



Siena College

GUIDE TO SUBMITTING Student Learning Assessment Reports

Prepared by:

Office of Institutional Effectiveness (OIE)
Student Learning Assessment Committee (SLAC)
Administrative Assessment Committee

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I. INTRODUCTION

This document outlines the Siena College structure for assessing and reporting student learning outcomes, including a description of key roles and responsibilities. In addition, it includes information on the assessment of administrative unit goals/ objectives. Report templates for both the assessment of academic programs and administrative units, as well as instructions for completion, are provided (Appendix A and Appendix B). This document is a collaborative effort of the members of the Student Learning Assessment Committee (SLAC).

The assessment of student learning and its attendant supporting units is the responsibility of all stakeholders at Siena College. Assessment activities are facilitated and supported by the Vice President of Academic Affairs (VPAA), Associate Vice-President for Academic Affairs-Institutional Effectiveness, Deans, SLAC, Core Advisory Committee (CAC), students, and alumni. The roles and responsibilities of some of the key participants are described below.

SLAC

SLAC provides support and guidance to help improve academic program (major, minor, certificate, core) assessment of student learning. The committee also develops and offers training and opportunities to share “best practices.” As such SLAC members are responsible for:

- Providing guidance in the development of student learning outcomes
- Identifying and deploying campus assessment resources
- Creating opportunities for communicating “best practices” and experiences across all three schools
- Advocating the value of student learning assessment
- Providing counsel to departments to help facilitate the submission of required assessment documents
- Revising, if needed, current documentation and submission procedures to ensure a reasonable balance between required evidence and what is beneficial to the schools and academic departments

School Assessment Coordinators

School Assessment Coordinators are faculty members appointed by the academic deans to serve on the school curriculum committee and SLAC. The responsibilities of the School Assessment Coordinators span across their respective schools, the College Core Curriculum, and the College. Their responsibilities are:

School:

- Participating on the School Curriculum Committee
- Confirming that new course proposals have assessment plans that align with stated student learning outcomes
- Contacting faculty in matters regarding the assessment of student learning
- Assisting in the development and implementation of assessment training
- Ensuring planned assessments are being implemented
- Helping departments overcome challenges or obstacles to assessment
- Providing counsel to departments to help facilitate the submission of required assessment documents

Core Curriculum:

- Working with CAC to facilitate the assessments of the College Core Curriculum
- Developing and implementing opportunities to share best assessment practices within each of the eight core disciplines and Franciscan concerns

College:

- Advocating the value of student learning assessment and assessment of administrative units.
- Participating in SLAC sponsored activities
- Developing and implementing opportunities to share best practices in assessment with faculty across schools
- Collaborating with the Office of Institutional Effectiveness (OIE) to enable meaningful student learning assessment
- Reviewing academic program documentation
- Working with departments with incomplete or confusing academic program assessment documentation
- Identifying internal and external assessment resources

Department Head and Faculty

The academic faculty members in the various majors/programs are responsible for assessing the attainment of course learning outcomes and submitting assessment plans and reports to their Major/Program Chairs. The Major/Program Chairs are responsible for incorporating the academic assessment reports in their Annual Assessment Report.

Administration

The deans and appropriate committees support faculty and staff by providing leadership and support, including financial, for assessment activities. The three schools, working with the SLAC, the College Planning and Finance Committee (CPFC), and OIE are responsible for the coordination, review, and follow-up of assessment activities in their units.

The Office of the Vice President Academic Affairs

As the chief academic officer, the VPAA is responsible for overseeing the assessment process and for integrating the *Summary Annual Assessment Report* with the overall College assessment plan. The VPAA ensures that the annual assessment plans are in alignment with the overall College mission.

II. PHASES OF ASSESSMENT

Resources to conduct assessment on each student learning outcome every year are usually not available and are not assumed. Further, time is needed to (a) examine assessment results, (b) make recommendations, and (c) determine if implemented changes based on those recommendations did, indeed, improve student learning or goal attainment.

Interpreting and acting on the assessment results are equally important to conducting the assessment. In fact, the value of assessment is realized through making inferences from the results and changes accordingly.

That said, some consideration or reflection of student learning as it pertains to each student learning outcome or objective should occur annually, or more frequently if appropriate. However, the actual assessment of each student learning outcome should be conducted at least once every four years. Except as required by accreditation requirements, it is estimated that each phase is a year in duration.

Conducting at least one phase of assessment for each objective every year emphasizes habitual attention to assessment. As a continuous cycle, subsequent assessments should measure the extent that student learning has improved from previous iterations. It is expected that not all student learning outcomes will be in concurrent phases of assessment. Rather, each student learning outcome should be in at least one of the phases every year. This staggers the workload for each assessment.

III. SUBMISSION

Each instructional academic program: majors, minors, certificate programs, College Core Curriculum, First Year Seminar, and the Honors programs should submit an *Academic Assessment Report*. An *Academic Assessment Report* template is shown in Appendix A. Correspondingly, the Administrative areas will use the *Administrative Assessment Report* template as shown in Appendix B.

This document lists the program student learning outcomes (or unit goals/objectives) and the corresponding assessment procedures that will be used to determine attainment of these outcomes. Results, when applicable, are also reported for each student learning outcome and potential recommendations and how the results will be used to improve student learning are also designated.

Submitted *Assessment Reports* are to be posted on the school assessment website (maintained by OIE).

Submission Guidelines

Academic:

Faculty from each program will meet with the School Assessment Coordinator and/or School Assistant Dean. A draft of the first three columns should be sent to the School Assessment Coordinator within two weeks of that meeting.

Administrative:

Each administrative division has been assigned an assessment representative. The units are requested to schedule at least one assessment meeting with that assessment representative. Each division will determine what units will submit *Annual Assessment Reports, Administrative*.

A brief description of each column in the *Student Learning Academic Assessment Report* is included below. Both academic and administrative assessment report templates are on the web: <https://community.siena.edu/academic-affairs/offices/institutional-effectiveness/assessment1/assessment-repository/>.

Academic**Heading:**

Heading Area	Description
Report Year	Choose the appropriate year from the drop-down menu
School	Choose the appropriate school from the drop-down menu. Note that Interdisciplinary, Core, and Library are included as "Schools"
Degree	Choose the appropriate degree level from the drop-down menu – major, minor or certificate
Program/Administrative Unit	Name of academic program
Retrieve previously submitted reports	You can choose a report from at previous year, either to view as a PDF, or to populate your current form. This allows you to either edit or add to the information already submitted.
Department Head?	Yes/ No
Mission	State mission or purpose of program or unit
Indicate number of assessments	Choose the number of assessments/ program objectives from the drop down menu. The maximum number is 10

Report: (C= Column)

C1. Major/Program Student Learning Outcomes	List all program student learning outcomes (one per line). Student learning outcomes should be specific, relevant, and indicate the rigor of the program.
C1. Criteria	Indicate the minimum competency level per student for the objective, and the percent of students who must achieve the outcome for the student learning objective to be met. Criteria should also reflect program rigor.
C2. Phase	For each outcome, check the assessment phase(s) for the assessment activities conducted in the report year.
C3. Assessment Procedures	<p><u>Method:</u> Identify how student learning/work will be collected. If applicable indicate the instrument that will be used.</p> <p><u>Using a Sample of Students?:</u> Indicate if a sample or all students will be used in assessment. If using a sample, please describe.</p> <p><u>If yes, describe your sample:</u> How will your sample be determined? Who will be those included in the sample?</p> <p><u>When does the assessment occur?:</u> Indicate when the assessment will be conducted.</p> <p><u>How often does the assessment occur?:</u> Indicate how often the assessment will be conducted.</p>
C4. Assessment Results	Report the assessment findings including quantitative and/or qualitative data and judgments inferred from that information. Results should be reported in the context of the criteria by indicating if the student learning outcome was met. <u>Learning Outcome Met</u> (based on <u>Criteria</u>): Based on the results did those results and what was observed equal or exceed the criteria (Yes) or not (No).
C5. Use of Results	What conclusions can be drawn from the results and how can the results inform improvements. Report any recommendations for improvements in curriculum, assessment, student activities, etc., and indicate implementation schedule.
C6. How did the Use of Results improve Student Learning? (or did it?)	Indicate if student learning improved as a result of the implementation of recommendations and changes identified in C5 the previous cycle. Be specific. What new results, now listed in C5, are attributed to these improvements, if any.

Administrative**Heading:**

Heading Area	Description
Report Year	Choose the appropriate year from the drop-down menu
Division	Choose the appropriate division from the drop-down menu
Administrative UNIT	Choose the appropriate unit from the drop-down menu.
Administrative Unit	Choose the appropriate unit from the drop-down menu.
Unit Head?	Yes/ No
Mission	State mission or purpose of program or unit
Indicate number of assessments	Choose the number of assessments/ program objectives from the drop down menu. The maximum number is 10

Administrative (C=Column)

C1. Goals/ Objective	List your department/ unit goals/ objectives here (1 per line)
C2. Rationale	Explain how the goal/objective listed is connected to the Division and/or College mission.
C2. Criteria	What is your benchmark for success? The criteria need to be specific and measurable. (how much of what outcome, degree of positive feedback, or progress toward a defined goal will determine that you have met your objective?)
C2. Phase	For each outcome, check the assessment phase(s) for the assessment activities conducted in the report year.
C3. Assessment Procedures	<p><u>Method:</u> Explain how you plan to measure your outcome or progress toward that outcome. Identify what data you will collect, and how you will collect it.</p> <p><u>Person Responsible:</u> Who will be conducting the assessment?</p> <p><u>Population/Sample to be assessed:</u> What population or sample is targeted for the assessment?</p> <p>Sample? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>If yes, describe:</u> How will your sample be determined? Who will be those included in the sample?</p> <p><u>When does the assessment occur?</u> Indicate when the assessment will be conducted.</p> <p><u>How often does the assessment occur?</u> Indicate how often the assessment will be conducted.</p>
C4. Assessment Results	<p>Report the assessment findings, including quantitative and/or qualitative data and judgments inferred from that information. Results should be reported in the context of the criteria by indicating if the goal/objective was met.</p> <p><u>Learning Outcome Met</u> (based on <u>Criteria</u>): Based on the results did those results and what was observed equal or exceed the criteria (Yes) or not (No).</p>
C5. Use of Results	What conclusions can be drawn from the results and how can the results inform improvements. Report any recommendations for improvements in procedure, assessment, activities, etc., and how you would implement any changes
C6. How did the Use of Results Outcomes? (or did it?)	Indicate if, as a result of the implementation of recommendations and changes identified in C5, there have been improvements in unit outcomes related to the goal/objective under review. Be specific. What was the impact, if any, of the changes previously discussed in C5, implemented and re-assessed? Will the change be maintained?

For more information on the development of student learning outcomes, assessment methodology, assessment instruments, and factors to consider in the design of these, see the [Assessment Handbook](#).

Program mission statements should align with the School/Division mission that, in turn, aligns with the Siena College's mission. Student learning outcomes and/or unit objectives should be reviewed regularly to ensure that all academic programs and unit objectives are current and relevant.

Deadlines

Academic/Administrative:

- June 12: *Student Learning Assessment Reports* due to Deans
- July 1: *Student Learning Assessment Reports* due to VPAA Office
- July 15: *Student Learning Assessment Reports* posted to OIE web repository
- August 1: President's Cabinet Analysis of submitted *Student Learning Assessment Reports*
- September: SLAC report review

Assessment of Learning Goals

For the most part student learning outcomes originate from the faculty. However, it may be appropriate to consult stakeholders external to the college. This includes but is not limited to employers, professional organization members, specialized accreditation agencies, and faculty from other colleges.

Faculty decide on the best method to assess student learning. Faculty are also responsible for identifying appropriate criteria. However, consultation from external sources, such as those mentioned previously, may also be helpful.

Use of Results

The value of assessment is the use of the results to make changes to improve student learning. Alternatively, assessment results may affirm that student learning is sufficient. Assessment results should be a primary source for identifying changes and recommendations.

Recommendations may include altering prerequisites, changing amount of time allotted to specific content areas, considering alternative teaching pedagogies, increasing admission standards, redesigning the assessment instrument, using additional assessment criteria, and/or engaging academic support services. More information on the identification of recommendations from assessment results can be found in the [Assessment Handbook](#).

Review of Student Learning Assessment Report

Assessment is meant to be dynamic and responsive to internal and external factors that influence student learning. Working with the four phases of assessment provides a structure of continuous review, reflection, and if appropriate, judicious adjustments.

With this in mind, SLAC members are available throughout the academic year to consult with department heads and program coordinators on assessment methodology, use of results, and submission requirements. In September, SLAC will review the *Student Learning Assessment Reports* submitted in the previous academic year. SLAC will determine if:

- (a) assessment procedures were adequately reported and
- (b) assessment methodology is appropriate for evaluating corresponding student learning outcome

Department Heads will be notified with a request to meet to discuss the report if the assessment methodology needs to be revised or revisited.

IV. ASSESSMENT REPORT INSTRUCTIONS/ DEFINITIONS: (IN ALPHABETICAL ORDER)

Assessment Phase: Not all student learning outcomes have to be assessed every year. However, each SLO should be engaged in one of the phases every year. Indicate the student learning outcome phase by checking the appropriate box. They have the following designations:

Planning/ Determining procedures → assessment is being planned

Conducting/ Analyzing → assessment is being done and assessment results are being calculated or analyzed

Discussing/ Using results → assessment results are interpreted, discussed, and changes for improvement suggested

Determining Impact → Once changes are made, implemented and re-assessed, determine if changes improved student learning

Assessment Plan: Description of how the student learning outcome will be evaluated. What will the student(s) demonstrate and how will it be observed and assessed?

Assessment Procedures:

Method: Describes how the assessment will be conducted/ implemented (includes details regarding assessment type, instrument, scoring, sampling, timing, responsible party)

Type: Description of assessment type (e.g. class assignment, licensing exam, research paper, performance/presentation, observation, survey)

Instrument: Means to collect evidence of student learning (ex. test, portfolio, observation checklist, section or specific final exam questions, course assignment, research paper, oral presentation)

Scoring Procedures: Describes how the assessment will be graded or used to measure the objective (e.g. scoring rubric, response guide, checklist, survey analysis guide)

Sample: Will all students be assessed or a subset? Describe the sample.

When: At what point(s) will assessment be implemented? If only done in specific years, at specific points in the program, or at specific points in the semester, please include that information.

How Often: How frequently will the assessment take place?

Criteria: Consists of two parts:

1. Acceptable minimal level of proficiency or target for that student learning outcome to be considered met or exceeded.
2. Proportion of students who will meet that acceptable level of proficiency.

Assessment Results: Summarize aggregated assessment information. Indicate if the levels of proficiencies were met.

Determining if changes impacted student learning: After implementing and re-assessing changes, what were the results? Did the changes or modifications improve (or *not* improve) subsequent student learning? If so, briefly explain. Will the modifications be maintained? If modifications did not produce expected results, indicate what changes will now be considered or made to improve results.

Use of Results: How will these results guide you in improving your program? If the set criteria was not met, what will be modified to address any observed learning deficiencies? Describe specific recommendations and implementation plans when possible.

Submission Schedule

- (SPRING) One week after meeting with School Coordinator/Assistant Dean, Columns 1-3 to School Assessment Coordinator.
- June 1: Columns 4-7 to Deans

V: REFERENCES

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APPENDIX A: COMPLETING ACADEMIC ASSESSMENT REPORTS WITH PROCESS MAKER

Siena College is using Process Maker to complete assessment reports. First, you access [PROCESS-MAKER ACADEMIC](#) and log in with your Siena user name and password. This will bring you to the following screen.

Student Learning Assessment Report, Academic

If you have any questions about the online submission please contact Mildred Savidge at msavidge@siena.edu.

- Hover your mouse over the to the right of a question for more details/description.
- The red asterisk to the left * indicates a required field.
- If you are not finished, you can still save what has been entered by clicking the Save As Draft button. You will receive an email with a link to complete the application.

* Report Year

* School

* Degree

* Program

Retrieve previously submitted reports

* Are you the Head of Unit (e.g. Director)?

Mission

Indicate number of assessments: (There should be at least one row per student learning outcome. Every student learning outcome should be listed.)

1. Major/Program Student Learning Outcomes <i>Student will be able to...</i>	2. Phase Check all that apply	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using result)
1. <input type="text"/>	<input type="checkbox"/> Planning/ determining procedures (Col. 3) <input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 3) <input type="checkbox"/> Collecting/ analyzing assessment data (Col. 3,4) <input type="checkbox"/> Discussing/ using results (Col. 4,5) <input type="checkbox"/> Determining if Changes had an Impact on Student Learning (Col. 6) <input type="checkbox"/> Objective not assessed this year			
* Criteria: (How do you know students are achieving learning outcome?) <input type="text"/>				


If you would like to send this report to another user as a draft please select a user and click the Save as Draft button below


If this field is left blank you will receive an email with a link to access the draft for further edits.

The top of the screen will look like the screen below. Directions for completing each section of the assessment report are included in that section.

Student Learning Assessment Report, Academic

If you have any questions about the online submission please contact Mildred Savidge at msavidge@siena.edu.


- Hover your mouse over the  to the right of a question for more details/description.
- The red asterisk to the left * indicates a required field.
- If you are not finished, you can still save what has been entered by clicking the Save As Draft button. You will receive an email with a link to complete the application.

* Report Year  Current options include 2014-15, 2015-16, and 2016-17. To work on this year's report, choose the current academic year

* School Current options include Business, Liberal Arts, Science, Interdisciplinary, Core, Library, and Other

* Degree Current options include Certificate, Major, Minor, or Concentration

* Program Drop down options are dependent on previous answers, only available programs will be listed.

Retrieve previously submitted reports 

Bring up your most recent report, edit or add to that, and save it under the newer year. Both reports will be available.

* Are you the Head of Unit (e.g. Director)? Options are Yes, No

Mission

Indicate number of assessments. *There should be at least one row per student learning outcome. Every student learning outcome should be listed.) You can enter up to 10 assessments*

The year chosen becomes part of the filename for the report. Please make sure to choose the current year when starting a new/ updated report. It is also important to enter the correct number of assessment in the box at the bottom of this section (see above), to ensure you have enough lines for data entry. The drop down choices for Schools, Programs and Degrees are:

School of Business	Major	Accounting, Accounting MS, Business, Economics (BS), Finance, Management, Marketing, Undeclared
	Minor	Accounting (Masters), Business, Economics, Entrepreneurship, Health Services Administration, Human Resource Development, Management, Marketing
	Certificate	Accounting
	Concentration	Accounting Theory, Accounting Controls, NFP Accounting, Economics Fundamentals, Real World Economics, Finance Fundamentals, Investment Fundamentals, Corporate Finance, Financial Planning, Strategic HR Development, Management Ethics, NFP Consulting, Strategic Communication, Marketing Research, Business Marketing, Sports Marketing, Business Analytics, International Business, Entrepreneurship
School of Liberal Arts	Major	American Studies, Classics, Creative Arts, Economics (BA), English, French, History, Interdisciplinary Studies (SDIM), Philosophy, Political Science, Psychology, Religious Studies, Social Work, Sociology, Spanish, Undeclared
	Minor	American Studies, Classics, Creative Arts, Criminal Justice, Education Studies, English, Film Studies, French German, Greek, History, International Studies, Italian, Latin, Medieval & Renaissance Studies, Philosophy, Political Science, Psychology, Religious Studies, Science, Technology, and Value, Sociology, Spanish, Women's Gender, and Sexuality Studies, Writing & Communication
	Certificate	Education, Latin American & Caribbean Studies, Revolutionary Era Studies, Theatre
School of Science	Major	Actuarial Studies, Biochemistry, Biology, Chemistry, Computational Science, Computer Science, Environmental Science, Environmental Studies, Mathematics (BA/ BS), Nursing, Physics, Undeclared
	Minor	Astronomy, Astrophysics, Biology, Chemistry, Computational Science, Computer Science, Environmental Studies, Forensic Science, Information Systems, Mathematics, Physics
	Certificates	Computer Science, Information Systems
Interdisciplinary	Minor	Cognitive Science, Franciscan Service & Advocacy, Health Studies, Multicultural Studies, Multimedia, Peace Studies
	Certificate	Community Consulting, Community Development, Interdisciplinary Research Methods, International Studies, Foreign Language, & Business, Pre-Law, Risk Management
Core		CDA, CDE, CDH, CDN, CDP, CDQ, CDR, CDS, CFD, CFH, CFJ, CFN, First Year Seminary (FYS)
Library		Information Literacy, Library

If you choose not to load your most recent report, or if this is the first time you have entered a report, for each assessment you have indicated in the “Number of Assessments” box, a line like the one below will appear on your screen:

1. Major/Program Student Learning Outcomes <i>Student will be able to...</i>	2. Phase Check all that apply	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
1. Enter your first student learning outcome in this box. Check the appropriate box to the right.	<input type="checkbox"/> Planning/ determining procedures (Col. 3) <input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 3) <input type="checkbox"/> Collecting/ analyzing assessment data (Col. 3,4) <input type="checkbox"/> Discussing/ using results (Col. 4,5) <input type="checkbox"/> Determining if Changes had an Impact on Student Learning (Col. 6) <input type="checkbox"/> Objective not assessed this year				

You will note that with none of the boxes checked, it is not possible to enter data/ information in columns 3 – 6.

When you check the planning box, an updated screen will appear. This allows data entry in columns 1 -3, but not columns 4 – 6, where results would be entered.

(Please see the following page for the example)

1. Major/Program Student Learning Outcomes <i>Student will be able to...</i>	2. Phase Check all that apply	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
<p>1. Enter your first student learning outcome in this box.</p> <p>Check the appropriate box to the right.</p> <hr/> <p>* Criteria: (How do you know students are achieving learning outcome?)</p> <p>Enter your criteria for success here - What sort of score, rating, or grade do you want the students to achieve? How many students need to achieve at this level for you to determine that your program is working as it should. e.g., 90% of students will receive a rating of 4 or 5 (on a 1 - 5 scale)</p>	<p><input checked="" type="checkbox"/> Planning/ determining procedures (Col. 3)</p> <p><input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 3)</p> <p><input type="checkbox"/> Collecting/ analyzing assessment data (Col. 3,4)</p> <p><input type="checkbox"/> Discussing/ using results (Col. 4,5)</p> <p><input type="checkbox"/> Determining if Changes had an Impact on Student Learning (Col. 6)</p> <p><input type="checkbox"/> Objective not assessed this year</p>	<p>Method: (ex. tests, presentations, research paper, etc.)</p> <p>What is your method of assessment?</p> <hr/> <p>Using a Sample of Students?</p> <p>- Select One - Yes/No Box</p> <p>If yes, a second box appears for you to describe your sample</p> <p>When does assessment occur?</p> <p>mid-semester, end semester, 3rd w k, etc.</p> <p>How often does assessment occur?</p> <p>annually, semi-annual, bi-annual, etc.</p>			

Once you have completed your planning, in the next “phase”, which usually corresponds to the following year or the following semester, you will implement your plan and use the assessment you have described in your planning phase. Implementation of your assessment plan will now allow you to collect some data on how students performed on your assessment.

Continued on next page

When You check only the Collecting/ analyzing in column 2, or both the planning and the collecting boxes, your next data entry screen will have an added box in which you enter your assessment results, and indicate whether or not the learning outcome was met:

1. Major/Program Student Learning Outcomes Student will be able to...	2. Phase Check all that apply	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)
<p>1. Enter your first student learning outcome</p> <p>Check the appropriate box to the right.</p> <hr/> <p>* Criteria: (How do you know students are achieving learning outcome?)</p> <p>Enter your criteria for success here - What sort of score, rating, or grade do you want the students to achieve? How many students need to acheive at this level for you to determine that your program is working as it should. e.g., 90% of students will receive a rating of 4 or 5 (on a 1 - 5 scale)</p>	<p><input type="checkbox"/> Planning/ determining procedures (Col. 3)</p> <p><input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 3)</p> <p><input checked="" type="checkbox"/> Collecting/ analyzing assessment data (Col. 3,4)</p> <p><input type="checkbox"/> Discussing/ using results (Col. 4,5)</p> <p><input type="checkbox"/> Determining if Changes had an Impact on Student Learning (Col. 6)</p> <p><input type="checkbox"/> Objective not assessed this year</p>	<p>Method: (ex. tests, presentations, research paper, etc.)</p> <p>What is your method of assessment?</p> <hr/> <p>Using a Sample of Students?</p> <p>- Select One -</p> <hr/> <p>When does assessment occur?</p> <p>mid-semester, end semester, 3rd w k, etc.</p> <hr/> <p>How often does assessment occur?</p> <p>annually, semi-annual, bi-annual, etc.</p>	<p>Enter your results here.</p> <p>How did the students perform?</p> <p>How many met your standard, and how many did not?</p> <p>Did the student performance on this outcome meet the criteria you created?</p> <hr/> <p>* Learning Outcome Met? (Based on Criteria)</p> <p>- Select One -</p> <p>This is a yes/no box</p>

As you work your way through the report, other data entry boxes will appear for you to complete. Once you have your assessment results, you are ready for the next part, or phase, of the assessment cycle, “discussing/ using” your results. When you check the box for “discussing/ using results”, the next column in the table will become available for you to enter your comments, synopsis of discussions held, and next steps – this is where you let the reader know how you plan to change things in order to improve your student outcomes.

You still will not be able to enter data in column 6. The only time the data entry box for column 6 is available is if you check the box “determining if changes had an impact of student learning” in column 2 (phase).

2. Phase Check all that apply	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ Using Results)
<input type="checkbox"/> Planning/ determining procedures (Col. 3)	Method: (ex. tests, presentations, research paper, etc.)	Enter your results here.	What did you learn - about your students or your program - from this assessment?
<input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 3)	What is your method of assessment?	How did the students perform?	Are there changes you could make - to the curriculum, the instructional methods, etc., that would improve your results? Can you make changes that would improve results that do not affect the rigor of your program?
<input checked="" type="checkbox"/> Collecting/ analyzing assessment data (Col. 3,4)	Using a Sample of Students? - Select One -	How many met your standard, and how many did not?	Describe what you learned and any changes you plan to implement.
<input checked="" type="checkbox"/> Discussing/ using results (Col. 4,5)	When does assessment occur? mid-semester, end semester, 3rd wk, etc.	Did the student performance on this outcome meet the criteria you created?	
<input type="checkbox"/> Determining if Changes had an Impact on Student Learning (Col. 6)	How often does assessment occur? annually, semi-annual, bi-annual, etc.		
<input type="checkbox"/> Objective not assessed this year			
		* Learning Outcome Met? (Based on Criteria) - Select One -	

PLEASE NOTE THAT IN ORDER TO FIT THE FORM TO THE PAGE, THE FIRST TWO COLUMNS HAVE BEEN DELETED)

If this is your first time through the assessment cycle for this learning outcome or assessment, at this point, you will begin repeating the process. Use the Planning/Redesigning box to indicate this.

If you have not made any changes, you probably won't need to go through the planning phase again, and you will start the cycle over with collecting and analyzing your results.

If you decide to make changes, and you can do this even if you *have* met your learning outcome, you will most likely go through another planning cycle, to make sure that the planned changes are consistent across the board. For instance, if you change the curriculum, you will want to make sure your assessment will be measuring the impact of those changes. If you change the assessment or the outcome, you will want to make sure your curriculum is correctly aligned to these changes.

After your changes are planned, they are implemented and the outcomes are measured. Now you can compare your most recent results with your previous results, along with your personal observations, to determine if the changes made resulted in improved student performance. Your comments about this part of the process are made in the last column of the report (Column 6)

3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
<p>Method: (ex. tests, presentations, research paper, etc.)</p> <p>What is your method of assessment?</p> <p>Using a Sample of Students?</p> <p>yes/ no box</p> <p>If yes, describe your sample.</p> <p>Who is your sample? i.e. all majors in "X"</p> <p>When does assessment occur?</p> <p>mid-semester, end semester, etc.</p> <p>How often does assessment occur?</p> <p>annually, semi-annually, bi- annually, etc.</p>	<p>What were the results of your assessment. How many students were successful. Did you meet your criteria?</p>	<p>What did you learn - about your students or your program - from this assessment?</p> <p>Are there changes you could make - to the curriculum, the instructional methods, etc., that would improve your results? Can you make changes that would improve results that do not affect the rigor of your program?</p> <p>Describe what you learned and any changes you plan to implement.</p>	<p>Once you have been through a complete assessment cycle, use this space to describe implemented changes and what the impact of those changes were.</p> <p>Did student learning improve? If so, what do you want to do next? If student learning did not improve, why do you think that happened?</p> <p>Do you have other ideas that might improve student learning in your program?</p> <p>This is where you "close the loop" in the assessment cycle. The feedback you have recorded in columns 5 and 6 should help you with your next planning phase for your program.</p>
<p>* Learning Outcome Met? (Based on Criteria)</p> <p>- Select One -</p> <p>This is a yes/no box</p>			

There should be a line completed for each learning outcome or assessment used. There may be instances when the same assessment is used to measure more than one student learning outcome. In those cases, please use a separate line for each

learning outcome, as it is quite possible that there will be some differentiation of results by outcome. There may also be instances when there is more than one assessment for a single learning outcome. In that instance, please create a line per assessment, as results may differ per assessment.

When you have finished entering your information for each of your assessments or student learning objectives, you have several options.

You can send your report to someone else for them to read and approve, or read and suggest changes. You can save it as a draft, and go back and finish it later, or you can submit your report, once it is completed.

If you would like to send this report to another user as a draft please select a user and click the Save as Draft button below

If this field is left blank you will receive an email with a link to access the draft for further edits.



Save As Draft

Submit

When a report is submitted, a notice of the submitted report, along with an attached PDF of your report is automatically sent to you, your department chair, your School's assessment coordinator, the Dean of your School, your VPAA, and the Office of Institutional Effectiveness.

APPENDIX B: COMPLETING ADMINISTRATIVE ASSESSMENT REPORTS WITH PROCESS MAKER

Siena College is using Process Maker to complete assessment reports. First, you access [PROCESS-MAKER ADMINISTRATIVE](#) and log in with your Siena user name and password. That will bring you to the following screen.

Student Learning Assessment Report, Administrative

If you have any questions about the online submission please contact Mildred Savidge at msavidge@siena.edu.

- Hover your mouse over the to the right of a question for more details/description.
- The red asterisk to the left * indicates a required field.
- If you are not finished, you can still save what has been entered by clicking the Save As Draft button. You will receive an email with a link to complete the application.

* Report Year

* Administrative UNIT

Retrieve previously submitted reports

* Are you the Head of Unit (e.g. Director)?

Mission

Indicate number of assessments. (There should be at least one row per student learning outcome. Every student learning outcome should be listed.)

1. Department Objective	2. Connection to College Mission OR Student Learning Objective (if appropriate)	3. Phase Check all that apply	4. Assessment Procedures (Planning/ determining)	5. Assessment Results (Collecting/ analyzing)
1. <input type="text"/>	<input type="text"/> * Criteria: (How do you know the outcome has been achieved?) <input type="text"/>	<input type="checkbox"/> Planning/ determining procedures (Col. 4) <input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 4) <input type="checkbox"/> Collecting/ analyzing assessment data (Col. 4,5) <input type="checkbox"/> Discussing/ using results (Col. 5,6) <input type="checkbox"/> Determining if Changes had an Impact on Goal Achievement (Col. 7) <input type="checkbox"/> Objective not assessed this year		

If you would like to send this report to another user as a draft please select a user and click the Save as Draft button below


If this field is left blank you will receive an email with a link to access the draft for further edits.

* Required Field

The top of the screen will look like the screen below. Directions for completing each section of the assessment report are included in that section.

Annual Assessment Report, Administrative

If you have any questions about the online submission please contact Mildred Savidge at msavidge@siena.edu.

- Hover your mouse over the  to the right of a question for more details/description.
- The red asterisk to the left * indicates a required field.
- If you are not finished, you can still save what has been entered by clicking the Save As Draft button. You will receive an email with a link to complete the application.

* Report Year  Current options include 2014-15, 2015-16, and 2016-17. To work on this year's report, choose the current academic year

* Administrative UNIT

Retrieve previously submitted reports



Populate Form

View Report

Bring up your most recent report, edit or add to that, and save it under the newer year. Both reports will be available

* Are you the Head of Unit (e.g. Director)? Options are Yes, No

Mission

Indicate number of assessments. *(There should be at least one row per department objective/ goal. Every objective/ goal should be listed. You can enter up to 10 assessments)*

The year chosen becomes part of the filename for the report. Please make sure to choose the current year when starting a new/ updated report. It is also important to enter the correct number of assessment in the box at the bottom of this part, to ensure you have enough lines for data entry.

The drop down choices for Administrative Units are:

Academic Affairs	Academic Advising, Academic Programs, AMC program, Career Center, Franciscan Center for Catholic Studies, Grants and Sponsored Programs, HEOP, Hayyim and Esther Institute for Jewish-Christian Studies, Institutional Effectiveness, Institutional Research, International Programs, ITS, Niebuhr Institute, Registrar's Office, SAinT Center, School of Business, School of Liberal Arts, School of Science, Siena College Institute for Artificial Intelligence, Student Retention and Success, Writing Center
Academic Affairs (Student Centers)	Academic Community Engagement (ACE), Center for Medieval and Early Modern Studies, Center for the Study of Government and Politics, Center for Undergraduate Research & Creative Activity (CURCA), Center for Urban Education, Hickey Financial Technology Center, High Performance Computing Center, Institute for Leadership Development, McCormick Center for the Study of the American Revolution, Military Science and Leadership (ROTC), Stack Center for Innovation & Entrepreneurship,, Standish Honors Programs
Development & External Affairs	Alumni Relations, Development, Siena Research Institute
Enrollment Management	Admissions, Financial Aid, Marketing and Communications, Operations
Finance & Administration	Budgeting and Financial Reporting Analysis, Business Affairs, Business Services and Procurement, Campus Space Planning, Facilities Management, Finance and Comptroller, Financial Compliance, Human Resources, Library and Audio-Visual services, Risk Analysis and Project Management, Student Liaison and Project Management
Library	Library and Audio Visual Services
Office of the President	Athletics, College Chaplin, College Counsel, Franciscan Center for Service and Advocacy, Mission Officer, Title IX/ Title VII Coordinator
Student Life	Counseling Center, Damietta Cross-Cultural Center, Dean of Students, Health Services, Office of Accessibility, Office of Community Living, Public Safety, Sr. Thea Bowman Center for Women, Student Activities and Leadership Development, Student Life Compliance, Support Services for Students with Disabilities, Veterans Services

Please continue to the next page

If you choose not to load your most recent report, or if this is the first time you have entered a report, for each assessment you have indicated in the “Number of Assessments” box, a line will appear on your screen:

1. Department Objective	2. Connection to College Mission OR Student Learning Objective (if appropriate)	3. Phase Check all that apply	4. Assessment Procedures (Planning/ determining)	5. Assessment Results (Collecting/ analyzing)	6. Use of Results (Discussing/ using results)	7. Determining if changes impacted goal achievement
<p>1. Use the first box in each row to list one of your department objectives or goals.</p> <p>If your department or center does not work directly with students, or does not have student learning objectives, that's OK. However, your department objectives/ goals ought to be defined and measurable, and have some relationship to both your division mission and the College mission.</p>	<p>If your department does not work with students, or this specific objective/ goal is not student related, use this space to explain the connection between your objective and the Division and College missions.</p> <p>* Criteria: (How do you know when you have achieved your objective/goal?)</p> <p>Your criteria needs to be specific and measurable. How much of what outcome, degree of positive feedback, progress toward a defined goal are examples.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Planning/ determining procedures (Col. 4)</p> <p>Planning/ Redesigning based on past assessment (Col. 4)</p> <p>Collecting/ analyzing assessment data (Col. 4,5) \</p> <p>Discussing/ using results (Col. 5,6)</p> <p>Determining if Changes had an Impact on Goal Achievement (Col. 7)</p> <p>Objective not assessed this year</p>			

You will note that with none of the boxes in column 3 checked, it is not possible to enter data/ information in columns 4 – 7. When you check the planning box, an updated screen will appear (see below). This will allow data entry in columns 1 - 4, but not columns 5 – 7, where results would be entered. In the coming examples, unused columns (or columns already explained) have been deleted to allow enough space for the example.

Once the planning box in column 3 is checked, you will be able to describe your assessment in column 4. Here you describe the process for determining if the department objectives have been achieved. This could take any number of forms, from “counting” something (number of attendees or participants, dollars raised, etc.) to surveys, opinion polls, and focus groups. Please list the person who will conduct the assessment, what kind of sample is being used (if any), and when and how often this assessment is conducted. In some cases, the assessment may be repeated on an annual or bi-annual basis, and in some cases (depending on the objective), an assessment may occur only once.

1. Department Objective	2. Connection to College Mission OR Student Learning Objective (if appropriate)	3. Phase Check all that apply	4. Assessment Procedures (Planning/ determining)
<p>1. Use the first box in each row to list one of your department objectives or goals.</p> <p>If your department or center does not work directly with students, or does not have student learning objectives, that's OK. However, your department objectives/ goals ought to be defined and measurable, and have some relationship to both your division mission and the College mission.</p>	<p>If your department does not work with students, or this specific objective/ goal is not student related, use this space to explain the connection between your objective and the Division and College missions.</p> <p>* Criteria: (How do you know students are achieving learning outcome?)</p> <p>Your criteria needs to be specific and measurable. How much of what outcome, degree of positive feedback, progress toward a defined goal are examples.</p>	<p><input type="checkbox"/> Planning/ determining procedures (Col. 4)</p> <p><input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 4)</p> <p><input type="checkbox"/> Collecting/ analyzing assessment data (Col. 4,5)</p> <p><input type="checkbox"/> Discussing/ using results (Col. 5,6)</p> <p><input type="checkbox"/> Determining if Changes had an Impact on Goal Achievement (Col. 7)</p> <p><input type="checkbox"/> Objective not assessed this year</p>	<p>Method: (ex. observation, survey, archive) How will you measure progress</p> <p>Person(s) Responsible Who will be in charge</p> <p>Sample? Yes</p> <p>If yes, describe. What population segment or statistical group</p> <p>When does assessment occur? at/after event, end of fiscal year, etc.</p> <p>How often does assessment occur? annually, semi-annually, bi-annually, etc.</p>

The next phase of the assessment process happens after there has been some degree of action taken toward achieving the objective or desired outcome. Once the assessment has been conducted and completed, the data from the assessment is collected, compiled, and analyzed. When you check the collecting/ analyzing box in column 3, column 5 becomes available for data entry. Use column 5 to describe the results of the assessment.

Now that assessment results are complete, the department can discuss what the results show, and how to use this information to make improvements in the department or the methods used to achieve the objective. This is especially important in cases where the objective has not been met. Checking the “discussing/ using results” box in Column 3 will open column 6 for a synopsis of the department discussion and a description of intended changes.

3. Phase Check all that apply	4. Assessment Procedures (Planning/ determining)	5. Assessment Results (Collecting/ analyzing)	6. Use of Results (Discussing/ using results)
<input type="checkbox"/> Planning/ determining procedures (Col. 4)	Method: (ex. observation, survey, archive) <input type="text" value="How will you measure progress"/>	Use this space to describe the assessment results. Once these results have been described, please use the box below this section to indicate if the desired outcome was met, according to the criteria stated in Column 2.	What did you learn from the assessment? Can changes be made that will enhance your outcomes next time you work on this objective? Describe the intended changes here.
<input type="checkbox"/> Planning/ Redesigning based on past assessment (Col. 4)	Person(s) Responsible <input type="text" value="Who will be in charge"/>		
<input type="checkbox"/> Collecting/ analyzing assessment data (Col. 4,5)	Sample? <input type="text" value="- Select One -"/>		
<input type="checkbox"/> Discussing/ using results (Col. 5,6)	When does assessment occur? <input type="text" value="after event, end of fiscal year, etc."/>		
<input type="checkbox"/> Determining if Changes had an Impact on Goal Achievement (Col. 7)	How often does assessment occur? <input type="text" value="annually, semi-annually, bi-annually, etc."/>		
<input type="checkbox"/> Objective not assessed this year		* Learning Outcome Met? (Based on Criteria) <input type="text" value="- Select One -"/>	

If the department decides to make changes, and this can be done even if you have met your objective, you will most likely go through another planning cycle, to make sure that the planned changes are consistent across the board. Use the Planning/ Redesigning to indicate this.

After your changes are planned, they are implemented and the outcomes are measured. Now compare the most recent results with previous results, along with any other observations, to determine if the changes made resulted in improved student performance. Your comments about this part of the process are made in the last column of the report (Column 7)

4. Assessment Procedures (Planning/ determining)	5. Assessment Results (Collecting/ analyzing)	6. Use of Results (Discussing/ using results)	7. Determining if changes impacted goal achievement
<p>Method: (ex. observation, survey, archive)</p> <p>How will you measure progress</p> <p>Person(s) Responsible</p> <p>Who will be in charge</p> <p>Sample?</p> <p>- Select One -</p> <p>When does assessment occur?</p> <p>after event, end of fiscal year, etc.</p> <p>How often does assessment occur?</p> <p>annually, semi-annually, bi-annually, etc.</p>	<p>Use this space to describe the assessment results. Once these results have been described, please use the box below this section to indicate if the desired outcome was met, according to the criteria stated in Column 2.</p>	<p>What did you learn from the assessment? Can changes be made that will enhance your outcomes next time you work on this objective?</p> <p>Describe the intended changes here.</p>	<p>Did the changes made improve the outcomes? Was department performance improved?</p> <p>Describe what changed, and how that change can help your department continue to perform well and contribute to the mission of the college.</p>
<p>* Learning Outcome Met? (Based on Criteria)</p> <p>- Select One -</p>			

When you have finished entering your information for each of your assessments or objectives, or when you need to stop for any reason, you have several options.

You can send your report to someone else for them to read and approve, or read and suggest changes. You can save it as a draft, and go back and finish it later, or you can submit your report, once it is completed.

If you would like to send this report to another user as a draft please select a user and click the Save as Draft button below
If this field is left blank you will receive an email with a link to access the draft for further edits.

Save As Draft

Submit

When a report is submitted, a notice of the submitted report, along with an attached PDF of your report is automatically sent to you, your department chair, your School's assessment coordinator, the Dean of your School, your VPAA, and the Office of Institutional Effectiveness.