

CAMPUS ACADEMIC ASSESSMENT COMMITTEE

Tuesday May 14, 2013 2:30 – 4:00 p.m.

Satterlee 117 Conference Room

AGENDA

Members Present: Bruce Brydges (Chair), Alan Hersker, Maureen McCarthy, Vicki Hayes, Debbie Conrad, Kathy Valentine, Michael Nuwer, Judith Funston, Kristen Van Hooreweghe, Rob Badger, Jim German, Katie Jeror, Joel Fosey, Lora Lunt, Michael Schaff, Nelly Case, Phil Neisser, Lawrence Brehm, Richard Williams, Don Straight, Heather Sullivan-Catlin, Maya Kalyanpur, Micahel Sitton, David Heuser, Peter Brouwer, Debbie Anderson, Glenda Morales-Hanley, Jenica Rogers, Sissy Brown, Judy Singh

Regrets: Jason Schreer, Steve Marqusee, Jill Pearson

WELCOME: Bruce Brydges extended a welcome to all present members, new members attending for the first time and guest from the Student Success Center – Tammy Durant.

BUSINESS:

1. Welcome and introduction of new CAAC co-chair Glenda Morales-Hanley
2. Early Alert: Request for Assessment Coordinators and members of the Campus Academic Assessment Committee to inform and **encourage faculty in their departments/programs to implement assessments of student learning early in the Fall semester to help in identifying students that are struggling** - Durant
 - Demographics will be hard on enrollment over the next several years and the campus community must do everything it can to improve retention in order to maintain enrollment targets.
 - The Student Success Center is working hard to assist students identified by the Early Alert System. “It is truly helpful for 1st year students to have real idea of how they are doing early on in their college career and to seek appropriate assistance if they are falling behind.”
 - Faculty are encouraged to **assess students early and to use the Early Alert System.**
 - Tammy Durant is putting forth a proposal for resources to assist students who are on academic probation. This program has been highly successful on other campuses.
 - A question was asked any data as to majors – declared or undeclared. Our data shows that students highest at risk for leaving college, even if their GPA is acceptable, are those students who are undeclared. Students need to have a focus and purpose so perhaps they also need to be reassured that it is relatively simple to change majors.
 - The Office of Institutional Effectiveness is proposing to utilize data from the CIRP survey to back track students who drop out to variables that may be flagged and addressed early (i.e. students who indicate that SUNY Potsdam was not their first choice of college)
 - Alan Hersker inquired as to why 2.00 is the criteria for flagging – Tammy responded that the area needs to be looked at by the Student Success center
3. Mini-grants and preliminary report from this year. – D. Anderson
 - Judy introduced Debbie
 - Debbie gave an overview of their use of the mini-grant
 - Michele Brockway gave a power point presentation overview of assessment in schools

- feedback sheets were handed out and the result was very positive but the students still wanted more time
 - mini grant title – Addressing a weak technical student learning outcome through enhanced smart board use by faculty
- improving classroom assessment practice of teacher candidates
4. Next Year's Assessment Mini-Grant Announcement
 - Judy gave an overview of the mini-grant
 - Materials for applying can be found on IE Website at:
<http://www.potsdam.edu/offices/ie/assessment/minigrant.cfm>
 5. The (Revised) Potsdam Graduate – posted and ready for assessment links- Downing
 - ratified and will be on the website at:
http://www.potsdam.edu/academics/general_education/potsdamgraduate.cfm
 6. Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2013 for (FM), (WC) (SB), (SP), (LB) & (PE) – Assessment data due May 22nd .
 - Gen Ed Assessment Sub Committee working this summer to refine Student Learning Outcomes for selected designators and to updated Faculty Gen Ed Handbook.
 7. NSSE – Spring 2013 – all First Year and Seniors - Update – 5/9/13 (as of May 9th Response Rate =27.4%)
 - While the response rate this year is an improvement, we would like to improve the number of students who complete this survey. The data from NSSE are extremely valuable for planning and resource allocation.
 - It was suggested that a bigger incentive needs to be offered – The Office of Institutional Effectiveness will announce implementation date and possible incentives for NSSE 2014.
 8. 3 year reporting cycle and action planning - Morales-Hanley
 - New Templates for Reporting and Planning available at:
<http://www.potsdam.edu/offices/ie/assessment/planning.cfm>
 - Department/Program Assessment Plans with any changes to outcomes or assessment activities/tools are due September 30,2013
 - Reports for Departments/Programs in 2nd year of cycle are due September 30, 2013.
 9. Other Items

Next Meeting – Tentative September 24th 3:pm location TBA

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 scientific concepts.
- 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.