



September 23rd, 2014

Campus Academic  
Assessment  
Committee  
(CAAC)

# Agenda

## **WELCOME**

**(Please be sure you have signed the attendance sheet)**

## **BUSINESS**

- 1) Minutes of May 13th 2014**
- 2) 3 year reporting cycle and action planning**
- 3) Mini-grant Updates**
- 4) NSSE – Spring 2014 – Data Presentation and Discussion**
- 5) Upcoming Surveys**
- 6) Enrollment and Retention**
- 7) Spring 2015 Gen Ed Assessment**
- 8) Committee Purpose and Direction – Discussion**

## 2. 2013-14 Assessment Reports and Revised Department/Program Assessment Plans

- 2013-14 Assessment **Reports due September 30, 2014**
- Department/Program Updated **Assessment Plans due September 30, 2014**

***\*Please review the Department Assessment Plans currently on the website\****

# Plans and Reports on Website

- Plans and reports will be uploaded separately
  - <http://www.potsdam.edu/offices/ie/assessment/index.cfm>
- Review plans and update
  - Plans older than three years will be removed/made inactive

# Report due 9/30/14 from:

- Sociology
- Philosophy
- Physics
- Politics
- Psychology
- Music Theory
- Music History
- Theatre and Dance
- Music Composition
- Music Performance
- Music Education
- Study Abroad

<http://www.potsdam.edu/offices/ie/assessment/index.cfm>

# 3. Assessment Mini Grants Update

- Eudora Watson, recipient of last year's Mini Grant, is finishing up her grant and will have a report for the Spring Meeting. Her project is titled, "*Improving Teacher Candidates' Written Expression of Content Knowledge.*"
- The Mini Grant Program is currently under review and will not be offered for the 2014-15 Academic Year.

#### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

#### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with SUNY	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	---	---	---
	Reflective & Integrative Learning	△	---	---
	Learning Strategies	△	---	△
	Quantitative Reasoning	---	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	---	△	---
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	---	---	---
<i>Campus Environment</i>	Quality of Interactions	---	---	---
	Supportive Environment	△	---	---

- ▲ **Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.**
- △ **Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.**
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- ▽ **Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.**
- ▼ **Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.**

#### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Seniors		Your seniors compared with	Your seniors compared with	Your seniors compared with
Theme	Engagement Indicator	SUNY	Carnegie Class	NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	▲	▲	▲
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	▲	--	▲
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	▲	--	▲
<i>Campus Environment</i>	Quality of Interactions	▲	--	--
	Supportive Environment	▲	▲	▲



# Summary of Indicator Items

## Student-Faculty Interaction

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*Percentage of students who responded that they "Very often" or "Often"...*

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

## Supportive Environment

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*Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...*

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues

# Quantitative Reasoning

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*Percentage of students who responded that they "Very often" or "Often"...*

- 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 6c. Evaluated what others have concluded from numerical information

## Discussions with Diverse Others

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*Percentage of students who responded that they "Very often" or "Often" had discussions with...*

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

# 5. Upcoming Surveys

- Fall 2014 – Campus Climate Survey
  - Entire Student Population (Undergraduates and Graduates)
- Spring 2015 – Student Opinion Survey

# 6. Enrollment and Retention

- Daily Stats

<http://www.potsdam.edu/offices/ie/statistics/index.cfm>

- Executive Summary

# Executive Summary

		2014-15 Budget Goals			Enrollment as of 9/22/2014			Current Enrollment minus 2014-15 Budget Goals		
		Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time
<b>All Students</b>		4138	3917	221	4005	3771	234	-133	-146	13
	Undergraduate	3805	3695	110	3708	3577	131	-97	-118	21
	Graduate	333	222	111	297	194	103	-36	-28	-8
<b>New Students</b>										
	<b>Undergraduate</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>
	All new Undergraduates		1100		1118	1071	47		-29	
	First-Time		860		836	823	13		-37	
	Transfers		240		282	248	34		8	
	<b>Graduate</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>
	New Graduates		122		161	118	43		-4	
<b>Continuing/Returning Students</b>										
	<b>Undergraduate</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>
	Continuing/Returning		2595		2590	2506	84		-89	
	<b>Graduate</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>	<b>Full-Time</b>	<b>Part-Time</b>
	Continuing/Returning		100		136	76	60		-24	

**\*NOTE:** Data includes only students who have registered for at least one course for the indicated semester.  
All numbers include Matric and Non-Matric students.

# College Retention Efforts

- Withdrawal/Non-Returning Student Survey
- New Student – Transition Survey
- Focus Groups

## 7. Spring 2015

# Gen Ed SLO Assessment Data Collection

- Spring 2015 Assessment of Gen Ed SLOs for Designators: **AC, AE, PI, SA, FW, ML**
- “Best Practices” workshops still to be scheduled

# 8. Discussion

- CAAC Purpose and Direction
  - What is the value of the committee?
  - What do you like/dislike?
  - What would you like to see more of/less of?



# Have a great semester!



## **NEXT MEETING**

May 20th, 2014 at 3:00 p.m.

Location: Raymond Hall 8<sup>th</sup> Floor Dining Room