2011-12 Assessment Report

Objectives for Campus-Wide Assessment
There are several benefits to requiring each department and program to develop and conduct comprehensive assessments. Among those most salient to Siena include:

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

Changes in Submissions for 2012
Four significant changes were made to improve the relevancy and efficiency of the assessment documentation process. These are summarized in the table below. In addition, there was a dual emphasis on (a) the importance of the assessment of student learning and experiences and (b) developing more permanent objectives that were aligned with the department mission rather than focused on short term operational goals.

<table>
<thead>
<tr>
<th>PREVIOUS SUBMISSIONS</th>
<th>FOR 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO Reports:</td>
<td>ONE Report:</td>
</tr>
<tr>
<td>1. Report for past year</td>
<td>Both report and plan will be submitted on one document</td>
</tr>
<tr>
<td>2. Plan for upcoming year</td>
<td></td>
</tr>
<tr>
<td>Assessment Cycle:</td>
<td>Assessment Cycle:</td>
</tr>
<tr>
<td>• None, assessed all objectives every year</td>
<td>• Stop assessing all objectives every year —BUT—</td>
</tr>
<tr>
<td>• Keep thinking about assessment and improvement</td>
<td></td>
</tr>
<tr>
<td>FOUR Columns:</td>
<td>SEVEN Columns:</td>
</tr>
<tr>
<td></td>
<td>• Extra Column 1: Identify objective with Student Learning Outcome or Student Experience</td>
</tr>
<tr>
<td></td>
<td>• Extra Column 2: Identify Assessment Cycle Phase (see above)</td>
</tr>
<tr>
<td></td>
<td>• Extra Column 3: State changes made as a result of assessment and if area improved (not required in 2011-12)</td>
</tr>
<tr>
<td>Criteria/Target:</td>
<td>Criteria/Target:</td>
</tr>
<tr>
<td>Not required</td>
<td>Required. Indicate how you know objective was met</td>
</tr>
</tbody>
</table>

Compliance

Academic Areas
- Compliance for the academic programs is approximately 75%
- The priority was the submission of the 38 major academic programs. Five Liberal Arts and two programs from Science did not submit assessment plans
- As such, some but not all minor and certificate programs submitted assessment plans

Administrative Areas
- Compliance for Administrative Plans for Academic Affairs is also almost 75%
- Not all divisions have submitted assessment plans. Therefore, to date, overall compliance for the administrative areas is only 70%. For example, Enrollment Management has participated in the preliminary consulting sessions and meetings but has not submitted their assessment plans.
Enrollment Management has asked to submit in July. This is to report the most recent assessment results, hence rendering the assessments relevant and valuable.

Additional Resources for Assessment and Submission:  
- Assessment Handbook
- How to Submit Assessment Documentation pamphlet
- Resources from Other Colleges web page:  [http://www.siena.edu/pages/6979.asp](http://www.siena.edu/pages/6979.asp)
- An Academic Assessment Report examples for each school and an Administrative Assessment Report example

Observations

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

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

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

Quality
- Assessments were appropriate to department mission
- Objectives align with student learning or experience
- A smaller proportion of departments and majors that listed objectives and assessments that were not focused on students (ex. faculty accomplishments, facilities, use of e-portfolios)
2011-12 Assessment Report Summary

- Compared to 2010-11, larger proportion of departments and majors identified objectives that measure the quality of student learning and experiences

**Areas for Improvement**

- Some offices are identifying **objectives** that are **not student focused**
- **Connections** are **unclear** between objectives and assessments
- The result has been a marked improvement in assessments conducted and planned. In addition, in most cases, the assessments collect **evidence of student learning**

**Recognitions** (in order of the “Process”)

- **Student Affairs** implemented a systematic process of revisiting each department’s **objectives**. The deliberate effort resulted in the identification of assessments that align with those objectives. Evident are the objectives’ connection to Siena’s mission
- The **School Assessment Coordinators** met, in person, with each department to discuss quality assessments, answer questions about implementation, and put most of the department heads at ease. The result has been a marked improvement in assessments conducted and planned.
- **As seen in the Library’s Administrative Plan**, the staff clearly understood the **Assessment Cycle**
- **ROTC** identified **multiple assessment instruments** and methodology. Not surprisingly, the assessment plan was straightforward and easy to understand
- **Campus Programs & Student Activities Office** set **target/criteria that were ambitious** but achievable
- **Student Success/Retention assessment results were disaggregated** by specific cohorts, linking the intervention’s effectiveness with specific cohorts

**Next Steps**

- Independent of this review, several **MSCHE Working Groups** are conducting a campus assessment evaluation. The study and findings will be reported in the MSCHE Self-Study documentation
- Determine the extent each of the mission, core goals, and **college goals** are being addressed by the academic and administrative departments (see pp. 4-6)
- **Ensure that the areas addressed in the Academic Excellence Plan** are appropriately assessed
- Work with faculty to develop or revise **minor** and **certificate** assessments. This is actually a bit more difficult than the major assessments because the level of learning and the uniqueness of the objectives have to be considered within the confines of the majors
- Improve the alignment of the assessment report with **other year end reports** (CPFC, HR Performance Evaluations, Annual Reports)
- Develop and emphasize the merits of submitting an Assessment Report
- Provide **incentives** to departments that set targets/criteria that challenge the status-quo
  - **Bad Example**: OIE Staff will come to work on time
  - **Good Example**: Assessments for the eight College Core areas will be implemented