



***Campus Academic  
Assessment  
Committee  
(CAAC)***

Sept 27<sup>th</sup> , 2010

# Agenda

## WELCOME:

(Please be sure you have signed the attendance sheet)

## BUSINESS:

1. Minutes at [http://www.potsdam.edu/offices/ie/assessment/upload/CAAC-Minutes05\\_05\\_10.pdf](http://www.potsdam.edu/offices/ie/assessment/upload/CAAC-Minutes05_05_10.pdf)
2. Middle States Self Study update - Jim German
3. Middle States Self Study Standard 14 – Student Learning Assessment update – Brydges
4. NSSE 2010 Report – Review Data Presentation and Trends: Brydges  
<http://www.potsdam.edu/offices/ie/surveys/nsse.cfm>
5. Assessment of SUNY Potsdam’s Gen Ed student learning outcomes Report for PI, ML, FM, PE, WC, SB, SP and LB - Brydges  
<http://www.potsdam.edu/offices/ie/assessment/upload/GenEdAssessment-Sp2010.pdf>
6. Professional Development Opportunities and Report:
  - a) Understanding Assessment Results Webinar with Dr. Linda Suskie – Hersker and Anderson
  - b) Fostering a Culture of Assessment on Campus with Dr. Linda Suskie at SUNY Canton – October 1<sup>st</sup>
7. Assessment Reports and Action Plans 2009-2010 due now.
8. Department/Program Assessment Plans AY 2010/2011 due real soon (Oct. 1<sup>st</sup>)
9. Other Items

Next Meeting – December?

## ***2. Update on Self –Study Process: Jim Germa***



MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION

- ***Highlights***
- ***Status of Self Study***
  - ***Self-Study outcomes***
  - ***Working Groups***
  - ***Timeline***
  - ***Transparency:***

**<http://www.potsdam.edu/offices/ie/middlestates.cfm>**

# ***3. Standard # 14 - Assessment of Student Learning Middle States Self-Study Working Group Members***

- Bruce Brydges (Chair)
- Al Hersker, (A&S)
- Jill Pearson, (Crane)
- Debbie Anderson, (School of Ed)
- Shaili Singh (Student Success)
- Katie Sherhauser (Grad Student)

# Priority #11

## **Standard 14: Assessment of Student Learning**

**Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.**

# Standard 14 Research Question #1

1. **By what measures can SUNY Potsdam demonstrate its progress in making the assessment of student learning “an integral part of the life of the institution”?**
  - To what extent have its effort to implement assessment of student learning outcomes (SLOs) been effective?
  - Does the institution define the “effective” assessment of student learning appropriately?
  - What evidence demonstrates that the practice of assessment has created (or is creating) a culture of assessment?
  - What evidence demonstrates that the assessment of student learning is communicated to college leadership and is used for planning, goal setting, and resource allocation?

(Outcomes 1, 4 & 7)

# Standard 14 Research Question #2

## **2. How well are Department/Program Assessment Plans and activities linked to the overall mission and goals of the College?**

- To what extent are department/ program SLOs linked to college outcomes as defined by the Mission Statement and to key goals and planning documents?
- How well does the Potsdam Graduate document serve as a desired compilation of outcomes for the assessment of student learning campus-wide?

(Outcomes 1 & 6)

# Standard 14 Research Question #3

**3. Have sufficient measures been taken to support professional development necessary to create effective assessment programs and to inculcate a culture of assessment across the campus?**

- Have the opportunities for professional development been commensurate with the needs of faculty?
- Have appropriate resources been allocated to support the assessment of student learning?
- To what extent has the implementation of assessment programs changed faculty workloads and/or the ways faculty work?
- What evidence demonstrates that the “best practices” in the assessment of student learning are highlighted, and that the best practices, from a variety of disciplines, showcased?

(Outcomes 1 & 3)

# Standard 14 Research Question #4

**4. How is the knowledge generated by the assessment of student learning shared across the college community so as to inform decision making?**

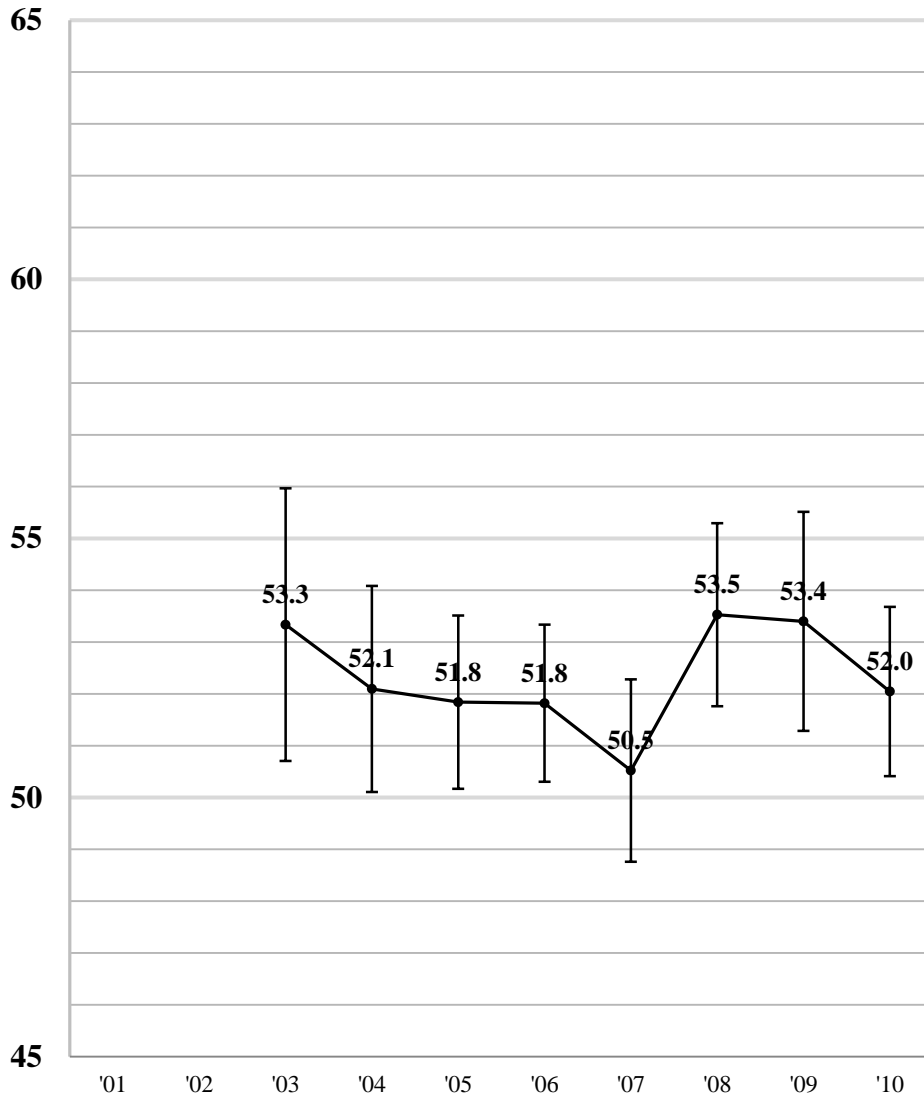
- What evidence demonstrates that the assessment of student learning informs department and program decision-making, particularly regarding program and curriculum development?
- What evidence demonstrates that the assessment of student learning, regarding both processes and outcomes, are transparent to all stakeholders, including current and prospective students?

(Outcomes 1, 4, 5 & 7)

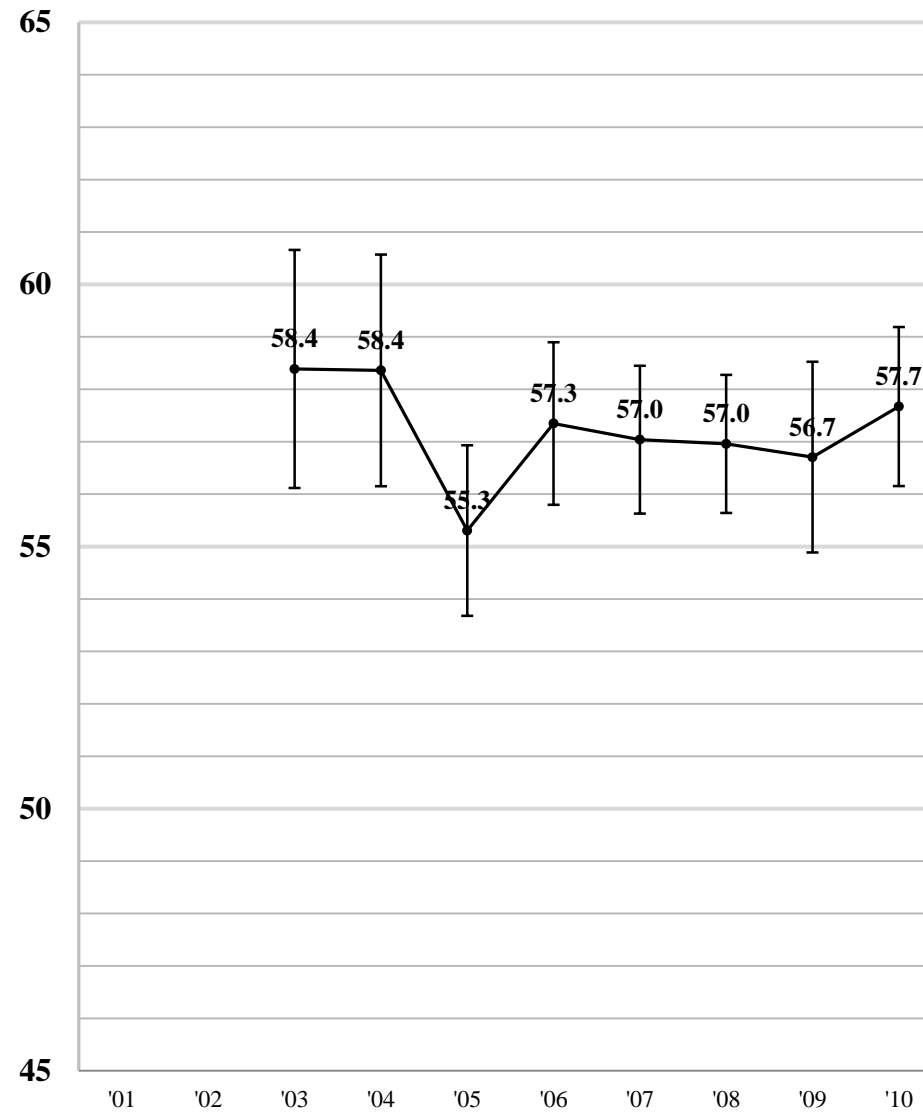
## ***4. NSSE 2010 Highlights & Response Rates (full presentation on ie website under SUNY Potsdam Surveys – NSSE)***

- SUNY Potsdam's FY response rate = **30%** (275 Responses)
- SUNY Potsdam's SR response rate = **33%** (352 Responses)
- **FY 30% & SR 33%** for all NSSE 2010 Institutions.
- **FY 28% & SR 33%** for 2010 Carnegie Peers.
- **FY 28% & SR 33%** for 2010 Mid East Peers.

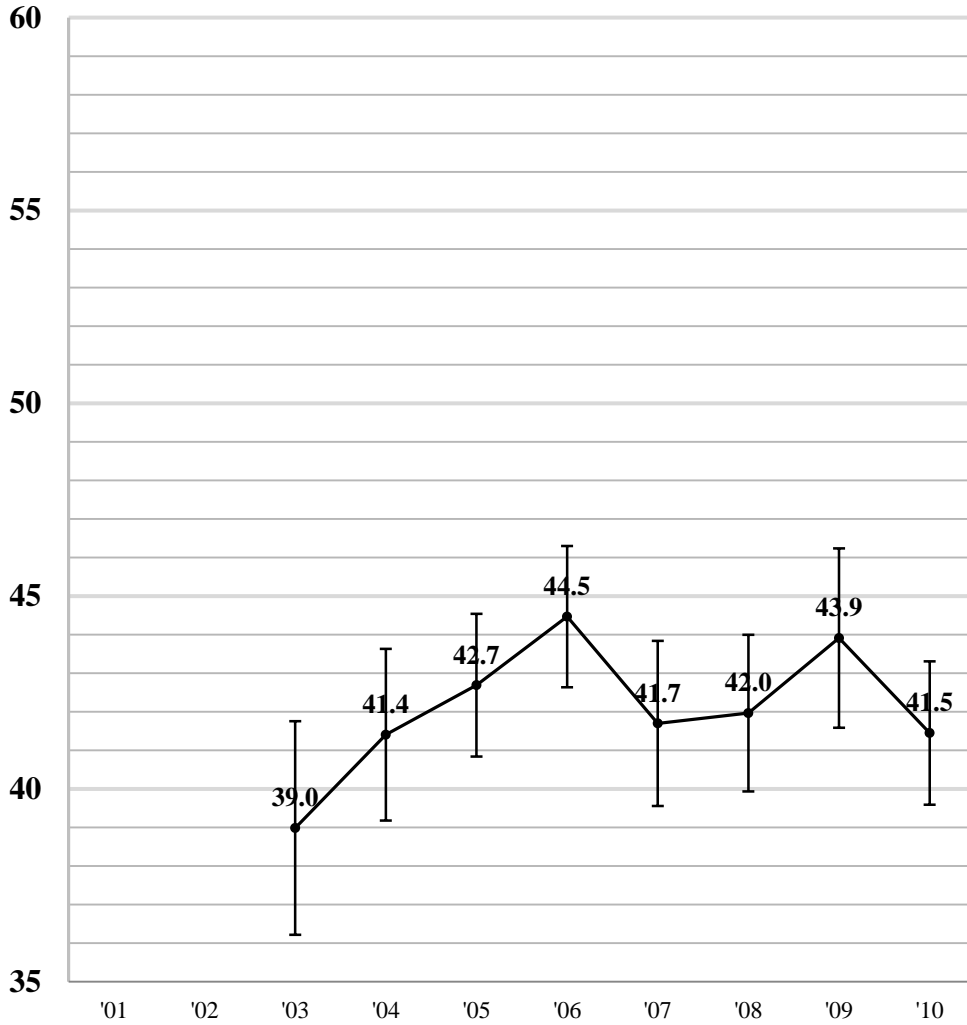
# FY Level of Academic Challenge (LAC) Trends 2003-2010



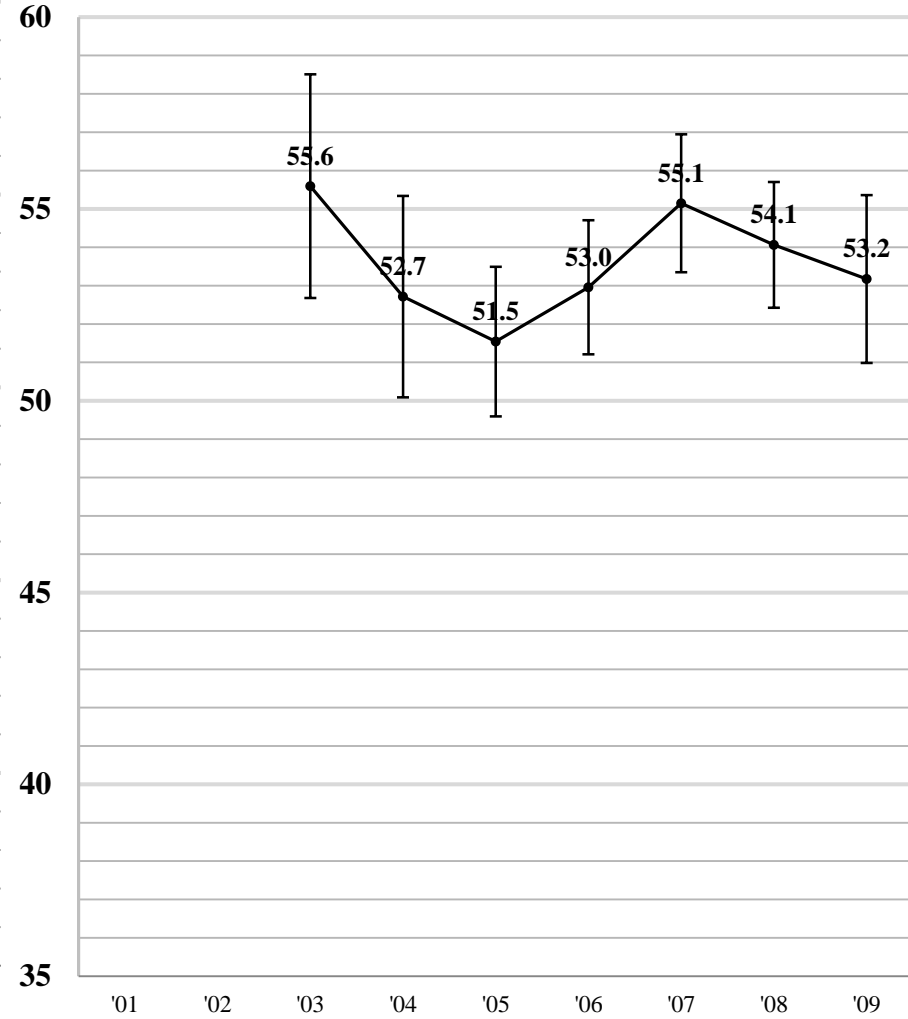
# SR Level of Academic Challenge (LAC) Trends 2003-2010



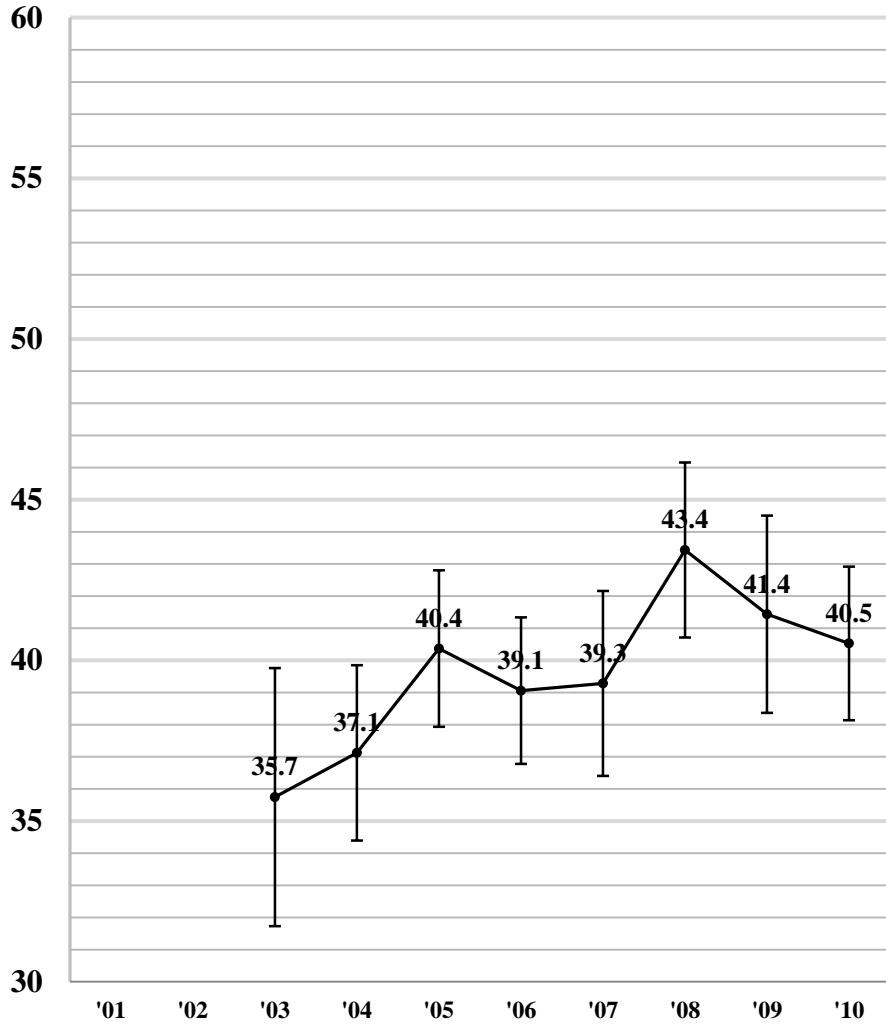
### FY Active and Collaborative Learning (ACL) trends 2003-2010



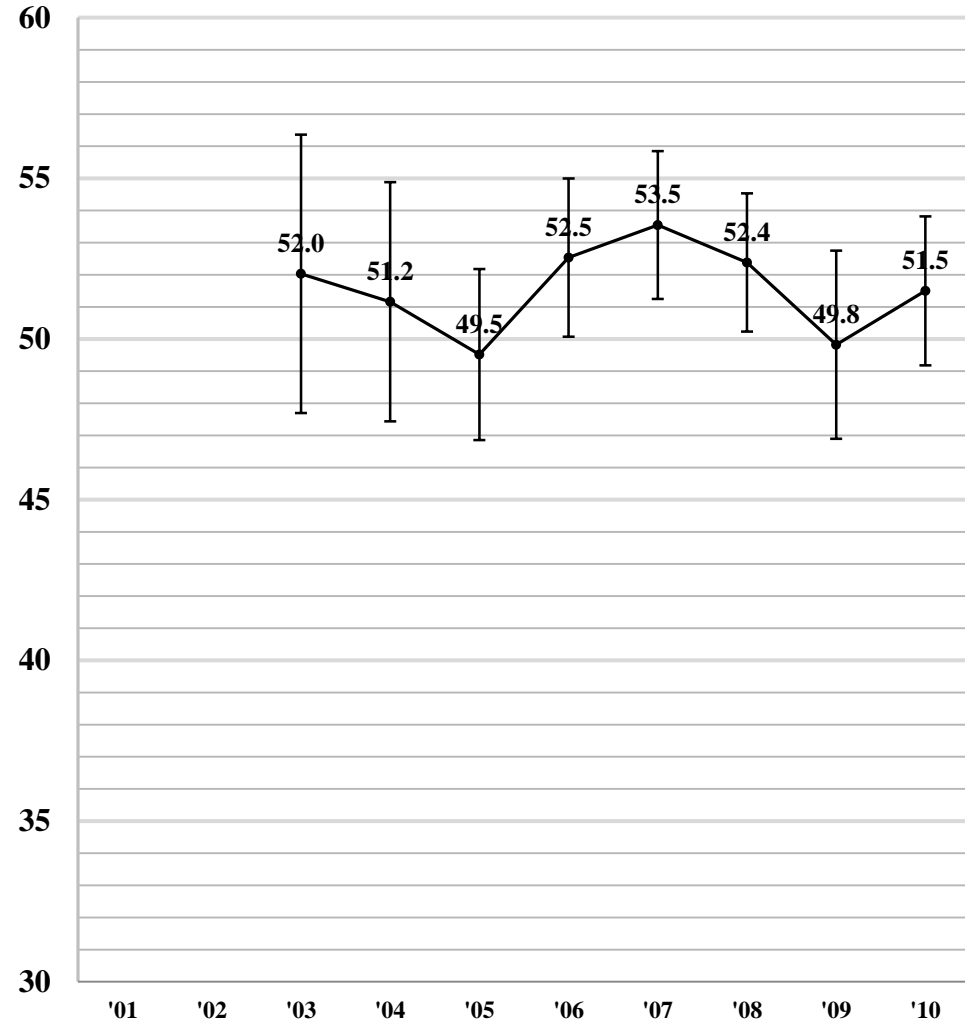
### SR Active and Collaborative Learning (ACL) trends 2003-2010



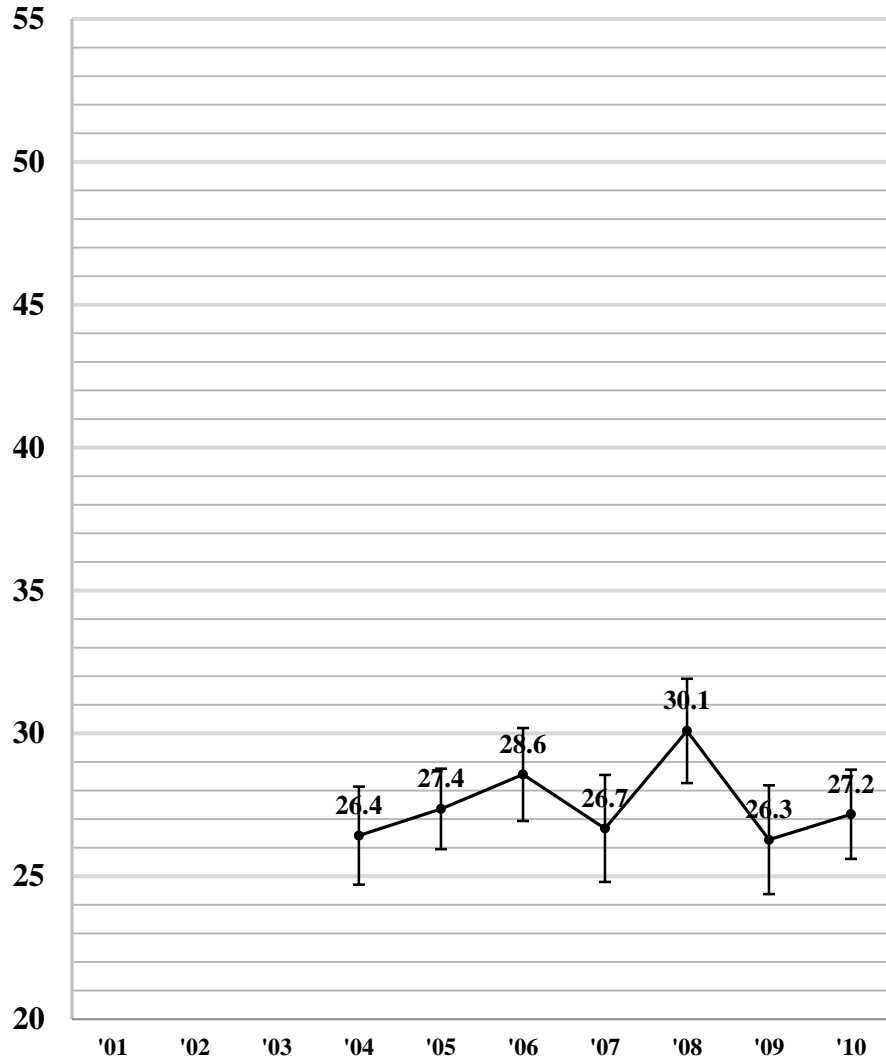
### FY Student-Faculty Interaction (SFC)<sup>b</sup> trends 2003-2010



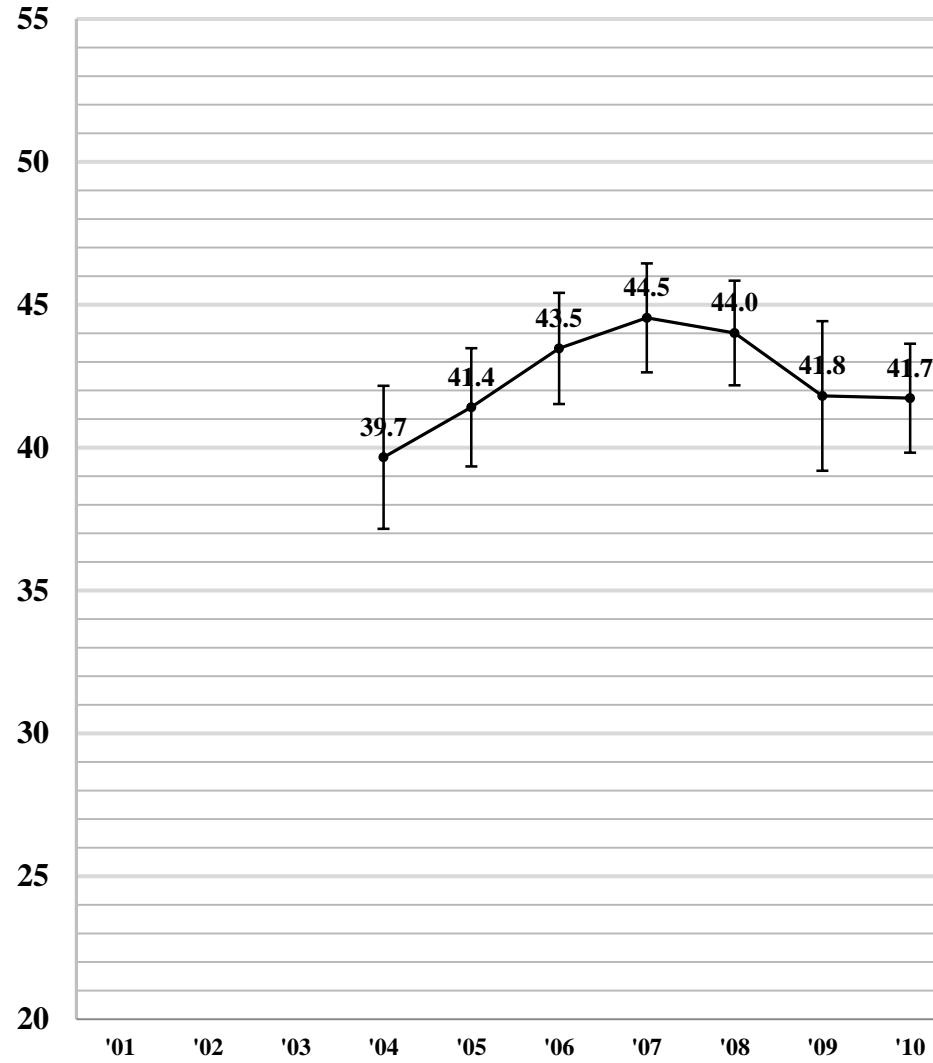
### SR Student-Faculty Interaction (SFC)<sup>b</sup> trends 2003-2010



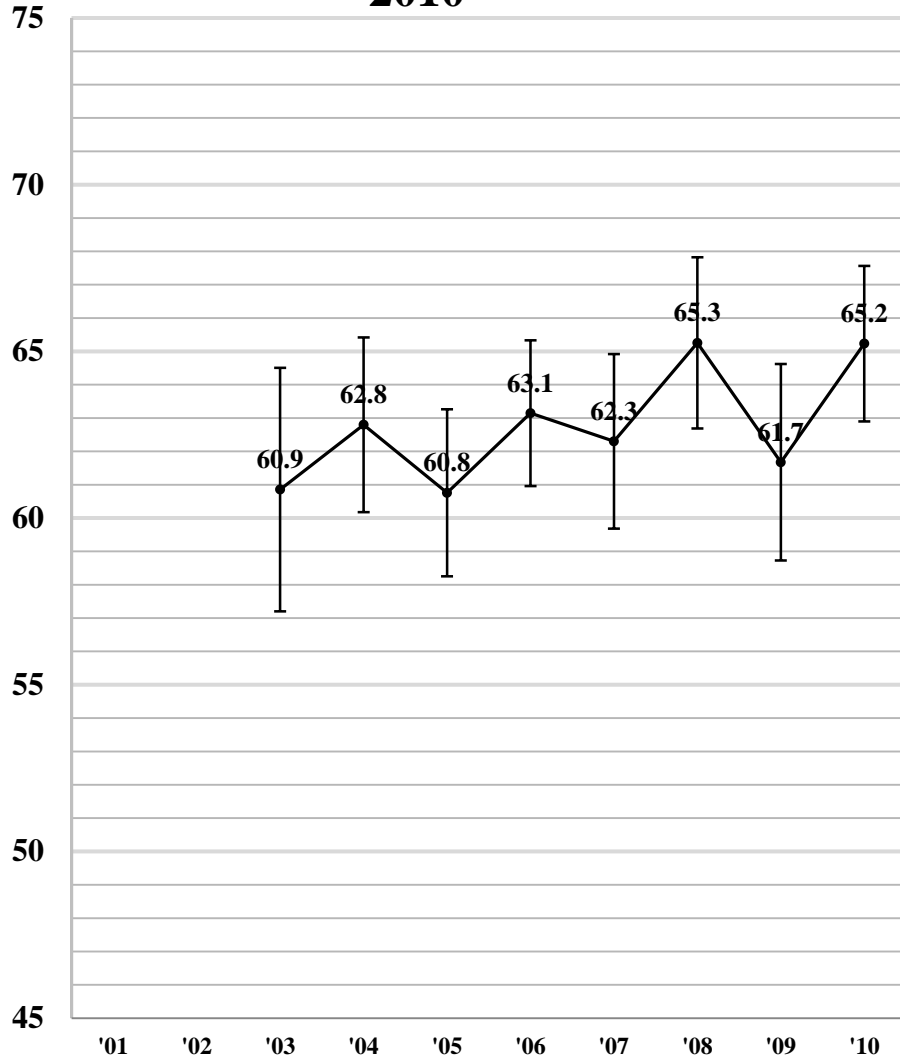
**FY Enriching Educational Experiences  
(EEE)<sup>c</sup> trends 2003-2010**



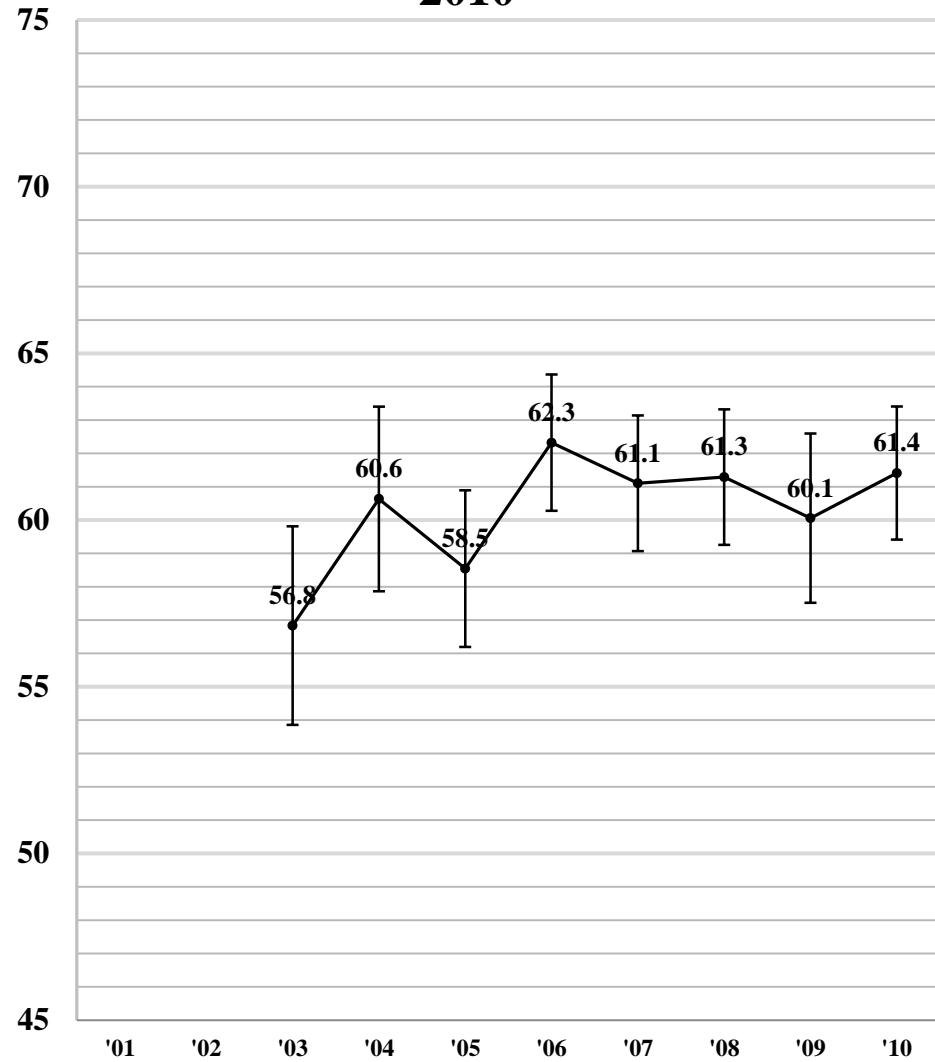
**SR Enriching Educational Experiences  
(EEE)<sup>c</sup> trends 2003-2010**



**FY Supportive Campus Environment (SCE) trends 2003-2010**



**SR Supportive Campus Environment (SCE) trends 2003-2010**

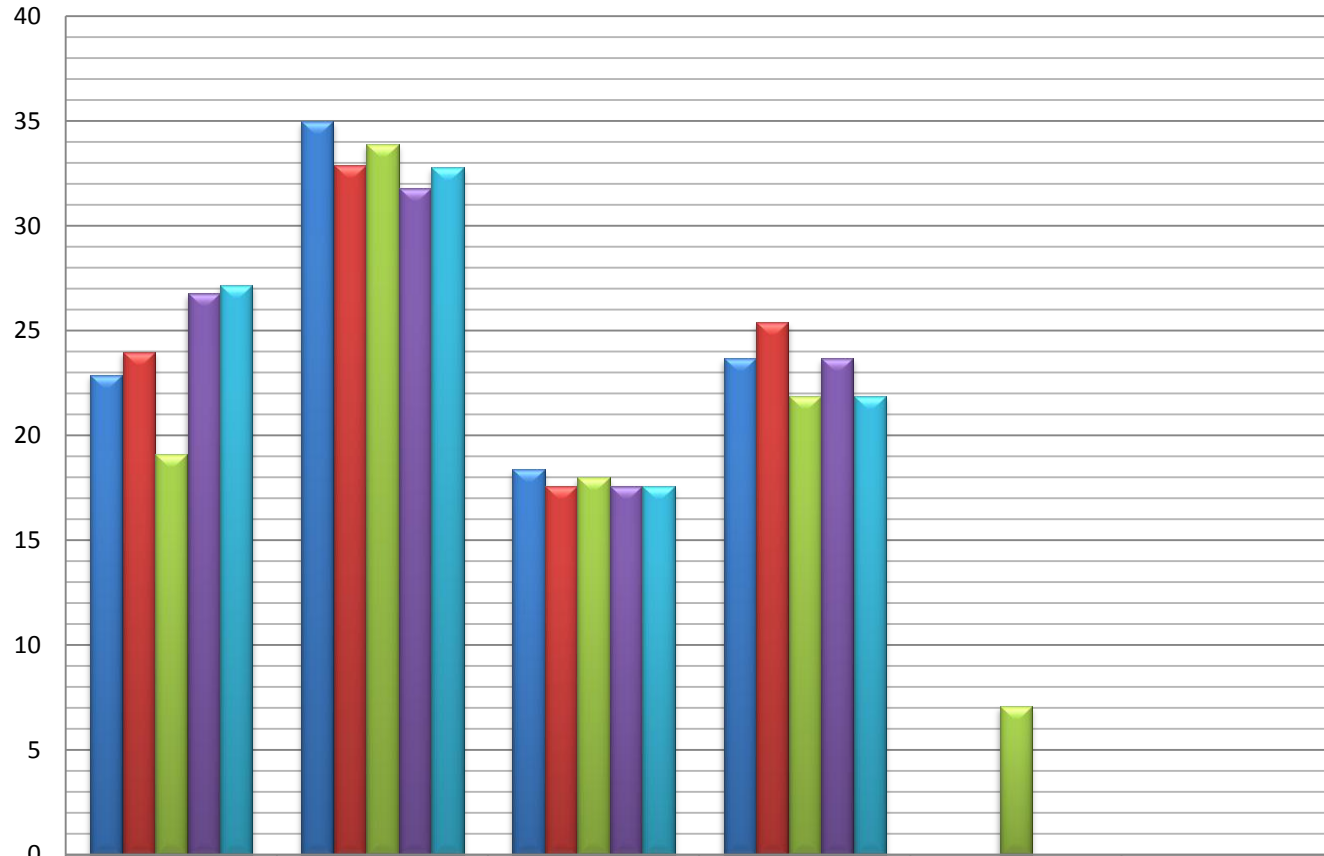


## ***5. Gen Ed Assessment Highlights (full presentation on ie website under Student Learning Outcomes – Gen Ed Assessment)***

- Assessment data for Spring 2010 were collected in the month of May for the following designators:
  - Mathematics (FM)
  - Physical Education Health Experience (PE)
  - Western Civilization (WC)
  - Scientific Inquiry – Biological Sciences (SB)
  - Scientific Inquiry – Physical Sciences (SP)
  - Scientific Inquiry – Laboratory (LB)
  - Philosophical Inquiry (PI)
  - Modern Languages (ML)

# Gen Ed Mathematics (FM) Spring 2010 n=283/752 (37.6%)

Percentage of Students n=283



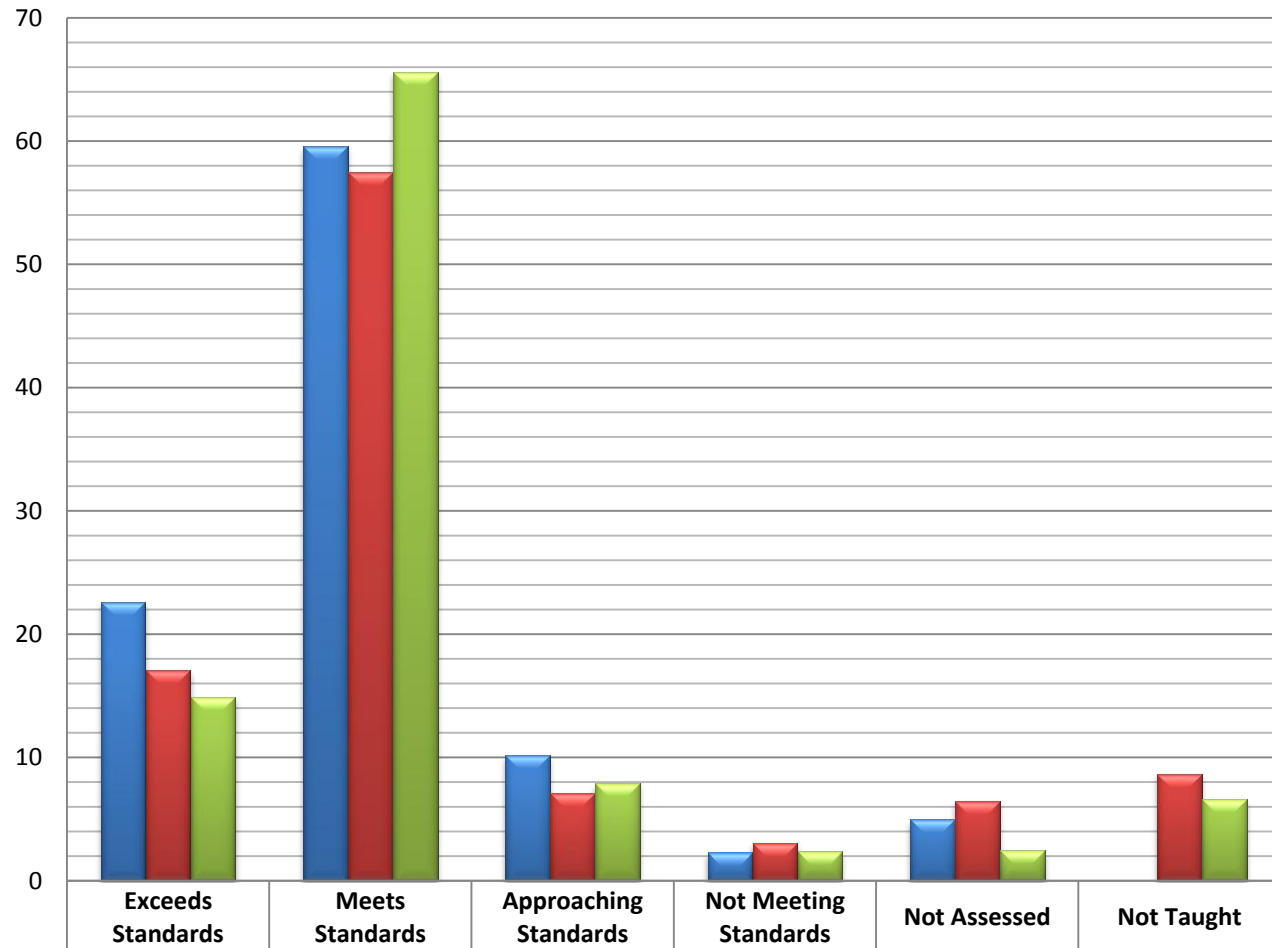
- 1. ability to represent and interpret data and/or quantitative relationships through tables, graphs and/or charts.
- 2. ability to use and construct appropriate mathematical models, while being aware that mathematical models have limits
- 3. ability to evaluate the reasonableness of mathematical results
- 4. ability to perform symbolic computations.
- 5. understanding of logical relationships

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. ability to represent and interpret data and/or quantitative relationships through tables, graphs and/or charts.	22.9	35	18.4	23.7	0	0
2. ability to use and construct appropriate mathematical models, while being aware that mathematical models have limits	24	32.9	17.6	25.4	0	0
3. ability to evaluate the reasonableness of mathematical results	19.1	33.9	18	21.9	7.1	0
4. ability to perform symbolic computations.	26.8	31.8	17.6	23.7	0	0
5. understanding of logical relationships	27.2	32.8	17.6	21.9	0	0

# Gen. Ed. Physical Education/Health Experience (PE) Spring 2010

**n=1101/1548 (71.1%)**

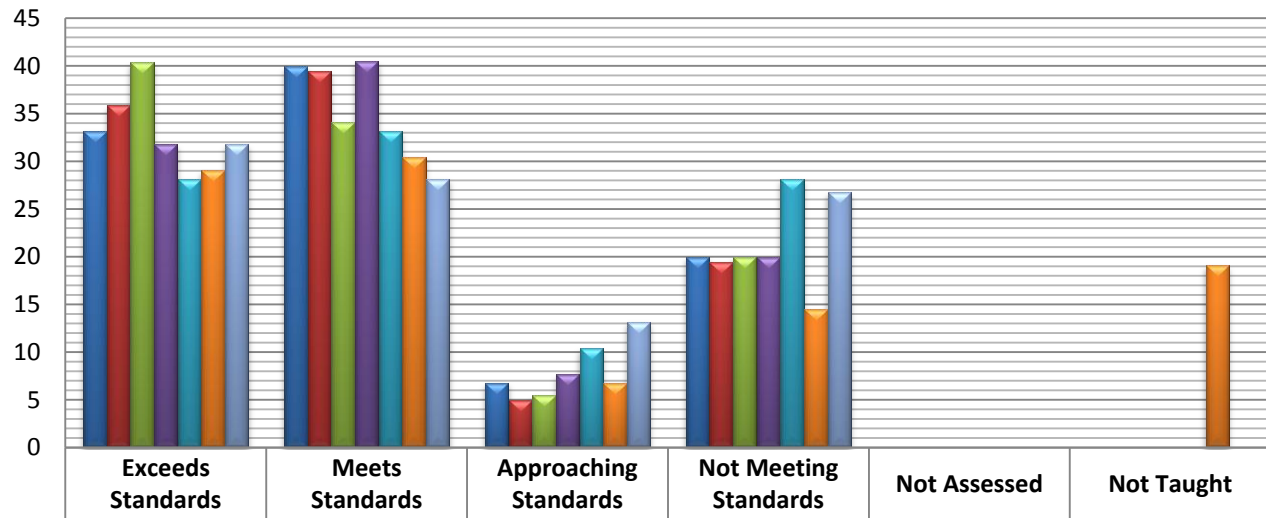
Percentage of Student n=1101



<span style="color: blue;">■</span> 1. Demonstrate specific skills appropriate to the course activity area.	22.6	59.6	10.2	2.3	5	0
<span style="color: red;">■</span> 2. Demonstrate knowledge of the benefits of exercise, life-long physical fitness, proper nutrition, stress management, and a lifestyle approach to physical activity.	17.1	57.5	7.1	3.1	6.5	8.7
<span style="color: green;">■</span> 3. Demonstrate attitudes that incorporate physical activity as part of a life-long healthy lifestyle.	14.9	65.6	7.9	2.4	2.5	6.6

# Gen Ed Western Civilization (WC) Spring 2010 n=220/425 (51.8%)

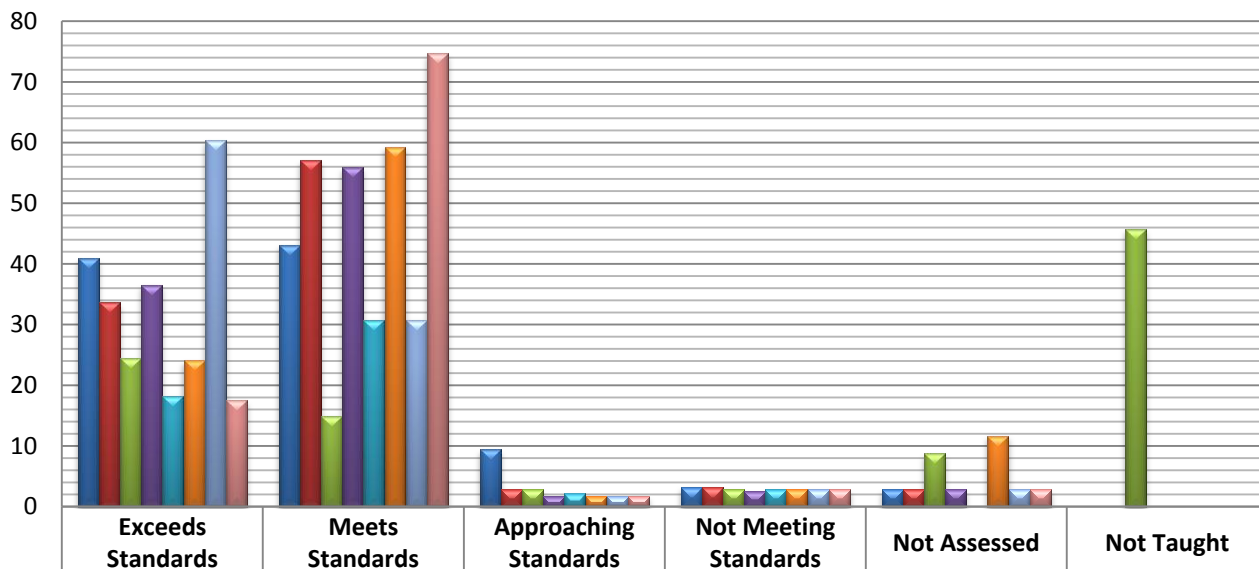
Percentage of Students n=220



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. Demonstrate knowledge and understanding of the historical development of some significant theme or aspect of Western Civilization, excluding the U.S.A.	33.2	40	6.8	20	0	0
2. Demonstrate ability to examine the development of the distinctive features of some significant theme or aspect of Western Civilization, placing them into the broader context of the development of Western Civilization.	35.9	39.5	5	19.5	0	0
3. Demonstrate ability to relate the development of the theme or aspect to that of other regions of the world.	40.4	34.1	5.5	20	0	0
4. Demonstrate a sense of history by suggesting continuities and discontinuities in the development of the theme or aspect under study.	31.8	40.5	7.7	20	0	0
5. Demonstrate skill in the critical use of primary sources and the evaluation of evidence whenever possible.	28.2	33.2	10.4	28.2	0	0
6. Demonstrate skill in the ability to discuss the nature of historical inquiry and the limitation of scholarly authority.	29.1	30.5	6.8	14.5	0	19.1
7. Submit written or spoken exercises which demonstrate an understanding of the issues and methodologies laid out in the preceding criteria.	31.8	28.2	13.2	26.8	0	0

# Gen Ed Scientific Inquiry - Biological Sciences [SB] n=273/747 (36.5%)

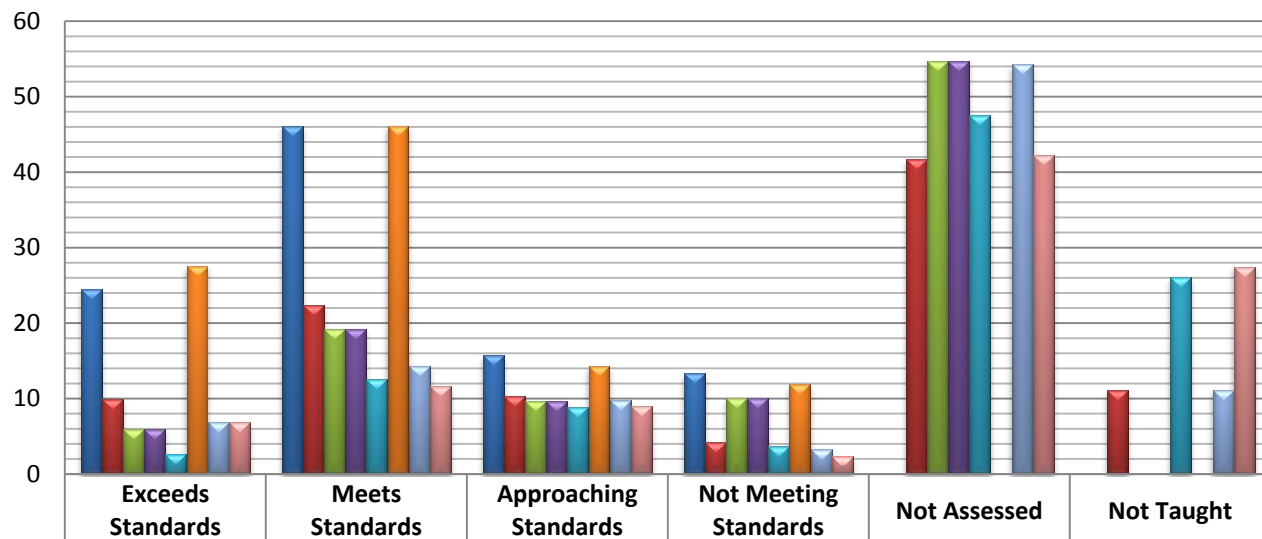
Percentage of Students n=273



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. Demonstrate ability to identify major scientific concepts.	41	43.2	9.5	3.3	2.9	0
2. Demonstrate that scientific investigation of a phenomenon progresses systematically with hypotheses, theories, and models being formed, challenged, defended, discarded, and revised.	33.7	57.1	2.9	3.3	2.9	0
3. Demonstrate ability and skill in forming and testing hypotheses 19.9%	24.5	15	2.9	2.9	8.8	45.8
4. Demonstrate ability to discuss limitations of a set of data and the possibility of alternative interpretations.	36.6	56	1.8	2.6	2.9	0
5. Demonstrate ability to distinguish causal and non-causal relationships.	18.3	30.8	2.2	2.9	0	0
6. Demonstrate effective use of quantitative measures, analyses, and models to present and evaluate data.	24.2	59.3	1.8	2.9	11.7	0
7. Demonstrate understanding of the limits of scientific investigations and its impact upon society and human existence.	60.4	30.8	1.8	2.9	2.9	0
8. Demonstrate ability to distinguish between science and the application of scientific knowledge as exemplified in technology.	17.6	74.7	1.8	2.9	2.9	0

# Scientific Inquiry - Physical Sciences [SP] n=424/904 (10.8 to 46.9%)

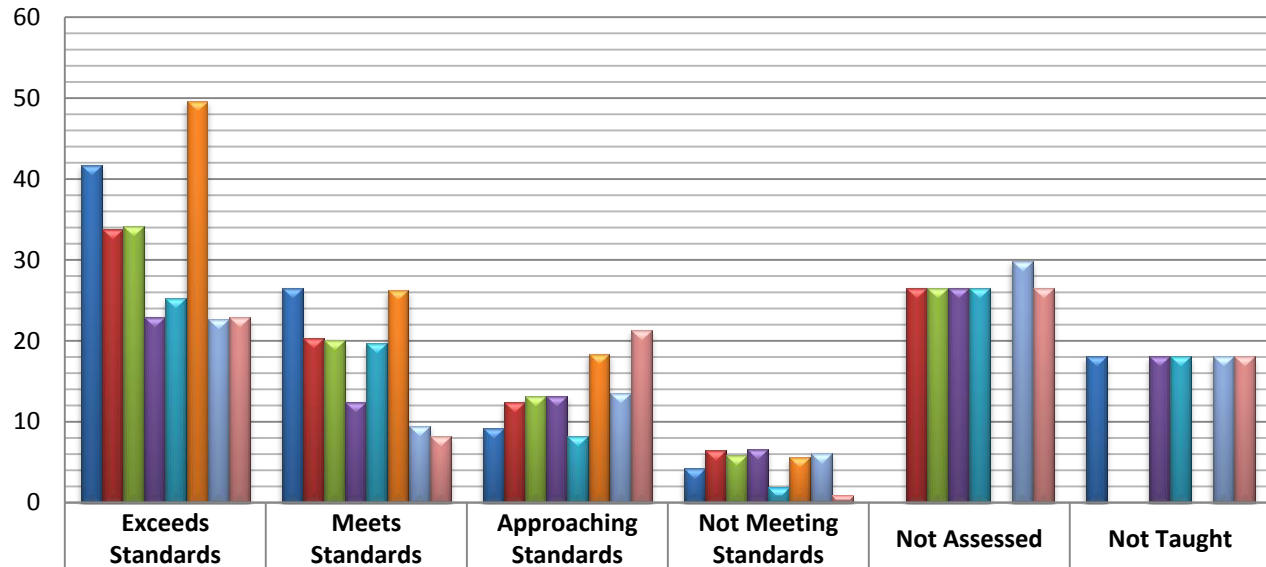
Percentage of Students n=424



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. Demonstrate ability to identify major scientific concepts.	24.5	46.2	15.8	13.4	0	0
2. Demonstrate that scientific investigation of a phenomenon progresses systematically with hypotheses, theories, and models being formed, challenged, defended, discarded, and revised. 22.1%	9.9	22.4	10.4	4.2	41.7	11.1
3. Demonstrate ability and skill in forming and testing hypotheses 20.7%	6	19.3	9.7	10.1	54.8	0
4. Demonstrate ability to discuss limitations of a set of data and the possibility of alternative interpretations. 20.7%	6	19.3	9.7	10.1	54.8	0
5. Demonstrate ability to distinguish causal and non-causal relationships. 10.8%	2.7	12.6	8.9	3.8	47.6	26.1
6. Demonstrate effective use of quantitative measures, analyses, and models to present and evaluate data.	27.6	46.2	14.3	11.9	0	0
7. Demonstrate understanding of the limits of scientific investigations and its impact upon society and human existence. 15.9%	6.9	14.4	9.8	3.3	54.3	11.2
8. Demonstrate ability to distinguish between science and the application of scientific knowledge as exemplified in technology. 14.6%	6.9	11.7	9	2.4	42.3	27.5

# Gen Ed Scientific Inquiry - Laboratory [LB] n=304/397 (76.6%)

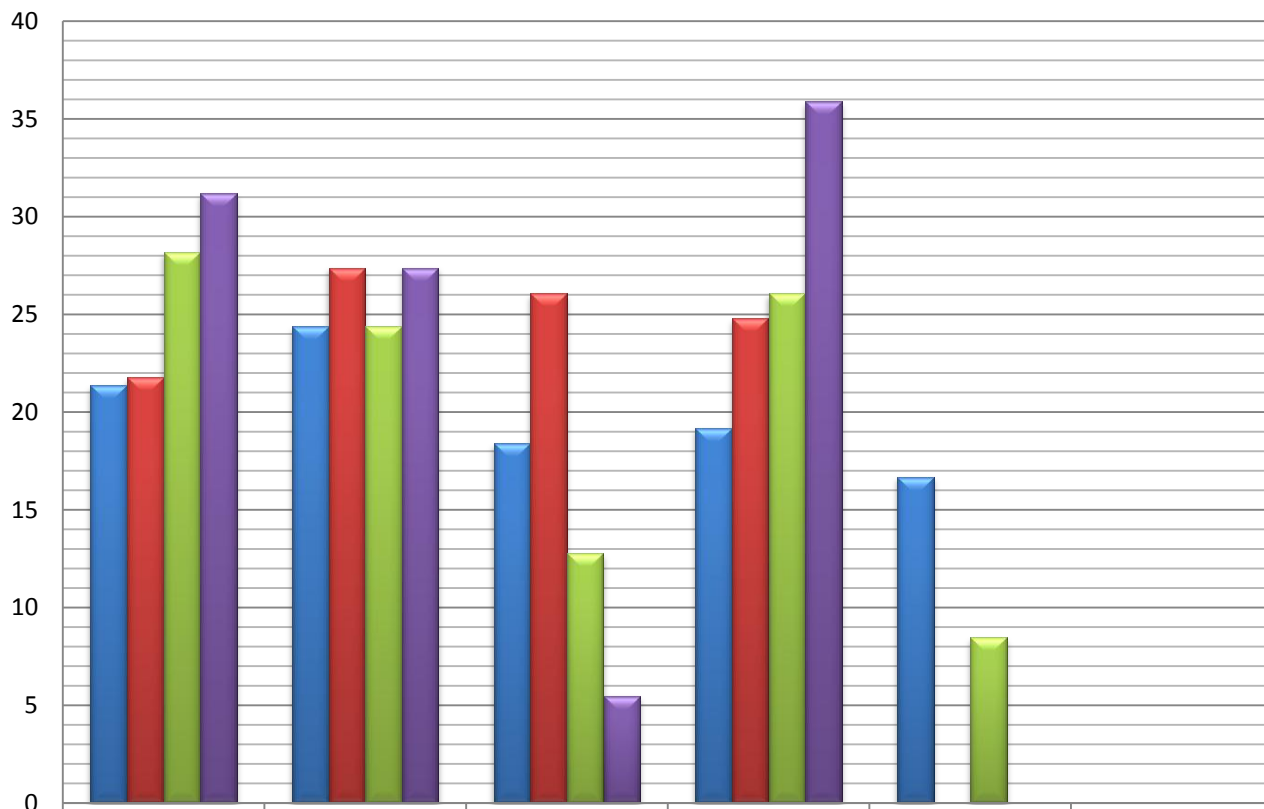
Percentage of Students n=304



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. Demonstrate ability to identify major scientific concepts.	41.8	26.6	9.2	4.3	0	18.1
2. Demonstrate that scientific investigation of a phenomenon progresses systematically with hypotheses, theories, and models being formed, challenged, defended, discarded, and revised.	33.9	20.4	12.5	6.5	26.6	0
3. Demonstrate ability and skill in forming and testing hypotheses	34.2	20.1	13.2	5.9	26.6	0
4. Demonstrate ability to discuss limitations of a set of data and the possibility of alternative interpretations.	23	12.5	13.2	6.6	26.6	18.1
5. Demonstrate ability to distinguish causal and non-causal relationships.	25.3	19.7	8.2	2	26.6	18.1
6. Demonstrate effective use of quantitative measures, analyses, and models to present and evaluate data.	49.7	26.3	18.4	5.6	0	0
7. Demonstrate understanding of the limits of scientific investigations and its impact upon society and human existence	22.7	9.5	13.5	6.2	29.9	18.1
8. Demonstrate ability to distinguish between science and the application of scientific knowledge as exemplified in technology.	23	8.2	21.4	1	26.6	18.1

# Gen Ed Philosophical Inquiry [PI] n=234/593 (39.5%)

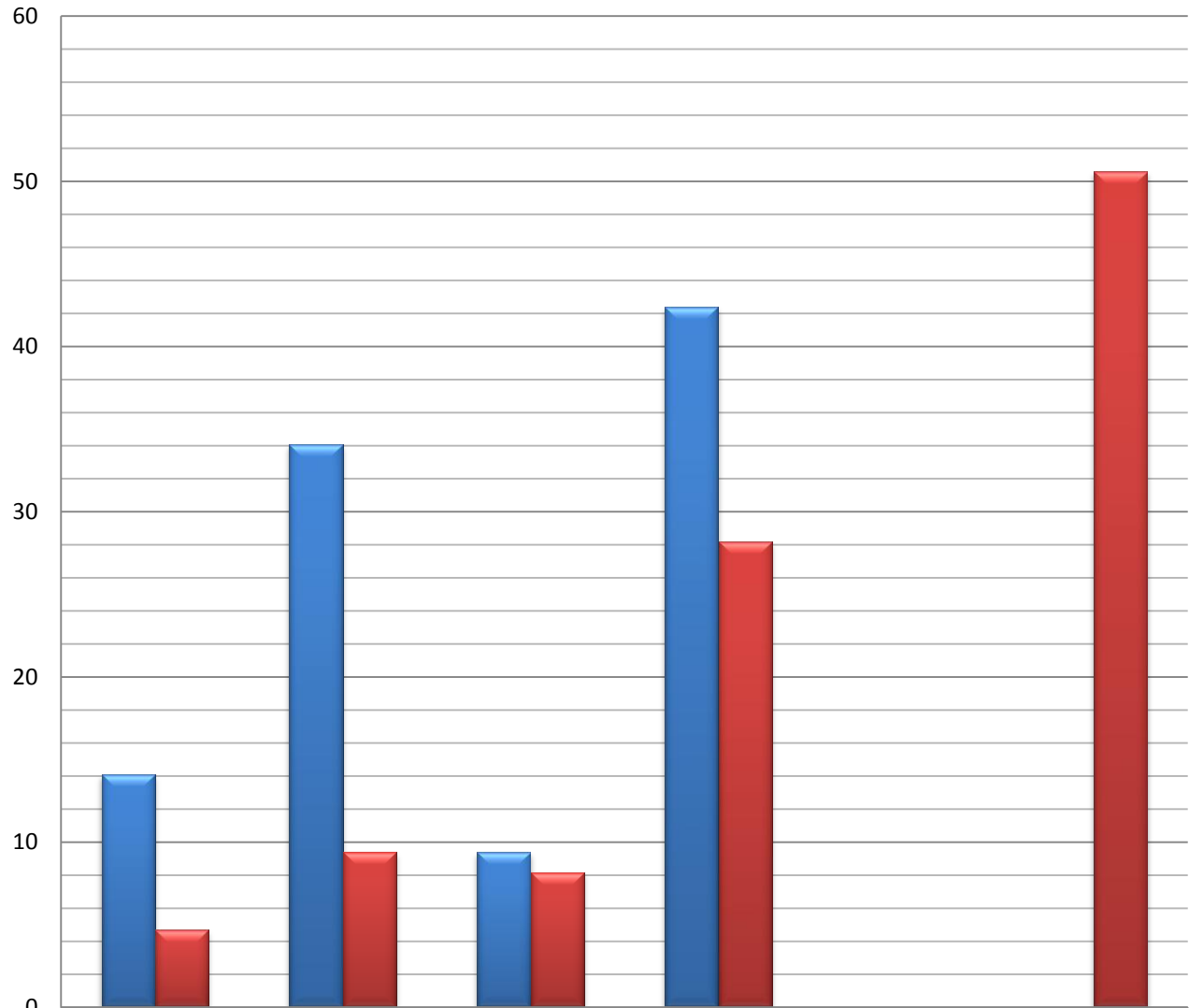
Percentage of Students n=234



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ 1. Demonstrate ability to reflect critically and systematically on the meaning and significance of human experience (ontological questions).	21.4	24.4	18.4	19.2	16.7	0
■ 2. Demonstrate ability to reflect critically and systematically on the nature and meaning of knowledge (epistemological questions).	21.8	27.4	26.1	24.8	0	0
■ 3. Demonstrate ability to reflect critically and systematically on moral and ethical values of contemporary significance (moral questions).	28.2	24.4	12.8	26.1	8.5	0
■ 4. Demonstrate ability to reflect critically and systematically on the nature and meaning of concepts fundamental to a given subject matter (analytical questions).	31.2	27.4	5.5	35.9	0	0

# Gen Ed Modern Languages [ML] n= 85/285 (29.8%)

Percentage of Students n=85



<p>■ 1. Demonstrate a basic proficiency in the understanding and use of a foreign language. 29.8%</p>	14.1	34.1	9.4	42.4	0	0
<p>■ 2. Demonstrate knowledge of the distinctive features of culture (s) associated with the language they are studying. 14.7%</p>	4.7	9.4	8.2	28.2	0	50.6

## ***6. Professional Development Opportunities and Report:***

- ***Understanding Assessment Results*** Webinar (Sept 21<sup>st</sup>) with Dr. Linda Suskie – Hersker and Anderson
- ***Fostering a Culture of Assessment on Campus*** with Dr. Linda Suskie at SUNY Canton – (October 1<sup>st</sup>) – Thanks to Rick Miller and Maggie Madden for providing registration funding for this opportunity.

# ***7. & 8. Annual Department/Program Assessment Suggested Planning & Reporting Cycle***

- **2009-2010 Department/Program Assessment of Student Learning Reports and Action Plans now due**
- ***Department/Program Student Learning Outcomes Assessment Plans for upcoming academic year due October 1st .***

# ***7B. Strategies for Collecting & Interpreting Your Data***

- **Basic interpretation for Reporting**

## **Data Source/Results & Analysis**

**\_\_\_\_\_ % of students Exceeding Expectations**

**\_\_\_\_\_ % of students Meeting Expectations**

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**\_\_\_\_\_ % of students Approaching Expectations**

**\_\_\_\_\_ % of students Not Meeting Expectations**

# ***7C. Assessment of Student Learning A Five Year Plan Proposal?***

***Meta-Evaluation of SUNY Potsdam's  
Student Learning Outcomes  
Assessment Reports to be used for  
Strategic Planning and  
Demonstrating Institutional  
Effectiveness.***

**This item being reviewed by  
Standard 14 MSCHE Working Group**

# Thanks!

## ***NEXT MEETING***

December 15, 2010 3 p.m.

Location: TBA

**Agenda – Review and validate Report and Recommendations from MSCHE Working Group for Standard #7 and Standard#14**

