

CAMPUS ACADEMIC ASSESSMENT COMMITTEE

May 15, 2012 3:00 – 4:15 p.m.

Satterlee 117 Conference Room

AGENDA

Members Present: Bruce Brydges (Chair), Alan Hersker, Jason Schreer, Anthony Molinero, Maureen McCarthy, Vicki Hayes, Debbie Conrad, Kathy Valentine, Micahel Nuwer, Kristen Van Hooreweghe, Caroline Downing, Jim German, Oscar Sarmiento, Katie Jeror, Joel Foisy, Michael Schaff, Phil Neisser, Melissa Cummings, Don Straight, Heather Sullivan-Catlin, Michael Sitton, Steve Marqusee, Peter Brouwer, Debbie Anderson, Rick Miller, Jenica Rogers, Judy Singh, David Heuser, Sissy Brown

Regrets: Mark Huff, Ron Badger, Celine Philibert, Nelly Case, Kirk Severtson/Carol Lowe, Dennis Conrad, Jill Pearson, Maggie Madden

WELCOME: Bruce Brydges extended a welcome to all present and announced that the Ottawa MST Students were graduating later that day so the meeting would be kept brief.

BUSINESS:

1. **Minutes of Dec. 13th** at http://www.potsdam.edu/offices/ie/assessment/upload/12_13_11-Academic-Assessment-Minutes.pdf

2. **Mini-grants and preliminary report from this year. Dr. Peter. Brouwer**
 - **Peter spoke about the intervention to improve student scores in technology and assessment of student learning**
 - **Technology – Assessment scores show that students need help using the new technology**
 - **The faculty received two half day sessions of professional development training in the use of smart boards so they could model and share these skills with their students.**

 - **Students and assessment – Literacy specialist presented a half-day seminar for students. Forty-three students signed up and indication was that they appreciated the training and felt it was very helpful. SOEPS will follow-up with students in their placements to see if this additional training improved their assessment scores.**

 - **Dr Brydges announced that there were 4 mini grants available (see power point) - The deadline for proposals is August 31st - The forms are on our website**
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3. **The Potsdam Graduate – Draft and salient changes – Downing**
 - **Attached draft of Potsdam Graduate is not ratified but wanted faculty to be aware and discuss within departments as to how this document will affect Department/ Program Assessment plans and links to student learning outcomes. Any questions should be directed to Dr. Caroline Downing.**
 - **Dr. Peter Brouwer stated that it has been crafted as a blueprint for rethinking the Gen Ed. program which has aspects that are in need of update.**

- Dr. Downing stated that there may be additional changes to the Potsdam Graduate as the faculty interact with this draft document over the coming year.
- Dr Brydges thanked the Gen. Ed. dept. for their hard work on the proposal.

4. Middle States Self Study Standard 14 – Review of Preliminary Draft for Standard 14

- Dr Brydges thanked everyone for the great turnout during the middle states visit and reviewed the suggestions and recommendation made by the visiting team. More discussion will take place at future meetings as how best to implement the recommendation.

5. 3 year reporting cycle and action planning

1. Department/Program Assessment Plans with any changes are due September 30,2012
 2. Reports for Departments/Programs in 1st year of cycle are due August 31, 2012
- Please see matrix on IE website for those Departments and Programs that have reports due August 31, 2012.

6. Assessment of SUNY Potsdam’s Gen Ed student learning outcomes Spring 2012 for (FW/IL), (WI) (AC), (AE), (SA) – Assessment data due May 24th.

- FAQ – if students drop out of a class they should be counted unless they officially drop

7. NSSE – Spring 2012 – all First Year and Seniors - Update - Seniors (as of May 9th n=1062 Response Rate =23.92%) and Pilot (as of May 9th n=1060 Response Rate=22.3%)

- Vicki Hayes suggested we place a reminder on the commencement site.

8. Student Opinion Survey – SOS – Spring 2012 – completed (n=551)

- we will post the results on our website when they are available

**9. Results of the most recent analysis of self-reporting *Rubric for Evaluating Status of Department/Program Student Learning Assessment* available at:
<http://www.potsdam.edu/offices/ie/assessment/upload/Jan12Rubric-resultsTrend.pdf>**

10 . Other Items

Bon Voyage to Dr. Rick Miller as he takes up his new responsibilities at SUNY Administration.

Next Meeting – September 25th 3:pm Satterlee Board Room 117

Standard 14: Assessment of Student Learning (Draft May 2012)

The institution meets the standard. Summary of evidence and findings:

The college indicates that assessment practices are shaped by departmental and program mission statements and recognize its value in shaping curriculum development and revision. SUNY-Potsdam demonstrates use of assessment information to improve teaching and learning, especially within its academic departments and general education program.

The team found ample evidence of academic programs with both plans for assessing student learning outcomes, and more importantly, the findings and how those results were used to make improvements to courses, curricula, and teaching practices. Online learning and hybrid course offerings, which are reviewed as a regular part of departmental assessment and by the Distance Learning Advisory Committee on a three-year cycle. The institution does need to enhance communication of assessment findings to make “closing the loop” efforts more transparent to stakeholders.

Even though the majority of faculty and students reported satisfaction with the 25 year old general education program, the institution is seeking to review the general education student learning outcomes that may be inadequate or vague (scientific knowledge, aesthetic experience, technological competency, and information literacy). Members of the General Education subcommittees regularly review courses, criteria, and assessment of student learning outcomes within the general education program. Outcomes are aligned with specific course designators, such as Modern Languages or Information Literacy. The members analyze results and make broad recommendations for improvement for each designator.

Student support services and student affairs programmatic areas were not as consistent in presenting evidence of assessment practices with regards to student learning outcomes, however, the departments use indirect evidence such as benchmarking best practices, National Survey of Student Engagement (NSSE) data, and student opinion surveys to identify student need and make improvements as a result of this information. The team agrees with the finding that the college must expand assessment processes to include aspects of experiential learning (such as the Business of Music or Community Health internship programs, undergraduate research experiences, and study abroad programs).

Based on the review of the self-study, other institutional documents, interviews with faculty, staff, and students, the team developed the following conclusions relative to this standard:

Commendations:

- Given the increase in the number of online and hybrid courses offered and taken by students in the last six years, the College is to be commended for its rigorous assessment practice of this enhanced delivery and pedagogy methods.

Suggestions:

- Continue to review general education program, especially as the College seeks to integrate the College's core mission documents including the mission statement, the Potsdam Graduate, and the Potsdam Pledge.
- Expand assessment processes to include student support units, student services, and aspects of experiential learning that add value to the "handcrafted" educational experience, such as the Business of Music or Community Health internship programs and study abroad programs.
- Provide support for sharing of best practices as a faculty development opportunity to enhance culture of assessment, for example, an Annual Assessment Day Meeting to share the best practices and decisions of the assessment cycle and the findings of the external evaluator of the assessment plan.

Recommendations:

- Enhance communication efforts to students and administrators to make more transparent the use of the direct evidence of student learning that informs changes to the academic programs.

DRAFT – 3-6-12

The Potsdam Graduate

The Potsdam Faculty believes that an educated person is one who can thrive and provide leadership in our complex, ambiguous and mutable world. Such an individual possesses not only knowledge and skills, but also the commitment to apply them reflectively in order to create a more humane, sustainable, and just world. An educated person is one who aspires to learn throughout life and is committed to the search for truth through free inquiry and open debate. While all aspects of the student experience contribute to such an education, the curriculum is central. Each student's curriculum is ideally an integrated whole, consisting of three components: the general education program which provides a framework of skills, knowledge and experience for learning; a major that permits disciplined study of a particular body of knowledge; and in most programs of study, electives that allow students to shape learning to individual goals and needs.

Skills

Students will demonstrate the ability to:

- organize thought and communicate in written and oral form.
- reason analytically, formally, symbolically and quantitatively.
- solve problems by creative synthesis of knowledge
- judge, appraise and evaluate, in matters ethical, aesthetic, empirical and logical.
- locate, evaluate, and effectively use information.
- use technology appropriately to solve problems and disseminate ideas.

Knowledge

Students will demonstrate knowledge of:

- the historical method of investigation, including knowledge of the heritage of Western Civilization and of at least one non-Western culture.
- fundamental biological and physical concepts.
- the impact of human activities on the environment.
- contemporary social institutions, including their underlying values and principles.
- both historical and contemporary currents in and approaches to literature, arts, and philosophy.
- a second language and of the culture of speakers of that language.
- the rights and responsibilities of citizens and the principles of democratic civic engagement.

Experiences

Students will experience opportunities to:

- actively engage with the creative process in the arts.
- Explore the way the sciences generate, organize, and verify knowledge.
- participate in physical activities that include instruction emphasizing the importance of life-long health and wellness.
- serve the campus as well as the wider community.

Capstone Project

The Capstone Project is a culminating experience involving serious investigation of an issue or topic leading to a substantial final product. The project integrates the approaches to knowledge learned in the student's major of study with the breadth of experience achieved through the general education program. It may include participation in a practical experience such as student teaching, service learning, or an internship. The Capstone Project contextualizes the undergraduate experience, preparing students to enter the greater conversation as scholars and citizens of the world.