Memorandum

To: Department Chairs and Program Directors supporting concentrations

From: The Academic Assessment Committee, Steve Wu (Chair)

Date: November 1, 2022

Subject: Senior Program Assessment 2021-22

Dear Colleagues,

Thank you for your continued participation in last year's senior project assessment exercise. It was lauded by our reaccreditation team composed of faculty and administrators from peer institutions. The senior program assessment set up a strong foundation for our work on assessing student learning outcomes, the subject of a separate report.

During the 2021-22 academic year we conducted the fourth direct measures assessment of the Senior Program as a graduation requirement (in relation to Hamilton's eight educational goals and the curricular goals of each concentration). This memorandum shares the results with you so that your department or program can continue a conversation about how we can improve student learning in relation to the college's educational goals. General results include 1) 100% reporting on the senior program assessment (35 of 35 concentrations were reported including students completing interdisciplinary concentrations); 2) the overall response of N/A continued to decrease from 2018-19, 2019-20, and 2020-21 to 2021-22 in some areas including: *Understanding of Cultural Diversity* (33.65% to 28.43%), and *Ethical and Engaged Citizenship* (26.20% to 19.28%). These results are likely an outcome of more students seeking to do senior projects related understanding cultural diversity and ethical and engaged citizenship. Other areas of the senior program that had been changing in relationship to the response N/A did not appear to have change significantly from 2020-21 to 2021-22.

Please recall the instructions on the assessment form: *The answers to the following questions are meant to be a reflection of how the student realized the goal, not whether the goal pertained to the project. A mark of N/A is an acceptable choice to indicate the senior project in your department or program provides no opportunity to assess this general educational goal. N/A should not be chosen to avoid a low score on an expected element of the work.*

The form also has this disclaimer: *The information acquired through this outcomes tool is solely collected to assess the College's senior program. All data will be reported in the aggregate. The data will not be linked to individuals, used for student or faculty evaluation, or be directly considered in the distribution of College resources.*

Summary of Findings

The class of 2022 graduated 492 students in 35 concentrations. There was a reporting rate of 35 out of 35 concentrations (100% completion) that graduated students. After the dataset was cleaned (removal of cases where the data were not complete or the form not filled out correctly), we received data from 617 student assessments (some students were assessed twice because they had double concentrations) from 817 total assessments (multiple faculty in a concentration assessed a single student).

The summary of results indicates that the Senior Program realizes the educational goals *Intellectual Curiosity, Analytic Discernment, Disciplinary Practice, Creativity, and Communication and Expression,* as well as the goal of the *Department or Program* (Figure 1 and Table 1).
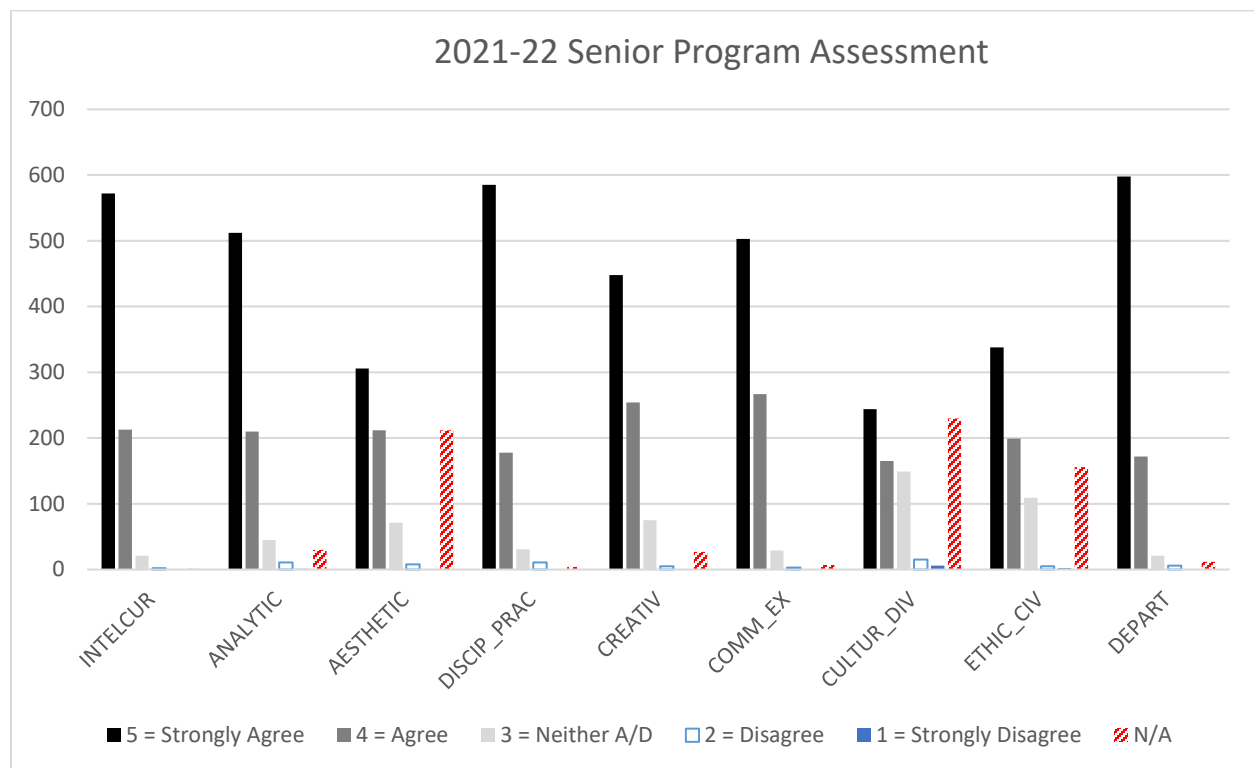

Figure 1. Aggregate results of the 2021-22 Senior Program assessment. Red stripe bars indicate N/A responses where there was less connection between the Senior Program and that particular educational goal. Black, dark grey, and light grey bars represent a connection between the educational goal and how well the student realized that particular goal.

Table 1. Frequencies of ratings by educational goal for the 2021-22 Senior Program Assessment graphed in Figure 1.

	5 = Strongly Agree	4 = Agree	3 = Neither A/D	2 = Disagree	1 = Strongly Disagree	N/A	Total
INTELCUR	572	213	21	2	0	1	809
ANALYTIC	512	210	45	11	1	30	809
AESTHETIC	306	212	71	8	0	212	809
DISCIP_PRAC	585	178	31	11	0	4	809
CREATIV	448	254	75	5	0	27	809
COMM_EX	503	267	29	3	0	7	809
CULTUR_DIV	244	165	149	15	6	230	809
ETHIC_CIV	338	199	109	5	2	156	809
DEPART	598	172	21	6	0	12	809
Total	4106	1870	551	66	9	679	

Three educational goals received a high number of N/A scores including *Aesthetic Discernment, Understanding of Cultural Diversity,* and *Ethical and Engaged Citizenship* (Figure 1 and Table 1). However, N/As were lower in all three of these educational goals as a percentage of the total responses in 2021-22 compared to the 2018-19, 2019-20, and 2020-21 assessments (Figure 2 and Table 2). The trend that N/A responses continue to drop may be because students are continuing to select projects that emphasize these educational goals. The result may also pertain to how the faculty rate these educational goals or recognize them being reflected in the senior project. Goals *Understanding Cultural Diversity* and *Ethical and Engaged Citizenship* continue to have lower N/A response rates and future assessments will continue to allow us to understand how well we are achieving these goals.
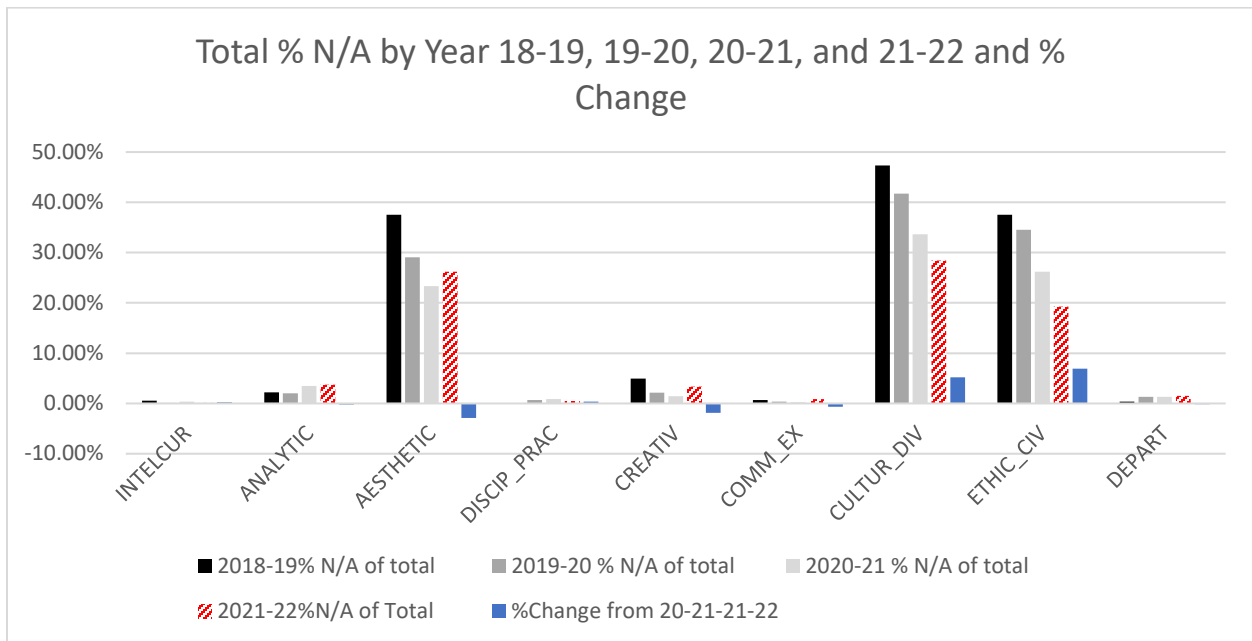

Figure 2. Percent of N/A responses by educational goal for the 2020-21 Senior Program Assessment.

Table 2. Summed percent by educational goal for the 2021-22 Senior Program Assessment graphed in Figure 2. Note those educational goals that are highlighted in <mark>green</mark> were reported with N/A lower in 2021-22 than in 2020-21, 2019-20, or 2018-19. The remaining educational goals were consistent over both years of assessment at <3% difference.

	2018-19% N/A of total	2019-20 % N/A of total	2020-21 % N/A of total	% Change from 19-20 to 20-21	2021-22%N/A of Total	%Change from 20-21-21-22
INTELCUR	0.58%	0.12%	0.36%	-0.24%	0.12%	0.24%
ANALYTIC	2.19%	2.02%	3.49%	-1.47%	3.71%	-0.22%
AESTHETIC	37.53%	29.05%	23.32%	5.73%	26.21%	-2.89%
DISCIP_PRAC	0.00%	0.71%	0.84%	-0.13%	0.49%	0.35%
CREATIV	4.97%	2.14%	1.44%	0.70%	3.34%	-1.90%
COMM_EX	0.69%	0.36%	0.24%	0.12%	0.87%	-0.62%
CULTUR_DIV	47.34%	41.71%	33.65%	8.06%	28.43%	5.22%
ETHIC_CIV	37.53%	34.52%	26.20%	8.32%	19.28%	6.92%
DEPART	0.35%	1.32%	1.32%	0.00%	1.48%	-0.16%

Another reflection indicates that we are continuing to decrease the amount of N/A responses in the goal of aesthetic discernment. At the same time, the goals of *Understanding Cultural Diversity* and *Ethical and Engaged Citizenship* made the highest change in N/A responses from the previous year. It is possible, with respect to the latter two, that the reasons for these decreases could be very different. The push towards thinking more about issues of diversity and inclusion (coming from faculty, students, but also from the world more broadly) might imply that there are more students who are completing Senior Projects who are addressing this educational goal, possibly in relationship to the further development of the SSIH requirement.

We are also providing you with the averaged data by concentration (Table 3). These data are to help you understand where your Senior Program aligns with all other concentrations. Remember, it is not meant to be evaluative for a department/program, its students, or faculty. It may be entirely appropriate to differ from the aggregate.

Please share this memo with your department members, and, when appropriate, have a conversation regarding our educational goals and student learning in your Senior Program at a department meeting. I want to thank all of you who took the time to participate in the assessment and for your efforts moving forward.

Sincerely,

The Academic Assessment Committee
Steve Wu (Chair), Arathi Menon, Justin Clark, Jasmine Yang *(ex officio)*, Nathan Goodale *(ex officio)*

*Table 3. *Aggregate data by concentration for the 2020-21 Senior Program Assessment.*

DEPARTMENTPROGRAM	N=Total Resp	N=Total Students	AVG INTELCUR	Total N=N/A	AVG ANALYTI	Total N=N/A	AVG AESTHETI	Total N=N/A	AVG DISCIP_PRAC	Total N=N/A	AVG CREATI	Total N=N/A	AVG COM	Total N=N/A	AVG CULTURDI	Total N=N/A	AVG ETHIC_CIT	Total N=N/A	AVG DEPAR	Total N=N/A
Africana Studies	2	1	4.00		4.00		5.00		5.00		5.00		5.00		5.00		5.00		5.00	
Asian Studies	5	3	5.00		4.80		5.00	3.00	5.00		4.80		5.00		4.25	1.00	5.00	1.00	5.00	
American Studies	3	3	5.00		5.00		4.33		5.00		4.67		5.00		4.33		4.33		5.00	
Anthropology	36	10	4.57		4.35		3.97	6.00	4.49		4.30		4.59		4.32		4.37	2.00	4.59	
Art	9	9	4.44		4.25	1.00	4.56		4.67		4.78		4.56		5.00		4.78		4.89	
Art History	30	8	4.55		4.56	4.00	4.61		4.29	7.00	4.26		4.71		4.30	1.00	4.30		4.42	
Biochemistry / Molecular Biology	78	18	4.94		4.96		4.74	16.00	4.95		4.84	1.00	4.85		3.58	59.00	4.40	28.00	4.91	
Biology	66	27	4.93		4.91		4.93		4.91		4.91		4.89	1.00	3.65	51.00	3.50	51.00	4.87	
Chemistry	58	10	4.86		4.93		4.78	18.00	4.90		4.74	1.00	4.90		5.00	53.00	4.83	34.00	4.90	
Chinese	4	4	4.75		4.75		5.00	1.00	5.00		4.50		5.00		5.00		5.00		5.00	
Cinema and Media Studies	11	11	4.82		4.36		4.73		4.64		4.55		4.55		4.20	1.00	4.73		4.70	1.00
Classics	6	3	4.83		4.83		4.67		5.00		4.83		5.00		4.67		4.67		4.83	
Computer Science	21	21	4.57		4.76		4.62		4.76		4.62		4.52		4.53	6.00	4.56	5.00	4.86	
Creative Writing	15	15	4.85		4.25	11.00	5.00		5.00		5.00		4.92		4.54	1.00	4.33	1.00	4.54	
Economics	67	67	4.79		4.64		4.62	14.00	4.73		4.63	8.00	4.70		4.80	11.00	4.82	12.00	4.85	
Environmental Studies	35	21	4.37		4.20		3.86	13.00	4.29		4.09	1.00	4.34		4.11	8.00	4.31		4.46	
French and Francophone Studies	16	16	4.81		4.63		4.50		4.69		4.75		4.63		5.00		4.71	2.00	4.81	
Geosciences	7	7	3.86		3.86		4.14		3.71		3.86		4.43		4.00		4.00		4.00	
German Studies	4	4	5.00		5.00		4.75		5.00		5.00		5.00		3.00		3.50		5.00	
Government	51	51	4.49		4.51		5.00	48.00	4.25		4.18	1.00	4.52	1.00	4.47	4.00	4.71		4.82	
Hispanic Studies	19	19	4.68		4.76		4.74		4.74		4.79		4.68		4.89		4.76	2.00	4.84	
History	15	15	4.87		4.75	7.00	4.75	11.00	4.67		4.93		4.73		4.67		4.71	1.00	4.73	
Interdisciplinary Concentration	1	1	4.00		4.00		0.00	1.00	4.00		5.00		5.00		5.00		5.00		0.00	1.00
Japanese	3	2	4.33		4.33		5.00	1.00	5.00		5.00		5.00		3.00	2.00	4.00	1.00	5.00	
Literature and Creative Writing	16	16	4.63		4.58	4.00	4.75		4.69		4.50		4.81		4.40	1.00	4.33	1.00	4.93	1.00
Mathematics and Statistics	46	46	4.35		4.70		4.08	22.00	4.65		4.35		4.52		4.83	40.00	4.67	34.00	4.65	
Music	6	6	4.83		5.00		5.00		5.00		5.00		4.83		3.00	2.00	5.00	5.00	5.00	
Neuroscience	33	16	4.73		4.64		4.13	2.00	4.67		4.39		4.58		3.64	11.00	4.00	4.00	4.67	
Philosophy	19	18	4.63		4.42		4.00	5.00	4.53		4.53		4.63		3.78	1.00	4.42		4.68	
Physics	23	22	4.96		5.00		4.08	11.00	4.96		4.04		4.00		4.00	18.00	3.80	17.00	5.00	
Psychology	69	38	4.49		4.32		3.93		4.64		4.06		4.32		3.70	10.00	4.13	7.00	4.71	
Religious Studies	12	3	4.92		4.92		4.67		4.83		4.67		4.67		4.75		4.60	2.00	4.92	
Russian Studies	2	2	5.00		5.00		4.50		4.50		5.00		5.00		5.00		4.50		5.00	
Sociology	20	12	4.45		4.40		4.00	10.00	4.60		4.00		4.40		3.85		4.24	3.00	4.45	
Theatre	5	5	4.60		4.60		5.00		4.80		5.00		4.40		3.60		4.00		4.60	
Women's and Gender Studies	6	6	3.67		4.67		3.00	2.00	3.83		4.00		4.17		3.50		3.83		3.33	
World Politics	10	10	4.90		4.50		0.00	10.00	4.30		4.60		4.80		4.80		5.00		3.67	7.00

* The organization of data in Table 3 is as follows: Column 1 = Concentration, Column 2 = Total Number of Responses (some departments/programs had multiple raters assess each student), Column 3 = The Total Number of Students reflected in the Total Number of Responses (if a student had more than one rating those ratings were averaged; the total for Column 3 across all departments/programs is greater than 493 due to double concentrators), Columns 4, 6, 8, 10, 12, 14, 16, 18, and 20 are the averaged data from the Total Number of Responses (Column 2) for the eight educational goals and the department/program goals. Columns 5, 7, 9, 11, 13, 15, 17, 19, and 21 are the total number of N/A scores from the Total Number of Responses (Column 2) for each educational goal and department/program goal.