



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

2022-2023

Community Development Certificate

Allison Schultz

Submitted By

Allison Schultz

Previously Submitted Reports

2021-2022 Community Development Certificate

Mission

Siena College's Center for Academic Community Engagement focuses on the development and success of our members by fostering transformative and impactful experiential learning opportunities through equity centered community engagement initiatives.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

G1 Critical and creative reasoning. Explores problems/opportunities through the analysis of evidence from a variety of sources and perspectives; increases understanding by breaking complex topics into manageable parts; and, combines ideas in ways that demonstrate creativity and innovation.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Faculty mentors completed ACE capstone rubric as an online assessment

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

85% of COMD 400/410 capstone students will demonstrate mastery on ACE Rubric through a written product. Mastery level = "meets" or "exceeds" in at least two of the critical and creative reasoning areas.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Met! 96.3% of capstone students met or exceeded mastery level in this area. There were some amazing projects completed this year which included significant critical and creative reasoning skills—this includes: Sarah Ahmed-Weidman's The Intersection of Foster Care, Substance Use, and Incarceration, Chandler Edbauer's The Evolution and Formation of Social Innovations, Tori Mangelli's Who's Fault is it?: An Examination of Media Narratives Concerning Substance Misuse in Appalachia and Potential Solutions, Abeer Jafri's Trauma Informed Care of Domestic Violence Victims with Disabilities, Ethan Hull's Developing Strategies for Sustainability at the South End Night Market, Mara Golden's Finding a Sense of Self Through Autoethnography, Stephanie da Fonseca's Finding an Identity as a First-Generation American, Sam Lunt's Engagement and Retention of Volunteers, Shriya Matta's Food As Medicine Program Analysis, Mouda Al-Zaydan's The Excellence Capsule (NExT). The seniors and their faculty mentors developed long-term, educational, and developmental relationships that pushed the student work to the highest levels. We believe it was the power of these relationships that is at the core of this work.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

While the results are strong—we want to consider whether we need to push our students further—should we be moving the goal to increase rigor? We have a program review scheduled for the 2023-24 AY, and this is one of the questions we want to ask ourselves.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

G2 Collaborative action. Applies knowledge, disciplinary expertise and professional skills to collaboratively work with diverse partners to produce meaningful, sustainable, and beneficial change in their local, regional, and global communities.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
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- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Faculty mentors completed ACE capstone rubric as an online assessment

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

85% of COMD 400/410 capstone students will demonstrate proficiency based on ACE presentation worksheet. Mastery level = "meets" or "exceeds" in at least two of the critical and creative reasoning areas.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Met! 100% of Capstone students who did the capstone through the COMD 400/410 process met this criteria. We did not encounter any departmental challenges to students completing a community engaged capstone this year.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

While the results are strong—we want to consider whether we need to push our students further—should we be moving the goal to increase rigor? We have a program review scheduled for the 2023-24 AY, and this is one of the questions we want to ask ourselves.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

2. Phase

Check all that apply

G3 Ethical reasoning. Recognizes ethical issues in a variety of settings; considers the ramifications of actions to individuals, communities and the environment; relies on Franciscan Concerns for diversity, heritage, justice, and nature to make informed decisions and guide sustainable action.

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3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Faculty mentors completed ACE capstone rubric as an online assessment

When does assessment occur?

Spring Semester

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

85% of COMD 400/410 capstone students will demonstrate mastery based on ACE rubric. Mastery level = "meets" or "exceeds" in at least two of the critical and creative reasoning areas.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Met. 100% of Capstone students met or exceeded this criteria.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

While the results are strong—we want to consider whether we need to push our students further—should we be moving the goal to increase rigor? We have a program review scheduled for the 2023-24 AY, and this is one of the questions we want to ask ourselves.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

G4 Oral and written communication. Develops and expresses ideas in professional settings which effectively increases knowledge, fosters understanding, and promotes change in attitudes, values, beliefs, or behaviors.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Faculty mentors completed ACE capstone rubric as an online assessment

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

85% of COMD 400/410 oral - capstone students will demonstrate written and oral communication mastery based on ACE rubric written and oral communication. Mastery level = "meets" or "exceeds" in at least two of the critical and creative reasoning areas.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Met. 98% of capstone students met or exceeded this criteria for oral and written communication—100% in oral communication and 96% in written communication. COVID didn't provide many student opportunities for presentation or publication and now students have more chances to present and practice their academic writing and presentation skills.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

While the results are strong—we want to consider whether we need to push our students further—should we be moving the goal to increase rigor? We have a program review scheduled for the 2023-24 AY, and this is one of the questions we want to ask ourselves.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

G5 Teamwork and leadership. Contributes toward goals, interacts with others in a respectful manner, manages processes, and motivates others to achieve collaborative objectives in a variety of situations and cultural contexts.

2. Phase

Check all that apply

- Planning/ determining procedure
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3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Faculty mentors completed ACE capstone rubric as an online assessment

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

85% of COMD 400/410 capstone students will demonstrate mastery based on ACE rubric. Mastery level = "meets" or "exceeds" in at least two of the critical and creative reasoning areas.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Capstone: Met 100% of capstone students met this goal.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

While the results are strong—we want to consider whether we need to push our students further—should we be moving the goal to increase rigor? We have a program review scheduled for the 2023-24 AY, and this is one of the questions we want to ask ourselves.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

G6 Reflection and lifelong learning. Explores and integrates knowledge gained across a variety of experiences to understand preconceptions and privileges, and how these shape perspective; applies knowledge to improve competence and transfers learning to new situations.

2. Phase

Check all that apply

- Planning/ determining procedure
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Package History

Date	User	Action
6/20/2023 3:15:05 PM	Allison Schultz	Submitted 'Student Learning Assessment Report'
6/20/2023 3:15:42 PM	Institutional Effectiveness	Received
6/20/2023 3:15:43 PM	Allison Schultz	Received
6/20/2023 3:15:43 PM	School of Liberal Arts - Asst. Dean	Received
6/20/2023 3:15:43 PM	Provost and Senior Vice President	Received
6/20/2023 3:15:43 PM	School of Science - Asst. Dean	Received
6/20/2023 3:15:43 PM	Tim Reno	Received
6/20/2023 3:15:44 PM	School of Liberal Arts - Dean	Received
6/29/2023 10:50:09 AM	Margaret Madden	Decision Approved