. Analyses of the Sightlines metrics accentuate resource shortcomings and identifies the investment needed to maintain and protect the College's facilities.

Finance and Administration. The College undergoes a minimum of four external audits annually: the Financial Statement, OMB Circular A-133, NCAA Audit, and Pension Plan Audit. The College is also subject to periodic external audits by various governmental agencies such as the National Science Foundation (NSF). The Budget to Actual Report provided to the BoT compares actual operating results versus the budget and assesses the extent to which monies were spent according to the budget plan as approved by the BoT. Because the budget reflects the College's operating plan, this report can also be used to assess the extent to which the plan is being realized.

Student Affairs. In an effort to analyze the effectiveness of Student Affairs assessment processes, a division-wide assessment learning initiative was commenced in 2011-12. A division assessment coordinator and the [Student Affairs Assessment Team](#) were appointed to work with Student Affairs departments to update missions and develop assessment measures. The Student Affairs Assessment Team supports the development and implementation of assessments of departments in the division. These assessments are purposed to both evaluate and enhance student-learning experiences that occur because of participation in Student Affairs programs and services.

Development and External Affairs (D&EA). To narrow the prospect field and assure that those with the largest capacity are pursued, data collection and analyses are used to profile and rank prospective donors. The rankings are used to pinpoint the most likely donors. These rankings are also used to identify goal attainment of gift officers, a significant portion of the overall success of the Development Program. The progress of donor interactions is also tracked as well as pledges and gifts. A Proprietary Pipeline Report and Scale of Donors Report provide data that informs logistics such as regional travel and individual targets of opportunity.

Student Learning Assessment

Siena College supports and embodies an environment of quality assessment of student learning. Understanding the value of continuous improvement and accountability, the College strives to advance its commitment to quality assessment by providing resources, mechanisms and tools that offer support and guidance to those conducting assessment. The College supports the assessment of student learning through an allocation process facilitated by the CPFC. Funds are allocated to departments for assessment workshops or training, purchase or creation of assessment surveys, and support of other assessment activities.

A schedule for conducting and reporting assessments has been implemented on campus. Adherence to the schedule gives various stakeholders including the President's Cabinet opportunity to review and identify the ramifications of recent assessment results. This reporting timeframe is described in the [Guide To Submitting Student Learning Assessment Reports](#).

Learning Goals. The development of a new College mission in May 2006 and [College Learning Goals](#) in 2008 coincided with a revitalization of the assessment structure within the College. Program learning goals have been reviewed and aligned with the College learning goals. As part of the new College Core Curriculum, the [core Franciscan concerns](#) requirements have resulted in the development of many revised or newly created courses addressing these Franciscan topics. The core Franciscan concerns requirements affirm clear, realistic, and mission-aligned goals both at the course and program levels. Additionally, these goals coincide with the respective learning goals for the three schools: [School of Business](#), [School of Liberal Arts](#), and [School of Science](#). As part of the approval process, new curriculum and courses are reviewed by the College's [Board of Instruction](#) (BoI) to assure the learning goals are articulated and accompanied by methods to assess them. In fact, this is a required component of the [New Course Proposal Form](#) and must be addressed in all new program proposals.

Department and school goals are stated in annual assessment reports, Academic Program Review documents, and can be found on the OIE website. Departments verify the uniformity of student learning across multiple sections of the same course. This is stipulated in the [Academic Program Review Guidelines](#) (p. 3). The VPAA emphasizes the information that should be contained in each course syllabus in the welcoming e-mail sent before the start of the semester. This information is also outlined in the [Academic Policy Manual](#), available electronically and in print. As stated, [course objectives](#) are among the required content to be included on the syllabus. The importance of including learning goals on the syllabus is reinforced at the first faculty meeting. Relevant resources and guides such as the Assessment Handbook (pp. 6-11), the [Learning Goals and Outcome Tutorial](#), [syllabus example](#), and access to the [syllabus template](#) reinforce the importance of the alignment of course learning goals to the program learning goals and the College mission. Examples of recent course syllabi that contain course learning goals can be found on the [Course Syllabus Site](#).

In addition, each academic program is required to have articulated learning goals and several checks and balances to confirm that the learning goals are practical and align with the department and College missions. To assure that department heads and faculty were receiving sufficient support and guidance to improve academic assessment of student learning, the College established the [Student Learning Assessment Committee](#) (SLAC) in 2011. SLAC comprises the school assessment coordinators, one appointed for each school. Each of the three schools is represented by at least two committee members, a school assessment coordinator who is a faculty member and an assistant dean for administration. Among the [school assessment coordinators' responsibilities](#) is to assist

faculty with new course proposals to make certain that the proposals include an assessment plan that is appropriate and aligned with the Student Learning Outcomes (SLO).

All programs in the School of Business and programs in the Chemistry, Education, and Social Work departments maintain program accreditations. Each of these accreditation agencies requires clear, intentional learning outcomes that are relevant to the corresponding industry and to the College mission.

In 2011-12, assessment reporting was required of all academic centers and institutes that offer or sponsor co-curricular activities or other learning opportunities. Objectives of these academic centers and institutes must be linked to a program, new College Core Curriculum, or College Learning Goals as directed by the [APR Template](#) and the Guide to Submitting Student Learning Assessment Reports. Examples of the adherence of program goals to the College mission are clearly evidenced on the [academic assessment repository](#). All submitted APR documents are posted to this website. Previous year submissions are also available on the academic assessment repository. Departments are encouraged to reference these past reports to track student learning progress and chronicle the improvement of student learning.

Academic Program Review. Each program must conduct a comprehensive [Academic Program Review](#) every five years. This review is fully funded by the College. The purpose of the Academic Program Review is to evaluate the program's efficiency, relevance, and adherence to the department and College missions. Improvements and changes to the program since the last review must be articulated. Faculty and external reviewers both participate which increases the quality of the review.

In 2012-13, a faculty committee evaluated the Academic Program Review process. As a result, several criteria were added to the existing Academic Program Review, a process for minors and certificates was proposed, and the expectations for the external reviewer were more clearly articulated.

SLAC. As mentioned, SLAC supports academic program assessment. Other SLAC responsibilities involve communicating with department faculty and department heads about assessment processes and expectations and, as needed, providing assistance. Each school has adopted an assessment "triage" strategy to be proactively in contact with the faculty responsible and for conducting assessment. To assure that the school assessment coordinators have sufficient time to devote to assessment, each receives a course load reduction.

SLAC and OIE are jointly responsible for providing comments to the departments on the previous year's APR submissions. The purpose of the feedback is threefold. First, departments are promptly assessed and therefore, recommendations can be implemented. This timely feedback maximizes the impact of the assessment and minimizes disruptions from corrective actions. Second, at the feedback sessions, the relevance of both student learning objectives and corresponding assessments are discussed. Third, additional support and resources for faculty are always offered to mitigate faculty apprehension about assessment.

New College Core Curriculum. A review of the College's general education requirements, the Siena College Core Curriculum, was undertaken since the last self-study. A [new College Core Curriculum](#) structure was approved and is now in effect for new students entering since Fall 2011. The major impetus for the review, according to the [2007 Report of the Core Review Committee](#) (p. 1), was to "enhance the core curriculum to promote the educational aims of the college including an

appropriate emphasis on Franciscan Catholic intellectual traditions and diverse perspectives in developing course content and delivery.”

Assessments for the new College Core Curriculum are under development or near completion. Several assessment methodologies are being piloted or have been fully implemented. Preliminarily, results indicate that newly developed College Core Curriculum assessment instruments are appropriate and effective. However, some challenges have been encountered. New courses are still being added to the College Core Curriculum making definitive assessment plans unrealistic and implausible this early in the implementation. There is no identified method to assess the core Franciscan concerns areas. Moreover, responsibilities of the assessment of the new College Core Curriculum are still being negotiated.

First-Year Seminar (FYS). The FYS, a two-semester course, was adopted as part of the new College Core Curriculum. The FYS rectifies faculty concerns about the lack of course objective clarity in the course it replaced, the Foundations sequence. The [learning goals](#) for the FYS are clear, available, and widely distributed. Moreover, the FYS learning goals address three of the four new College Core Curriculum [learning goals](#). Specialized themes, mostly derived from faculty scholarship and *métier*, are resolutely tied to the new College Core Curriculum.

The College recognizes the importance of this formative experience encouraging full-time faculty to teach in the FYS with an additional course release. The FYS Director and the VPAA oversee appointments and evaluations of instructors, training for those teaching the FYS, mechanisms for student learning assessment, and the continual augmentation of the FYS experience.

The FYS Director has effectively engaged the FYS faculty in assessment development and implementation. Assignments and corresponding assessments are discussed at FYS faculty meetings, retreats, and orientations. Rubrics used in the FYS are collaboratively designed to assure interpretation and deployment of the rubrics is consistent across all FYS sections. The VPAA and the BoI have asked the FYS Director to formally report on the implementation and evaluation of the FYS at the end of 2014.

FYS students present their work at the [Academic Excellence Celebration](#), held at the end of the year. Each year, samples of the best student writing are published in [Gleanings](#).

Honors Program. The Honors Program is unequivocally aligned to the College mission, encouraging student-centered learning, student-faculty interaction, rigorous intellectual development, and critical and creative thinking. Honors students will:

- engage in intellectual curiosity and inquiry
- be able to articulate scholarly pursuits
- strengthen community of scholars
- afford students, faculty, and staff opportunities to share their scholarship across the College

Honors student participation in conferences, presentations at conferences, and publication of his or her work in peer-reviewed or College publications is tracked. Theses written by students are subject to a faculty review team, two faculty and an additional faculty mentor. Honors Program mentors and faculty thesis readers hail from every department. Student research is published and available in the Standish Library for review.

Between 2010-11 and 2011-12, the number of students that graduated from the Honors Program increased by 22 percent (21.7%) and the number of students completing the thesis increased by 16 percent (15.7%). The number of Honors courses also increased during this period. That said, there was a slight decrease in both Honors Program students and graduates and Honors courses in 2012-13 compared to 2011-12.

Program Assessment. Assessment is parsed into a four-year cycle corresponding to four phases of assessment: planning, doing, checking, and acting (PDCA). Departments are encouraged to offset the assessment of program learning goals, individually identifying the cycle phase for each. This cycle is essential to sustained assessment that is ongoing and permeates other department activities and initiatives. Most programs have not yet completed the four-year cycle. However, several departments have already started implementing changes to their programs in light of assessment results.

The College employs a decentralized approach permitting each school flexibility in collecting and reporting progress of assessment. Decentralization has served the College well, engendering cooperation and sustained assessment across the College. Yet, some standardization is compulsory. Each department and school must complete an APR annually. Required is explicitly stating methods to assess each learning goal. If applicable, departments and schools must also indicate implications and uses of the results as well as the outcomes due to modifications in the previous assessment cycle.

The systematic assessment of student learning across all schools still faces some fundamental challenges. Some departments have not yet implemented planned assessments. Others insist on the use of surveys to measure student learning. Currently, there are no incentives, recognition, or reward system in place to encourage these recalcitrant areas or to sustain valuable and meaningful assessment activities. However, an increasing number of programs have authentic assessments that entail the demonstration of learning by students.

The academic and administrative assessment repositories are an accumulation of academic and administrative assessment reports across schools and divisions. Below is a description of assessment activities undertaken by each school.

School of Business. The Student Learning Assurance Committee facilitated the development of School of Business Learning Goals. These learning goals are the basis of the Assurance of Learning (AoL) activities in the School of Business. The School of Business is accredited by AACSB, successfully completing its re-accreditation visit in 2011. During this visit, the AACSB Peer Review Team noted that the school had “A determined and focused dedication to assessment and the established plan has been faithfully followed.” The AACSB Peer Review Team cited the universal faculty support and buy-in as contributing to the success of the learning assurance activities. They highlighted evidence of a variety of assessment-driven curricular changes including actions to improve students’ communications skills consistent with the College learning goals. In accordance with AACSB requirements, the School of Business follows an aggressive assessment cycle aimed at “closing the loop” twice within each five year accreditation cycle for each of its undergraduate programs and the Master of Science in Accounting program. AoL results are reviewed regularly at department and school-wide faculty meetings.

Student learning assessment results are regularly communicated to the School of Business in faculty meetings and separately scheduled learning assurance meetings. The individual course assessment

reports are aggregated in each [Business Program APR](#). In “closing the loop” meetings, business faculty discuss modifications to the curriculum and how to improve the achievement of SLOs based on assessment results. These meetings have led to improvements in the students’ attainment of course and program learning objectives. For tracking purposes, these improvements are noted and described on the APR.

Examples of modification and improvement of the business curriculum based on assessment are many. As one example, course guides for nine courses were revised to improve student communications. Specifically, assignments were added in these courses that required students to write, receive feedback from faculty and/or peers, and transfer feedback to subsequent writing assignments. As another example, the Quantitative Business and Management faculty redesigned the in-class teamwork project to require more interaction among group members. The impetus for the change was the Fall 2010 assessment results. A third example pertains to the MS in Accounting program. In response to assessment results, faculty introduced the use of more varied examples in class and guided homework assignments.

Evidence of student learning is gathered and evaluated at the course and program levels on an ongoing basis. The School of Business Curriculum Committee reviews assessment findings when considering course and program change proposals. Each proposal must include clear, mission-aligned learning objectives and an assessment plan.

[Department heads](#) are responsible for the assessment of all programs in the department. Additionally, they must use or consider those assessments to inform recommendations for improvement. In the School of Business, SLAC is jointly responsible with the department heads for the assessment of all student learning. Additionally, both the committee and the department heads are responsible for fomenting and sustaining the commitment to continuous improvement.

[Master of Science in Accounting](#). The Master of Science in Accounting program and course learning goals are specific, realistic, assessable, and aligned with the school and the College missions. Each course also has a set of learning goals, developed by the Master of Science in Accounting faculty. Learning goals are assessed and the assessment documented in the APR.

The Master of Science in Accounting faculty met in Fall 2012 to review the past two years of course and program assessment results. Based on this review, the faculty affirmed the four program learning goals and agreed to a more detailed review of the course learning goals and their alignment with program goals. In the 2011 AACSB Peer Review Team visit, it was noted that the Master of Science in Accounting has established effective assessment activities that support the program.

School of Liberal Arts. Learning goals exist for courses and departments that are aligned with the School of Liberal Arts learning goals and consistent with the College mission. Most programs annually submit assessment reports. In addition, the academic centers and institutes in the School of Liberal Arts conduct assessments on student learning or implement administrative assessments on operations that affect student learning or experiences.

Assessment activities are discussed at school faculty and department head meetings. At department meetings, evaluation of assessment methods and results are routinely discussed. Additionally, each department meets with the school assessment coordinator and assistant dean at least once a year to discuss major, minor, and certificate assessment plans and how the department can implement program specific assessments based on the needs of the individual program. Because assessment

needs vary significantly across programs, each department is encouraged to develop and implement assessments that best help to understand how students are progressing and to what extent.

Regardless, examples of the use of assessments to improve student learning abound. The Creative Arts department required an annotated bibliography as part of the capstone course's final research paper. Through the assessment process, Creative Arts found that students exhibited a keen awareness of historical and contemporary forms of creativity regardless of the quality of the first draft. However, the bibliography was not always passable. To improve the quality of student's writing, the Creative Arts Department requires students to prepare for the capstone experience earlier. Before enrolling in that course, students work with faculty to identify a research topic or creative concept. Students then submit a draft of the research paper also before the beginning of the capstone course. The Religious Studies department used the assessment results from their capstone course to develop the objectives for their most recent Academic Program Review. Philosophy determined that not enough students were meeting expectations for exposition and writing. Hence, the program is now mandating structured term paper assignments in all upper-level philosophy courses including thesis, annotated bibliographies, and multiple drafts. In light of assessment results, Social Work has transitioned course syllabi to new accreditation standards and has begun gathering student competency outcomes based on the new requirements in 2012-13.

With respect to external accreditation, the [Social Work program](#) is accredited by the Council on Social Work Education (CSWE). The program's accreditation was reaffirmed, since the last self-study, in 2007. In June 2011, the Teacher Certification Program was re-accredited by the National Council for the Accreditation of Teacher Education (NCATE). During a three-year re-accreditation process, the Education Department demonstrated its commitment to preparing students for careers in the education field and for meeting national professional standards. The Education Department aims to have a [100 percent pass rate](#) across all New York State (NYS) teacher certification exams taken by graduates.

School of Science. Learning goals exist for courses and departments that are aligned with the School of Science learning goals emphasizing scientific and technological competencies as well as the importance of problem solving, analysis, and application. Course syllabi document learning goals for that course. Additionally, course syllabi indicate how the learning goals are aligned with the goals of the department, school and the College.

Assessment activities are communicated at faculty meetings. SLOs are determined by department faculty and espouse to national standards when available. For example, the Chemistry and Biochemistry programs use the American Chemical Society (ACS) National Examination learning goals. Program goals are deemed as met if students collectively exceed the national average on this examination.

Capstone Offerings. Capstone courses typically entail an advanced, intensive study of integrated topics that are often determined by a student, beforehand, informed by the student's previous coursework and research. Because the assignments or projects reflect an accumulation of the knowledge and skills acquired, these courses are good venues for program assessment. The increased number of programs requiring a culminating experience is an example of how student learning assessment results have informed curriculum improvement. No capstone or cumulating experiences existed prior to the last self-study. Currently, four majors require a capstone course or proseminar experience: Creative Arts, History, Political Science, and Sociology. All business

students must complete a multidisciplinary capstone course. Additionally, disciplinary capstone experiences are part of each business major.

Communicating Learning Assessment Results. Student learning assessment results are reported in a “bottom-up” fashion starting at the course. Course reports roll-up to program reports that are shared with department and school faculty. Program reports are combined into annual summary reports for the three schools. The President’s Cabinet receives an annual report in which the past year’s assessment efforts are critiqued. The report also provides a summary of the types of assessment activities pursued, planned initiatives, and suggestions for improvement. For example, an identified strength is that most assessments focus on the direct demonstration of student learning. On the other hand, a persistent challenge has been the inability to articulate unambiguous targets that indicate when the SLO has been met. Topics for several [Center for Faculty Excellence and Innovation](#) (CFEI) workshops and SLAC trainings have addressed this shortcoming. In addition, deans meet regularly with the faculty to discuss assessment results and implications for changes and improvements in the programs.

The academic and administrative assessment repositories, maintained by OIE, are available to all faculty, administrators, and staff. Access to APR reports has been invaluable. As such, the academic and administrative assessment repositories afford a multiplicity of existing examples that describe how assessment results were used to change, and in many instances, improve the curriculum. In 2011-12, a column on the APR was added to track the impact of these modifications.

IR generates and/or periodically updates many research reports on national survey results, retention analyses, assessment initiatives, and cohort studies. There are four general report categories: student outcomes, academic behavior, retention, and admissions. As such, these reports primarily provide information about academic quality and student success. Many reports are generated from faculty requests or convey the methodologies and results of recent peer analyses and benchmarking projects.

Stipends. Faculty who have been awarded an [Information Literacy Faculty Development Grant](#) receive a small stipend to develop creative approaches to teaching information literacy competencies. Student learning objectives must be submitted as part of the grant proposal. Proposals are evaluated with respect to the quality of the planned assessments. Compensation is given to faculty who coordinate the Academic Program Review as well as the external reviewer. Faculty that are responsible for program accreditations are also monetarily compensated.

NSSE. In an effort to strengthen student engagement, the College emphasizes the importance of NSSE, scrutinizing the and disseminating results via the KPIs. Department heads and the Program Review coordinators are asked to participate in NSSE sponsored webinars because the NSSE results are among the data elements reported to each department undergoing an Academic Program Review. Meaningful internal comparisons and external comparisons with peer institutions are compiled for the Academic Program Review. Several comparisons for the five NSSE composites and the institutional items are provided. Because of the College’s commitment to its Franciscan heritage and as a learning community, the Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE) composites are of particular interest.

Institutionally, 2012 NSSE results indicate that senior respondents outperform Siena College’s two peer sets on four out of five composites. The exception is EEE. In response to this disappointing

showing, the [Center for Undergraduate Research and Creative Activity](#) (CURCA) is facilitating initiatives to both improve and increase some of the activities that comprise the composite. These include:

- an internal task force investigating the merits of a foreign language requirement
- better defining an independent study with compensation and expected outcomes
- increasing the number of cumulative senior experiences
- offering more paid internships

As mentioned, OIE makes available data on peer and aspirant institutions. OIE is regularly consulted on the selection of peers for the purposes of benchmarking. Information on how to choose [institutional peers](#) including statistical methodology, practical consideration, and additional resources is posted to the OIE website.

Course evaluations are administered online, a change implemented since the last self-study. Course evaluations are administered using [SmartEvals.com](#). Evaluations are customized to both school and department specifications. Notifications to students are automatic as is communication to non-respondents. Aggregated data are reported to the deans and department heads.

Engendering a Culture of Assessment. Siena College has several support mechanisms in place to train and mentor faculty on the development of learning goals and objectives. The school assessment coordinators and assistant deans meet with the department faculty at least three times a year to discuss the general purpose of assessment and the specific assessments that are planned for the department, and determine what additional support is needed. At least one follow-up contact is made for clarification of assessment activities and another for the identification of additional needed resources. The third meeting comprises feedback to department faculty on their APR. Recommendations made by the school assessment coordinators are discussed with consensus on corrective action. The school assessment coordinators and assistant deans regularly discuss commonalities, priorities, challenges, and expectations. Triage tips, refinements, and identifications of best practices have resulted from numerous SLAC meeting discussions.

The VPAA hosts a meeting with the faculty once a semester. At each meeting, the Associate Vice President for Academic Affairs- Institutional Effectiveness is asked to report current assessment accomplishments, initiatives, and support available for the upcoming year. Both the CFEI and [Committee on Teaching and Faculty Development](#) (COTFD) offer workshops on course syllabi, writing course objectives, and assessment. Over 300 participants, primarily faculty, have taken advantage of [CFEI development activities](#).

The APR was revised in 2010-11. The submission process was simplified by requiring only one form to be submitted. The new form better reflects the importance of the use of results for program improvement. Made more apparent is the connection between the department's mission student learning objectives and corresponding assessments. Subsequently, several workshops were offered to inform the faculty and administrators about the new submission process and to review existing campus assessment mandates. To supplement the workshops, the Assessment Handbook, Guide to Submitting Assessment Reports, and an APR submission example for each school were made available electronically. In addition, SLAC members were responsible for distributing the new forms to the schools and responding to inquiries about the new format and process. Feedback acquired from the triage sessions indicate that the resources accompanied by the in-person engagements of faculty and the school assessment coordinators were helpful. The 2012-13 APR submissions substantiate this feedback. Collectively, all 2012-13 APR documents referenced student

learning only and exclusively. This was not the case in 2010-11 in which administrative and operational objectives were predominant. In addition, recent APR submissions identify assessments that are better aligned with student learning objectives than previous reports.

External assessment resources, activities, and conferences at other institutions are posted on the [Assessment Resources](#) website. SLAC and faculty regularly suggest resources that should be added to the website and it is updated accordingly. The Assessment Resources website has been endorsed in several CFEI and COTFD workshops as a good assessment resource for faculty. As mentioned, a collection of assessment instruments used by faculty is posted to the [Siena College Assessment Instruments Google Site](#). The site is easily navigated with assessment instruments partitioned by content indicated by tabs.

A joint venture between OIE and SLAC, the focus of the Assessment Academy is pedagogy, tools, and resources that help the College understand basic assessment concepts and execute appropriate assessment methodologies. Analogous to iTunes U, the Assessment Academy is comprised of short videos, podcasts, and audio installations that are obtainable, irrespective of time or place. Although these sessions are 10-15 minutes in duration, they are comparable to faculty workshops that are much longer and require in-person participation. Feedback given during the pilot was favorable. Several requests to view have been made since its inauguration. Seeing the usefulness and advantage of this format, other departments have expressed interest to emulate a similar mode of training.

Understanding assessment of student learning and its allegiance to the College mission is furthered by several campus print publications. The [Assessment Newsletter](#) and [Office of Institutional Effectiveness Newsletter](#) include helpful information about assessment and provide a list and links to upcoming workshops and conferences. Likewise, the CFEI Newsletter, [Talking Teaching](#), and the CFEI weekly e-mail, The Thursday Teaching and Learning Tribune, contain upcoming workshops, reviews of current articles, and other resources.

The [Student Affairs Assessment Team](#) has been deliberate in its inclusion of students in their assessment initiatives. Much of the Student Affairs Retreat in January 2013 was allotted to sharing assessment techniques and best practices. The Student Affairs Assessment Team members are assigned to be mentors to at least one department, providing guidance and support. This advocacy is similar to the role of the school assessment coordinators. In 2012, the Student Affairs Assessment Team made several assessment resources available electronically. The website also highlights assessment achievements of the division including the use and value of assessment results.

The school assessment coordinators serve on both SLAC and their respective School Curriculum Committee. Dual membership assures that assessment is integrated into new curriculum development. These coordinators review all new course proposals, approving only those that contain student learning objectives that are relevant and College mission driven. Furthermore, they evaluate the efficacy of the assessment methodologies identified for each of those learning objectives.

Conclusions

The restatement of the College mission in 2006 and subsequent revision of the College Core Curriculum were the prime motivations for a comprehensive campus review of program learning goals and assessment practices. As a result, program learning goals were revised to align with the College mission. Moreover, the implementation of the current strategic plan has impelled the College toward a revised assessment reporting process with the insistence that administrative goals

be aligned with the College mission. The result has been a transformation of the campus culture, one that now embraces and encourages assessment.

Areas for Growth

1. Although strategic planning and budgeting activities make significant use of assessment data, there needs to be a more systematic and clearly defined process for incorporating assessment data into strategic planning and resource allocation. As an example, the KPIs need to be used more effectively and utilized by the campus for planning and assessment purposes.
2. Faculty input is solicited in the process of institutional assessment yet the role of faculty in this process needs to be clarified, emphasized, and expanded.
3. Encourage active participation in student learning assessment and curricular improvement activities.
4. Establish a reward system for faculty that coordinate assessment of academic programs and the new College Core Curriculum. Suggested is the designation of assessment coordinators for each discipline area and for the assessment of the core Franciscan concerns that comprise the new College Core Curriculum. Responsibilities would be similar to those of the school assessment coordinators. These discipline area coordinators would also jointly oversee all new College Core Curriculum assessments, enabling better coordination of all new College Core Curriculum assessment initiatives such as resource allocation, communication of results, and the execution of recommendations.

CHAPTER 10: SUMMARY OF FINDINGS

Summary of Findings

Since the last self-study, Siena College has been responsive to external factors while steadfast to its mission as a Catholic and Franciscan College providing a quality liberal arts education that is affordable and accessible. That said, the College has undergone significant change and improvement directed by the current strategic plan, [Living Our Tradition– Siena College Strategic Plan 2011-2016](#). The strategic plan has resulted in a paradigm shift toward an unwavering commitment to more meaningful engagement of student recruitment; retention of a cohort of well-known and respected faculty; and unprecedented growth in grant activity, research, and scholarship.

To that end and in accord with the current strategic plan, new state-of-the-art facilities and renovations have been added to increase teaching and research spaces. These facilities further enrich the student experience. Examples include library and residence hall space that have been reconfigured as seminar space. The completion of [Rosetti Hall](#) expands both seminar space, social research capacity, and collaborative learning areas.

Revised faculty hiring, tenure and promotion, and teaching load policies have greatly improved the quality of research and scholarship. In turn, this has augmented undergraduate research and other high impact practices such as internships and community engagement activities. Faculty development resourced by [Committee on Teaching and Faculty Development](#) (COTFD) and the recent addition of the [Center for Faculty Excellence and Innovation](#) (CFEI) affords new opportunities for faculty to discover and adopt inventive teaching pedagogies. A [new College Core Curriculum](#) was developed that is better aligned with the College mission than the previous College Core Curriculum.

The College has taken the stance to be more self-critical and evaluative. This is evidenced in several accomplishments since the last self-study but primarily by the expansion of the academic and administrative [assessment repositories](#), timely and relevant research that has improved student success, a comprehensive employee appraisal system, and annual evaluations of Board of Trustees (BoT) processes and operations. All are conducted within the framework of the College mission and the current strategic plan. Additionally, the College continues to conduct and/or participate in several national benchmarking and peer analyses research projects using results to improve current practice.

Areas for Growth

Self-study findings avow the extent the College has improved since the last self-study. Nonetheless, the evaluative process and reflective nature of the self-study has made apparent areas that still need improvement and issues that are in need to be addressed. Based on the commonalities among the areas of growth at the end of each chapter put forth by the working groups, three priorities emerge:

- Institutional Engagement- a commitment to student success and fostering student learning and participation in other meaningful academic experiences
- Institutional Excellence- through the involvement and communication of all appropriate constituent groups that will in turn, engender a shared governance model
- Institutional Effectiveness- a campus culture that values the continuous evaluation and improvement of student learning and its operations

Conclusions

Siena College is challenged by increased dependency on tuition, shrinking prospective student base, and the lingering effects of the recent recession. Unequivocally however, the College's dedication to honor the commitment of the founding friars is unwavering. The College will continue to providing an affordable quality liberal arts education. As such, market position and reputation continues to be strong.

The self-study has energized the debate about a liberal arts education within the context of the College's Catholic tradition and Franciscan heritage. Notwithstanding, there are areas for the College to grow and improve; the direction for this advancement charted by the rigorous and disciplined evaluation elicited from the self-study. In sum, the College strives to be more efficient, better serve students, and remain true to its mission.

This self-study is the result of the active involvement of over 150 stakeholders from all constituent groups. Communally, the College has benefited from the opportunity to reflect on current strengths as well as its deficiencies. It also recognizes that the self-study is part of an ongoing practice of self-assessment that must be implemented campus-wide. The College is aware that the discipline exercised during the self-study must be sustained and that improvement is the primary priority. With this in mind, the College looks forward to the visiting team's observations.

APPENDICES

APPENDIX A: WORKING GROUP MEMBERS

Standard 1, 6: Mission and Goals; Integrity

Jay Bebb- Associate Dean of Students; Co-Chair
 Suzanne O'Connor- Associate Director, Career Center; Co-Chair
 Terrence Christman- Student
 Raj Devasagayam- Department Chair and Professor, Marketing
 Darren Lim- Associate Professor, Computer Science
 Jean Mangun- Professor, Environmental Studies
 Fr. Russel Murray- Director, Franciscan Center for Service and Advocacy
 Rebecca Taylor- Assistant Professor, Creative Arts
 Paul Thurston- Assistant Professor, Management
 Thom Tryon- Associate Director, Human Resources
 Lucas Tucker- Assistant Professor, Chemistry
 Amy Vanacore- Student

Standard 2, 3: Planning, Resource Allocation, and Institutional Renewal; Institutional Resources

Mary Lawyer- Associate Vice President for Enrollment Management; Chair
 Diane Benson- Director, Development Events
 Mark Berman- Chief Information Officer
 Suvarna Cherukuri- Associate Professor, Sociology
 Sharon Finnerty- Director, Grants and Sponsored Research
 Jason Hofstein- Associate Professor, Chemistry
 Beth Kiernan- Assistant Comptroller; Director of Financial Compliance
 Alison Larsen- Assistant Librarian
 Sudarat Musikawong- Assistant Professor, Sociology
 Mike Papadopoulos- Assistant Vice President for Student Affairs; Director of Public Safety
 Laura Parry- Director, Auxiliary Services
 Mary Ragone- Associate Comptroller; Director of Budgeting and Financial Reporting and Analysis
 Dawn Wachtel- Facilities Manager

Standard 4, 5: Leadership and Governance; Administration

Len Cutler- Department Head and Professor, Political Science; Co-Chair
 Alfredo Medina- Associate Vice President for Academic Affairs- Risk Management and Compliance; Co-Chair
 Kathy Brannock- Director, Residential Life
 Michelle Campbell- Student
 Mathew Johnson- Associate Professor, Sociology
 Bob Klein- Director, Development-Internal
 Tim Lederman- Professor, Computer Science
 Jeff Mello- Dean, School of Business, Professor of Management
 Donna Murphy- Director, Enrollment Management Operations
 Aaron Pacitti- Assistant Professor, Economics
 Sandy Serbalik- Director, Risk Analysis and Project Management
 Andrea Smith-Hunter- Professor, Management; Professor, Sociology

Ed Travis- Director, Facilities Management

Standard 8, 9: Student Admissions and Retention; Student Support Services

Peter Ellard- Associate Vice President for Academic Affairs- Student Retention and Success;
Co-Chair

John Felio- Dean of Students; Co-Chair

Adam Casler- Assistant Director, Residential Life

Debra DelBelso- Director, Career Center

Sr. Sue Dunn- Assistant Vice President for Student Affairs

Charnelle Francis- Student

Joy Galarneau- Associate Dean of Students

Camille Girardi- Director, Academic Advising

Fr. Greg Jakubowicz- College Chaplain of the College

Lori Jancik- Director, Student Athlete Engagement

Carolyn Malloy-Madrid- Professor, Modern Languages

Norah Maloney- Director, Business Affairs

Laurie Naranch- Associate Professor, Political Science

Heather Renault- Associate Vice President for Enrollment Management

Standard 10: Faculty

Dan Moriarty- Department Head and Associate Professor, Chemistry; Chair

Christine Armstrong- Student

Wally Bzdell- Director, Center for Counseling and Student Development

Fr. Dan Dwyer- Associate Professor, History

Vera Eccarius-Kelly- Associate Dean, Liberal Arts and Associate Professor, Political Science

Joe Fitzgerald- Assistant to the Vice President for Academic Affairs- Operations

Tom Hughes- Assistant Professor, Chemistry

Joanne Kapp- Associate Professor, Management

Jim Matthews- Professor, Mathematics

Ruth Kassel- Associate Director, Academic Community Engagement

Chuck Seifert- Professor, Management

Gary Thompson- Director, Standish Library

Standard 11: Educational Offerings

Mike Kelly- Director, Services for Students with Disabilities; Co-Chair

Len Stokes- Professor, Accounting; Co-Chair

Catherine Crohan- Librarian and Coordinator, Library Instruction

Scott Foster- Assistant Professor, Creative Arts

Diane Hannahs- Assistant Dean, Business

Scott Lawyer- Instructional Technology Specialist

Wendy Pojmann- Associate Professor, History

Timothy Reno- Assistant Professor, Creative Arts

Alana Strassfield- Student

Tina Sun- Assistant Professor, Finance

Beverly Thompson- Assistant Professor, Sociology

Robin Voetterl- Associate Professor, Education

Standard 12, 13: General Education; Related Educational Activities

Janet Shideler- Dean, School of Liberal Arts; Co-Chair

Erich Hertz- Assistant Professor, English; Co-Chair
 Phyllis Conroy- Assistant Director, Information Technology Services
 Jenn Dorsey- Associate Professor, History
 Marcela Garces- Assistant Professor, Spanish
 Kim Hendron- Student
 Mark Jury- Associate Professor, Education
 Joseph McCollum- Assistant Professor, Quantitative Business
 Jenny Mcerlean- Professor, Philosophy
 Shannon O'Neill- Director, Sister Thea Bowman Center for Women
 Scott Vandenberg- Professor, Computer Science
 Keith Wilhite- Assistant Professor, English

Standard 7, 14: Institutional Assessment; Assessment of Student Learning

Jim Murtagh- Associate Professor, Finance; Co-Chair
 Laurie Fay- Assistant Dean, School of Science; Co-Chair
 Lee Allard- Director, Institutional Research
 Karl Barbir- Professor, History
 Christopher Donato- Student
 Bill Kanalley- Librarian
 Arindam Mandal- Assistant Professor, Economics
 Donna McIntosh- Professor, Social Work
 Ann Morone- Financial Analyst
 Rick Proctor- Assistant Professor, Finance
 Kevin Rhoads- Associate Professor, Chemistry
 Ryan Rose- Director, Accountability and Reporting

Editorial Team

Mary Lou D'Allegro- Associate Vice President for Academic Affairs- Institutional Effectiveness; Self-Study Co-Chair
 John Felio- Dean of Students; Co-Chair- #8, #9
 Jim Harrison- Department Head and Professor, History; Self-Study Co-Chair
 Alfredo Medina- Associate Vice President for Academic Affairs- Risk Management and Compliance; Co-Chair- #4, #5
 Jim Murtagh- Associate Professor, Finance; Co-Chair- #7, #14
 Linda Richardson- Vice President for Academic Affairs
 Janet Shideler- Dean, School of Liberal Arts; Co-Chair- #12, #13
 Scott Vandenberg- Professor, Computer Science; Working Group Member- #12, #13

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77	72 grants	Information Literacy Faculty Development Grants- Awarded	Webpage
78	Academic Technologies Group	Academic Technologies Group	Webpage
78	Blackboard Learn	Blackboard Learn	Webpage
78	Rosetti Hall	Rosetti Hall	Webpage
78	Hickey Financial Technology Center	HFTC	Webpage
78	Marketing Research Laboratory	Marketing Research Laboratory	Webpage
78	Carol and Joseph Reilly Siena College Television	SCTV 17- Student-Produced Television Station	Webpage
78	GIS Resource Center	GIS Resource Center	Webpage
CHAPTER 8: GENERAL EDUCATION AND RELATED EDUCATIONAL ACTIVITIES			
80	new College Core Curriculum	New College Core Curriculum	Webpage
80	First-Year Seminar	FYS- Description	Webpage
80	Sienna College Catalog	2013-14 Siena College Catalog- FYS	PDF
80	mission	Siena College Mission	Webpage
80	Recommendations	2007 Report of the Core Curriculum Review Committee	PDF
80	small class sizes	Siena College Fall 2013 Fact Book- 2009-2013 Class Size Data	PDF
81	new College Core Curriculum learning goals	New College Core Curriculum Learning Goals	Webpage
81	themes	FYS- Faculty and Themes	Webpage
81	Film Series	FYS- Film Series	Webpage
81	Field Trips	FYS- Field Trips	Webpage
81	Gleanings	Journal of First-Year Student Writing	PDF
81	FYS Conference	FYS- Conference	Webpage
81	use computers	2012 NSSE Results- IT Questions	PDF
82	Committee on Teaching and Faculty Development	COTFD- Mission	Webpage
82	Diversity Action Committee	DAC- Mission	Webpage
82	minors	List of Minors and Certificates	Webpage
82	2012 NSSE	2012 NSSE Results- Questions Relating to Diversity	PDF
82	Fall 2011 Noel-Levitz Student Satisfaction Inventory	2011 NLSSI Results	PDF
82	Diverse Learning Environments Survey	2012 DLE Survey	Web Page
83	Core Advisory Committee	BoI Standing Subcommittee Members	Webpage
83	Board of Instruction	BoI- Charge	Webpage
83	general guidelines	Guidelines to Proposing Courses for the 2011-12 New College Core Curriculum	PDF
83	Disciplinary Core	Core Disciplinary Requirement Course Proposal Sheet	PDF
83	core Franciscan concern	Core Franciscan Concern Requirement Course Proposal Form	PDF
83	CAC review	Process for Approving Franciscan Concerns Core Proposals	PDF

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84	Center for Faculty Excellence and Innovation	CFEI- Mission	Webpage
84	New Faculty Orientation	New Faculty Orientation	PDF
84	Academic Support and Advising Center	ASAC	Webpage
84	electronically	New College Core Curriculum	Webpage
84	First Friday Advising Meeting	Advising Meeting- First-Year Students	Webpage
85	Peer Advisors	Peer Mentoring Program	Webpage
85	Second Friday Transfer Advising Meeting	Advising Meeting- Transfer Students	Webpage
85	recent survey of faculty	2012 Core Awareness Survey to Faculty- Results	PDF
85	Old Core	Core Curriculum Prior to Fall 2011	Webpage
85	Foundations	The Foundations Sequence	Webpage
85	Living Our Tradition– Siena College Strategic Plan 2011-2016	<i>Living Our Tradition– Siena College Strategic Plan 2011-2016</i>	PDF
85	Damietta Cross-Cultural Center	DCCC- Mission and Vision	Webpage
85	Office of International Programs	Study Abroad Programs	Webpage
85	Sister Thea Bowman Center for Women	Sister Thea Bowman Center for Women	Webpage
85	Cross-Cultural Solidarity Experience	CCSE- Description and Application Process	Webpage
85	Intercultural Knowledge and Competence Value Rubric	AAC&U Intercultural Knowledge and Competence Value Rubric	PDF
86	School of Business	School of Business	Webpage
86	School of Liberal Arts	School of Liberal Arts	Webpage
86	School of Science	School of Science	Webpage
86	School of Liberal Arts Assessment Plan	School of Liberal Arts- Assessment Plan	PDF
86	Accounting Department	Master of Science in Accounting Internship Program	Webpage
86	Siena College Fall 2013 Fact Book	Siena College Fall 2013 Fact Book- Student Internship Data	PDF
86	Pre-Law Program	Pre-Law Program	Webpage
86	Summer Legal Fellows Program	Summer Legal Fellows Program	Webpage
86	Siena-Albany Medical College	AMC- Joint Acceptance Program	Webpage
86	Summer of Service	AMC- Summer of Service	Webpage
87	School of Business	School of Business- Message from the Dean	Webpage
87	School of Liberal Arts mission	School of Liberal Arts- Mission and Learning Goals	Webpage
87	School of Science mission	School of Science- Mission and Learning Goals	Webpage
87	Franciscan Center for Service and Advocacy	FCSA- Mission	Webpage
87	Academic Community Engagement	ACE- Academic Center	Webpage
87	Problem-Based Service Learning Model	Engaged Teaching and Learning	Webpage
87	2013 ACE Annual Report	2013 ACE Annual Report- Just the Facts	Webpage
87	Bonner Service Leaders Program	Student Community Service Program	Webpage
87	Certificate in Community Development	ACE- Certificate in Community Development	Webpage
87	National Assessment of Service and Community Engagement	2009 and 2013 NASCE Data	PDF

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88	Center for Undergraduate Research and Creative Activity	CURCA	Webpage
88	Summer Scholars Program	Summer Scholars Program	Webpage
88	Summer Research– Grant Funded	Summer Research- Grant Funded	Webpage
88	Summer Research Symposium	Summer Research Symposium	Webpage
88	Academic Excellence Celebration	Academic Excellence Celebration	Webpage
88	Siena College Student Conference in Business	SCSCB	Webpage
88	Honors Program	Campus Honors Program	Webpage
89	Martin Luther King Lecture Series	Lecture Series on Race and Nonviolent Social Change	Webpage
89	Hayyim and Esther Kieval Institute for Jewish-Christian Studies	Hayyim and Esther Kieval Institute for Jewish-Christian Studies	Webpage
89	Franciscan Center for Catholic Studies	FCCS	Webpage
89	St. Clare Leadership Series	Women Leading the Way Leadership Series	Webpage
89	Economics Roundtable	Economics Department Round Table Calendar Item	PDF
89	French Club	French Club	Webpage
89	Symposium on Living Philosophers	Symposium on Living Philosophers	Webpage
89	goal themes for the pending strategic plan	Strategic Planning- Goal Themes, Draft Goals, and Comments	Webpage
89	Rosetti Hall	Rosetti Hall	Webpage
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91	Association to Advance Collegiate Schools of Business	AACSB Accreditation	Webpage
91	2009 Periodic Review Report	Reviewer's Report of the 2009 PRR	PDF
91	Office of Institutional Effectiveness	OIE	Webpage
91	assessment reports	Assessment Repository	Webpage
91	assessment instruments	Siena College Assessment Instruments Google Site	Webpage
91	template	Student Learning Assessment Report- Administrative Template	PDF
91	summary	2011-12 Assessment Report Summary	PDF
91	Assessment Handbook	Siena College Student Learning Assessment Handbook	PDF
91	Assessment Tutorial	Assessment Tutorial	PDF
91	Assessment Resources	Assessment Resources	Webpage
91	Assessment Academy	Assessment Academy Media Repository	Webpage
91	YouTube	Assessment Academy on YouTube.com	Webpage
92	IR Research Reports	IR Research Reports Repository	Webpage
92	Summary of Results for the 2012 National Survey of Student Engagement	2012 NSSE Results- Summary	PDF
92	Retention of Second-Year Students: Demographic Factors	2012 IR Research Report- Retention of Second-Year Students: Demographic Factors	PDF
92	Admitted but Non-Enrolled Students Demographic Profile	2012 IR Research Report- Non-Enrolled Admitted Students, Part I: Demographic Profile	PDF

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92	Course Repeats- Student Outcomes	2012 IR Research Report- Course Repeats	PDF
92	Siena College Fact Book	Siena College Fall 2013 Fact Book	PDF
92	electronically	Siena College Fact Book Archive	Webpage
92	Strategic Plan Steering Committee	Strategic Plan Steering Committee Announcement	PDF
92	Living Our Tradition– Siena College Strategic Plan 2011-2016	<i>Living Our Tradition– Siena College Strategic Plan 2011-2016</i>	PDF
92	e-mail	E-mail Addressing the Development of the New Strategic Plan	PDF
92	College Planning and Finance Committee	CPFC- Members	Webpage
92	charged	CPFC- Charge	PDF
92	Strategic Plan Scorecards	Strategic Plan Scorecards	Webpage
93	successfully raise \$50,000,000	Assessment of Capital Campaign	PDF
93	Living Our Tradition: The Campaign for Siena College	\$50 Million Comprehensive Campaign Summary	Webpage
93	operational plans	Strategic Plan- Operational Plans	PDF
93	CPFC Meeting Minutes	2014 CPFC Self-Study Resources	Webpage
93	Budget Request Form	2011-12 Budget Planning and Request Package	PDF
94	several surveys	Institutional Surveys	Webpage
94	survey schedule	Five-Year Institution-Wide Survey Schedule	Webpage
94	NSSE	2012 NSSE Research Reports	Webpage
94	Noel-Levitz Student Satisfaction Inventory	2011 NLSI Repository	Webpage
94	Freshmen Survey	CIRP Survey	Webpage
94	Diverse Learning Environments Survey	2012 DLE Survey	Webpage
94	Key Performance Indicators	KPI Archive	Webpage
94	peer and aspirant institutions	Peer and Aspirant Analysis	PDF
94	Peer and Aspirant Tools	Peer and Aspirant Selection Tools	Webpage
94	Data Feedback Reports	2013 IPEDS Data Feedback Report	PDF
95	IPEDS Data Center	IPEDS Data Center	Webpage
95	Common Data Set	CDS	Webpage
95	Performance Development Program	PDP- Introduction and Documents	Webpage
95	administrative assessment repository	Administrative Assessment Repository	Webpage
95	academic support services	Athletic Department- Academic Support Services	Webpage
95	Graduation Success Rate	2012 NCAA GSR Report	Webpage
95	2011-12 Metro Atlantic Athletic Conference Honor Roll	Student Athletes Honored by MAAC	Webpage
95	Athletics Quarterly Report	2012-13 Athletic Department- Quarterly Report	PDF
95	Corporate Sales 2011-12	2011-12 Athletic Department- Corporate Sales	PDF
95	Times Union Center Ticket Sales	Ticket Sales at the Times Union Center	PDF
95	Career Center	Career Center	Webpage
95	Spring Career, Internship, and Graduate School Fair	Career Center- Career, Internship, and Graduate School Fair	Webpage
96	Speed Interviewing Night	Speed Interviewing Night Survey Results	PDF

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96	Franciscan mission retreat	Living Our Tradition Retreat Announcement	PDF
96	Facilities Management	Facilities Management Information Page	Webpage
96	Backlog of Essential Maintenance and Repair	2012 BEMAR Report	PDF
96	Return on Physical Assets Assessment	2012 Sightlines Presentation	PDF
96	Student Affairs Assessment Team	Division of Student Affairs- 2013-14 Student Affairs Assessment Team	Webpage
96	Development and External Affairs	D&EA- Annual Fund, Alumni Relations, Major Gifts, Gift Planning, and Scholarships	Webpage
97	Guide To Submitting Student Learning Assessment Reports	Guide To Submitting Student Learning Assessment Reports	PDF
97	College Learning Goals	College Learning Goals	Webpage
97	core Franciscan concerns	Franciscan Concern Courses	PDF
97	School of Business	School of Business- Mission, Vision, and Learning Goals	Webpage
97	School of Liberal Arts	School of Liberal Arts- Mission and Learning Goals	Webpage
97	School of Science	School of Science- Mission and Learning Goals	Webpage
97	Board of Instruction	BoI- Charge	Webpage
97	New Course Proposal Form	BoI- New Course Proposal Form	PDF
97	Academic Program Review Guidelines	Academic Program Review Guidelines	PDF
97	Academic Policy Manual	Academic Policy Manual	Webpage
97	course objectives	SLO PowerPoint Presentation	PDF
97	Learning Goals and Outcome Tutorial	Writing Student-Centered Learning Goals and Outcomes Tutorial	PDF
97	syllabus example	Department of Economics- Sample Syllabus	PDF
97	syllabus template	Syllabus Template	PDF
97	Course Syllabus Site	Course Syllabi Repository	Webpage
97	Student Learning Assessment Committee	SLAC- Mission and Charges	Webpage
97	school assessment coordinators' responsibilities	Assistant Dean Student Learning Assessment Responsibilities	PDF
98	APR Template	Student Learning Assessment Report- Academic Template	PDF
98	academic assessment repository	Assessment Repository	Webpage
98	Academic Program Review	Program Review Schedule and Reports	Webpage
98	new College Core Curriculum	New College Core Curriculum	Webpage
98	2007 Report of the Core Review Committee	2007 Report of the Core Curriculum Review Committee	PDF
99	First-Year Seminar	FYS- Description	Webpage
99	learning goals	FYS- Learning Goals	Webpage
99	learning goals	New College Core Curriculum Learning Goals	Webpage
99	Academic Excellence Celebration	Academic Excellence Celebration	Webpage
99	Gleanings	Journal Of First-Year Student Writing	PDF
99	Honors Program	Campus Honors Program	Webpage

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101	Department heads	Department Head Responsibilities	PDF
101	Master of Science in Accounting	Master of Science in Accounting	Webpage
102	Social Work program	CSWE Accreditation Document: 2007	PDF
102	100 percent pass rate	NYS Teacher Certification Exams- Pass Rate Data	Webpage
103	Center for Faculty Excellence and Innovation	CFEI- Director's Page	Webpage
103	Information Literacy Faculty Development Grant	Information Literacy Faculty Development Grants	Webpage
104	Center for Undergraduate Research and Creative Activity	CURCA- Mission	Webpage
104	institutional peers	Determining Peer and Aspirant Institutions	Webpage
104	SmartEvals.com	Online Course Evaluation Vendor	Webpage
104	Committee on Teaching and Faculty Development	COTFD- Mission	Webpage
104	CFEI development activities	CFEI- Faculty Development Workshops	PDF
105	Assessment Resources	Assessment Resources	Webpage
105	Siena College Assessment Instruments Google Site	Siena College Assessment Instruments Google Site	Webpage
105	Assessment Newsletter	Assessment Newsletter	PDF
105	Office of Institutional Newsletter	Office of Institutional Effectiveness Newsletter Archive	Webpage
105	Talking Teaching	CFEI Newsletter	Webpage
105	Student Affairs Assessment Team	Division of Student Affairs- 2013-14 Student Affairs Assessment Team	Webpage
CHAPTER 10: SUMMARY OF FINDINGS			
107	Living Our Tradition– Siena College Strategic Plan 2011-2016	<i>Living Our Tradition– Siena College Strategic Plan 2011-2016</i>	PDF
107	Rosetti Hall	Rosetti Hall	Webpage
107	Committee on Teaching and Faculty Development	COTFD- Mission	Webpage
107	Center for Faculty Excellence and Innovation	CFEI- Mission	Webpage
107	new College Core Curriculum	New College Core Curriculum	Webpage
107	assessment repositories	Assessment Repository	Webpage

APPENDIX C: ACRONYMS

AAC&U- American Association of Colleges and Universities
 AACSB- Association to Advance Collegiate Schools of Business
 AAUP- American Association of University Professors
 ACE- Academic Community Engagement
 ACL- Active and Collaborative Learning
 ACRL- Association of College & Research Libraries
 ACS- American Chemical Society
 ACUHO-I- Association of College and University Housing Officers International
 ACUI- Association of College Unions International
 AMC- Albany Medical Center
 AoL- Assurance of Learning
 APR- Assessment Plan and Report
 AR- At Risk
 ASAC- Academic Support and Advising Center
 ASL- Academic Service Learning
 ASQ- Admitted Student Questionnaire
 BEMAR- Backlog of Essential Maintenance and Repair
 BLS- Bureau of Labor Statistics
 BoAT- Board of Associate Trustees
 BoI- Board of Instruction
 BoT- Board of Trustees
 CAC- Core Advisory Committee
 CCSD- Center for Counseling and Student Development
 CCSE- Cross-Cultural Solidarity Experience
 CDS- Common Data Set
 CFEI- Center for Faculty Excellence and Innovation
 CGFS- Center for Global Financial Studies
 CIE- Center for Innovation and Entrepreneurship
 CIO- Chief Information Officer
 CIRP- Cooperative Institutional Research Program
 CLASP- Colleges of the Liberal Arts Sponsored Programs
 CMS- Content Management System
 COA- Council of Administrators
 COTFD- Committee on Teaching and Faculty Development
 CPA- Certified Public Accountant
 CPFC- College Planning and Finance Committee
 CPSA- Campus Programs and Student Activities, currently Student Activities and Leadership
 Development
 CRES- Certificate in Revolutionary Era Studies
 CSWE- Council on Social Work Education
 CUNY- City University of New York
 CURCA- Center for Undergraduate Research and Creative Activity
 D&EA- Development and External Affairs
 DAC- Diversity Action Committee
 DCCC- Damietta Cross-Cultural Center
 DLE- Diverse Learning Environments Survey

DORS- Diversity, Optimism, Respect, and Service
EBI- Educational Benchmarking, Inc.
EEE- Enriching Educational Experiences
EEO- Equal Employment Opportunity
ELL- English Language Learners
EPS- Enrollment Planning Services
FCC- Federal Communications Commission
FCCS- Franciscan Center for Catholic Studies
FCSA- Franciscan Center for Service and Advocacy
FERPA- Family Educational Rights and Privacy Act
FIDES- Freshmen In Discipleship, Evangelization, and Service
FTE- Full-time equivalent
FYS- First-Year Seminar
GIS- Geographic Information Systems
GPA- Grade Point Average
GSR- Graduation Success Rate
HEA- Higher Education Act
HEOP- Higher Education Opportunity Program
HFTC- Hickey Financial Technology Center
HR- Office of Human Resources
IPEDS- Integrated Postsecondary Education Data System
IR- Institutional Research
IRS- Internal Revenue Service
ITS- Information Technology Services
JDQ- Job Documentation Questionnaire
KPIs- Key Performance Indicators
LAC- Level of Academic Challenge
LEAP- Learning to Enhance Academic Performance
LEED- Leadership in Energy and Environmental Design
LGBT- Lesbian, Gay, Bisexual, and Transgender
LSAT- Law School Admission Test
MAAC- Metro Atlantic Athletic Conference
MAC- Marcelle Athletic Complex
MSCHE- Middle States Commission on Higher Education
NACAC- National Association for College Admission Counseling
NASCE- National Assessment of Service and Community Engagement
NCAA- National Collegiate Athletic Association
NCATE- National Council for Accreditation of Teacher Education
NCES- National Center for Education Statistics
NCHEMS- National Center for Higher Education Management Systems
NCURA- National Council of University Research Administrators
NEH- National Endowment for the Humanities
NLSSI- Noel-Levitz Student Satisfaction Inventory
NRCCUA- National Research Center for College and University Admissions
NSF- National Science Foundation
NSSE- National Survey of Student Engagement
NYS- New York State
NYSED- New York State Education Department
OFM- Order of Friars Minor

OGFR- Office of Government and Foundation Relations
 OIE- Office of Institutional Effectiveness
 PA- Peer Advisor
 PCI/DSS- Peripheral Component Interconnect/Data Security Standards
 PDCA- Planning, Doing, Checking, and Acting
 PDP- Performance Development Program
 PIN- Personal Identification Number
 PRR- Periodic Review Report
 RA- Resident Assistant
 RCIA- Rite of Christian Initiation of Adults
 RD- Residence Director
 SAAC- Student Affairs Advisory Committee
 SAAC- Student Athlete Advisory Committee
 SAINTS- Students Assisting In the New Transition to Siena
 SAINTS LEAD- SAINTS Leadership Education And Development
 SAS- Siena Alert System
 SCCAI- Siena College Center for Artificial Intelligence
 SCE- Supportive Campus Environment
 SCIM- Strategic Communications and Integrated Marketing; currently, the
 Marketing and Communications Office
 SCSCB- Siena College Student Conference in Business
 SCT- Student Concerns Team
 SCTV- Siena College Television
 SDIM- Student Designed Interdisciplinary Major
 SEWART- Siena Early Warning and Retention Team
 SFI- Student-Faculty Interaction
 SIENA CAREs- Siena Connect, Ask, Refer, Engage
 SII- Strong Interest Inventory
 SLAC- Student Learning Assessment Committee
 SLO- Student Learning Outcomes
 SSS- Student Search Service
 SUNY- State University of New York
 SWOT- Strengths, Weaknesses, Opportunities, Threats
 TOEFL- Test of English as a Second Language
 VITA- Volunteer Income Tax Assistance Program
 VPAA- Vice President for Academic Affairs
 VPSA- Vice President for Student Affairs
 WICHE- Western Interstate Commission for Higher Education