

December 10th, 2013

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

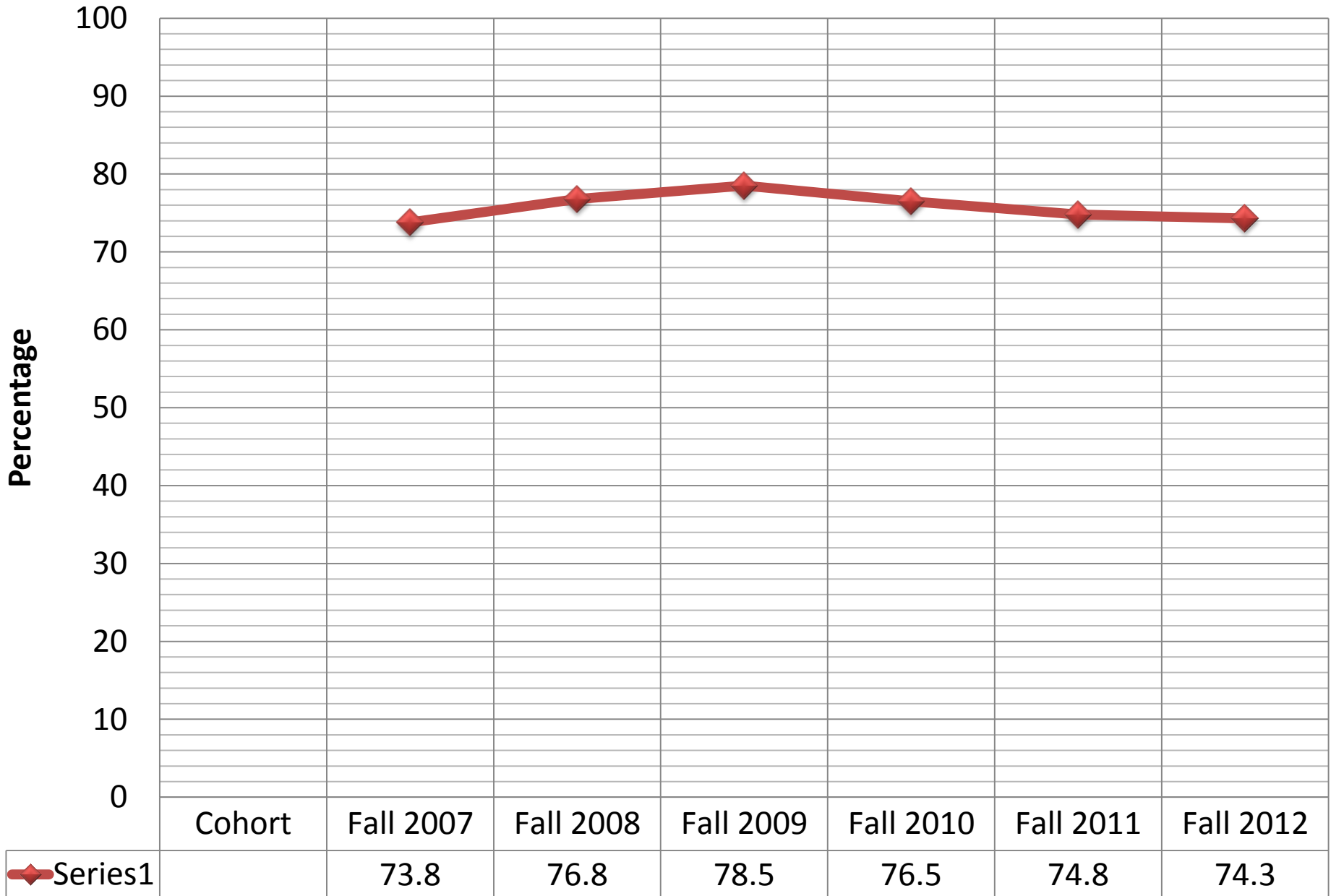
AGENDA

Welcome

(Please be sure to have signed the attendance sheet)

- 1) Minutes of September 24, 2013**
- 2) Early Alert and Retention**
- 3) Announcement -- Mini-grant Recipient and Overviews**
 - Deb Conrad -- *"Child Development and Learning in Early Childhood Education: Building Success in the Early Grades Across the Disciplines"***
 - Eudora Watson -- *"Improving teacher candidates' written expression of content knowledge"***
- 4) Spring 2014 Assessment of Gen Ed Designators (XC, AH, SI, FS, FW)**
- 5) NSSE 2013 Additional Reports**
- 6) NSSE 2014**
 - Launch – February 24, 2014**
 - Student Incentives**
 - Department Incentives**
- 7) Department/Program Assessment Plan and Report– Morales-Hanley**
 - Assessment Plans**
 - Assessment Reports**
- 8) Other Business**

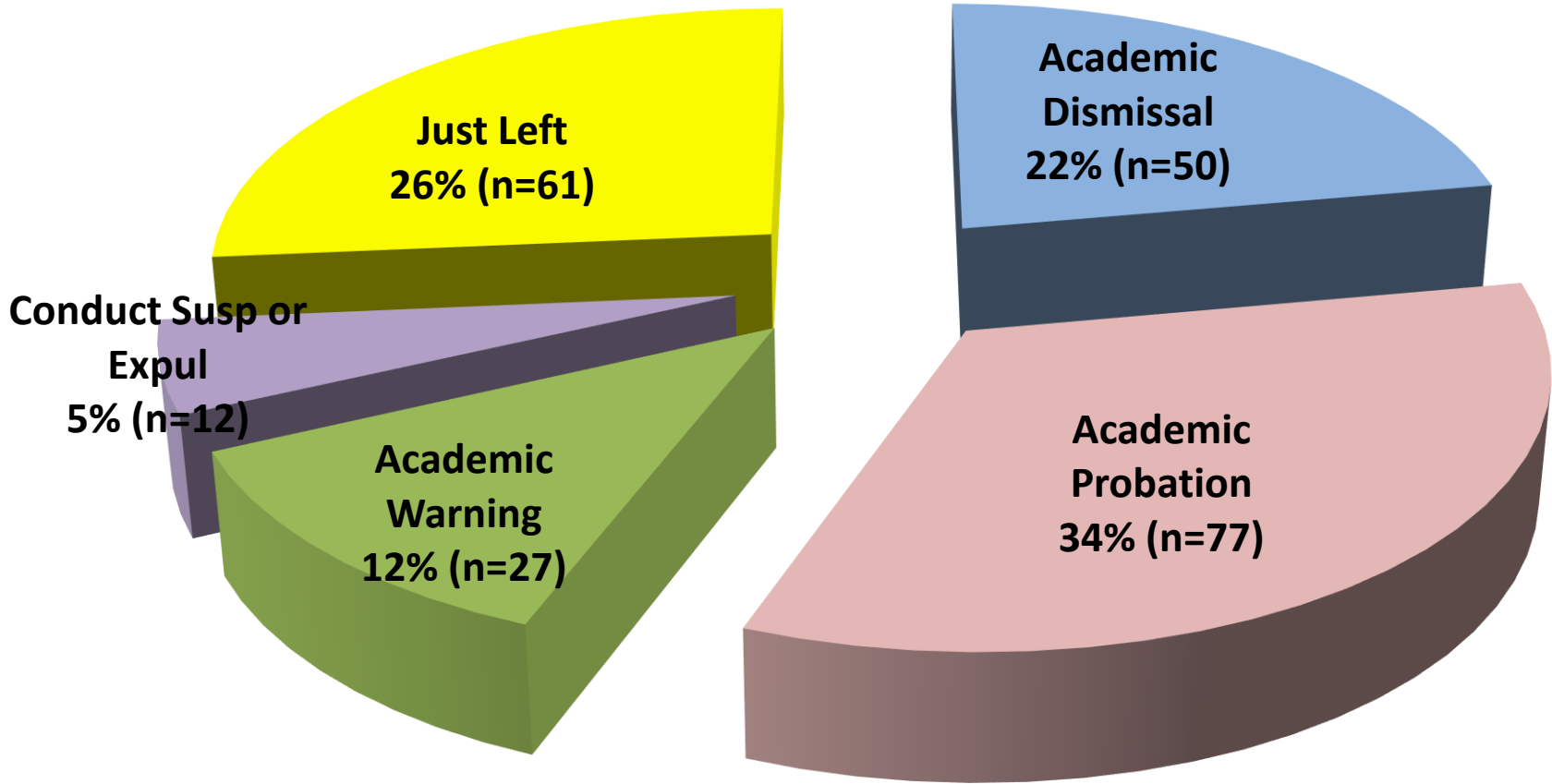
SUNY Potsdam Retention: First time, Full time, 3 semester return rate



2011-2012 Comprehensive Colleges 3 Semester Retention Rates

Campus Name	Home Institution Student Count	# still enrolled after one year	% still enrolled after one year
Geneseo	1,008	911	90.4
New Paltz	1,162	1,015	87.3
Oneonta	1,178	991	84.1
Purchase	827	674	81.5
Brockport	1,050	849	80.9
Old Westbury	399	320	80.2
Cortland	1,201	959	79.9
Oswego	1,336	1,055	79.0
Plattsburgh	962	749	77.9
Fredonia	1,123	869	77.4
Potsdam	898	672	74.8
Buffalo State	1,392	1,039	74.6
Empire State	144	58	40.3

AY 2012-13 Retention Study (n=227)



Early Alert Participation Fall2013

School	Course Count	Participation	% of Total	EA Grade/ comment	% of Total	% Participation	NO EA	% of Total	% Participation	Retention Rate
A&S	939	559	60%	330	35%	59%	229	24%	41%	70.90%
SOEPS	257	111	43%	43	17%	39%	68	26%	61%	79.20%
Crane	375	213	57%	92	25%	43%	121	32%	57%	91.50%

Assessment Mini-Grants Recipients

"Improving teacher candidates' written expression of content knowledge" by Eudora Watson, SOEPS

Issue: Want to improve teacher candidate's written expression scores on the Content Specialty exams.

Proposal:

- Increase amount and improve the quality of data used to assess student performance and preparation
- Investigate nature of teacher candidate difficulties
- Revise/develop SOEPS offerings based on findings
- Support faculty efforts to improve learning outcomes

Assessment Mini-Grants Recipients

(cont)

"Child Development and Learning in Early Childhood Education: Building Success in the Early Grades Across the Disciplines" by Deb Conrad, SOEPS

Issue: Want to increase the number of practical teaching experiences in the area of Child Development and Learning in early childhood education.

Proposal:

- Provide workshops that guide faculty in integrating these practical teaching experiences into course assignments

Spring 2014

Gen Ed SLO Assessment Data Collection

- Spring 2014 Assessment of Gen Ed SLOs for Designators:
 - FC/IL; FS/IL; SI/IL; XC; AH
- “Best Practices” Workshops Update
- Instructors will receive an email containing designator specific student learning outcomes and request to include these in the course syllabus along with assessment tools or activities that will be used to measure student success in achieving these learning outcomes.

NSSE 2013 REPORTS

- NSSE 2013 Reports and Presentations posted

<http://www.potsdam.edu/offices/ie/surveys/nsse.cfm>

- NSSE 2013 Data and Trends Presentation
- NSSE 2013: A Snapshot (SUNY Potsdam)
- NSSE 2013: A Pocket Guide to Choosing a College (SUNY Potsdam)

NSSE 2013 RESPONSE RATES

- **SUNY Potsdam** FY Response Rate = 25% (225 responses)
- **SUNY Potsdam** SR Response Rate = 30% (266 responses)
- **NSSE 2013**
 - FY Response Rate* = 21%
 - SR Response Rate* = 26%
- **2013 Carnegie Peers**
 - FY Response Rate* = 22%
 - SR Response Rate* = 28%
- **2013 Mid-East Peers**
 - FY Response Rate* = 19%
 - SR Response Rate* = 23%

*Comparison group response rates are computed at the student level (i.e. they are not institution averages)

First-Year (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Mid East Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and 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.**
- **No significant difference.**
- ▼ **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.**













Academic Challenge: First-year students (continued)

Summary of Indicator Items

Quantitative Reasoning

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 info to examine a real world problem or Issue (unemployment, climate change, public health, etc.)
- 6c. Evaluated what other have concluded from numerical Information.

	SUNY Potsdam	Mid East Public	Carnegie Class	NSSE 2013
6a. Reached conclusions based on your own analysis of numerical information numbers, graphs, statistics, etc.)	42 	50 	50 	51 
6b Used numerical info to examine a real world problem or Issue (unemployment, climate change, public health, etc.)	35 	39 	38 	38 
6c. Evaluated what other have concluded from numerical Information.	31 	37 	36 	37 

Notes: Refer to your Frequencies and Statistical Comparisons report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.



NSSE 2013 Engagement Indicators Overview

The State University of New York at Potsdam

Seniors		Your seniors compared with Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	▲	▲	▲
	Reflective and Integrative Learning	▲	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	▲
Campus Environment	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.
- No significant difference.
- ▼ 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.

Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Summary of Indicator Items

Student-Faculty Interaction	Carnegie			
	SUNY Potsdam	Mid East Public	Class	NSSE 2013
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with faculty member	62	45	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc)	42	28	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	59	36	32	32
3c. Discussed your academic performance with a faculty member	52	38	33	32
Effective Teaching Practices				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	83	84	83
5b. Taught course sessions in an organized way	84	80	82	82
5c. Used examples or illustrations to explain difficult points	79	80	80	79
5d. Provided feedback on a draft or work in progress	67	65	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	67	70	68

NSSE 2013

HIGH-IMPACT PRACTICE ITEMS

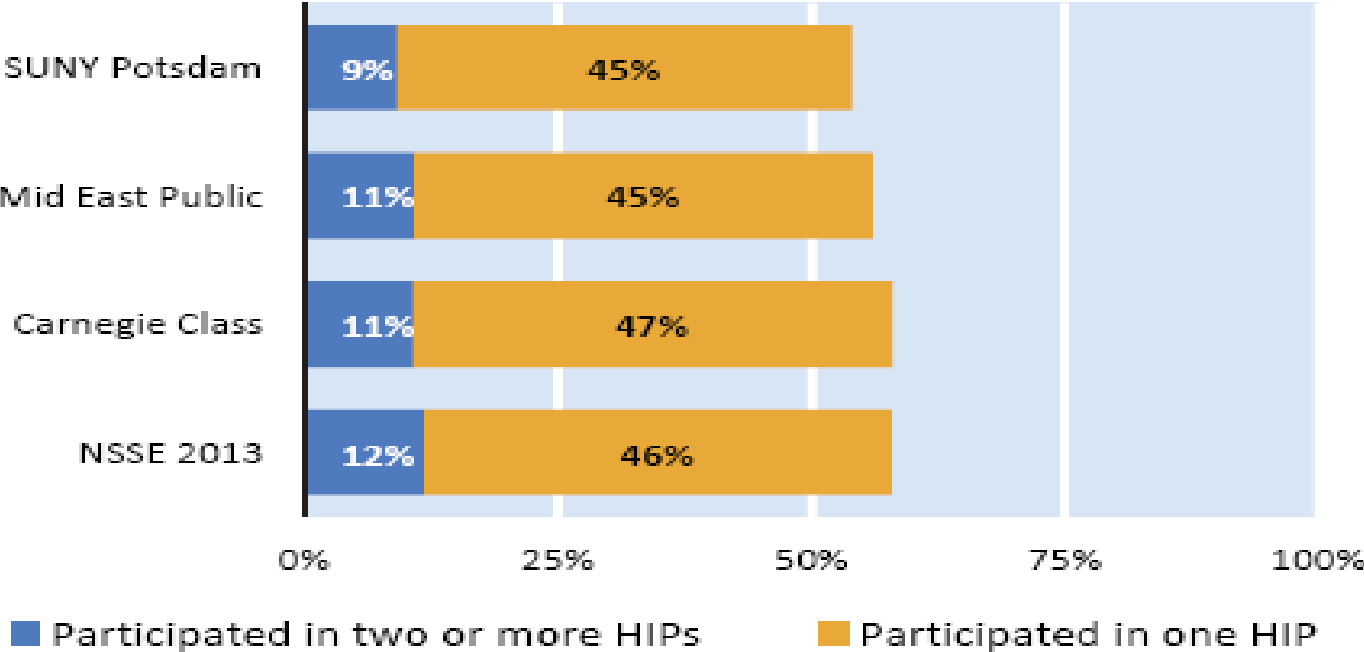
Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
 - Participate in an internship, co-op, field experience, student teaching, or clinical placement
 - Participate in a study abroad program
 - Work with a faculty member on a research project
 - Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
-
- About how many of your courses at this institution have included a community-based project (service learning)?

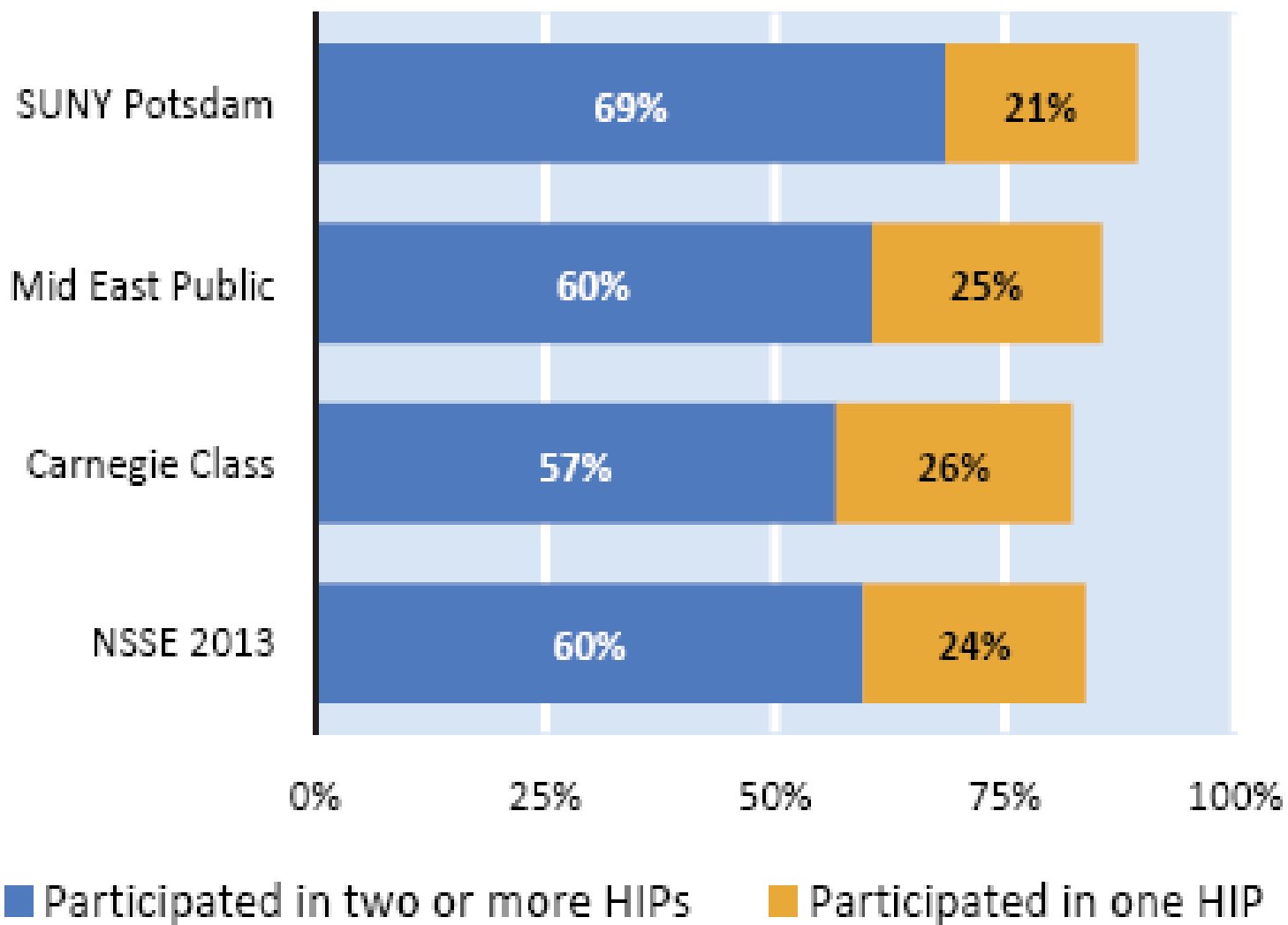
Overall HIP Participation

The figures below display the percentage of students who participated in high-impact practices. Both figures include participation in learning communities, service-learning, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

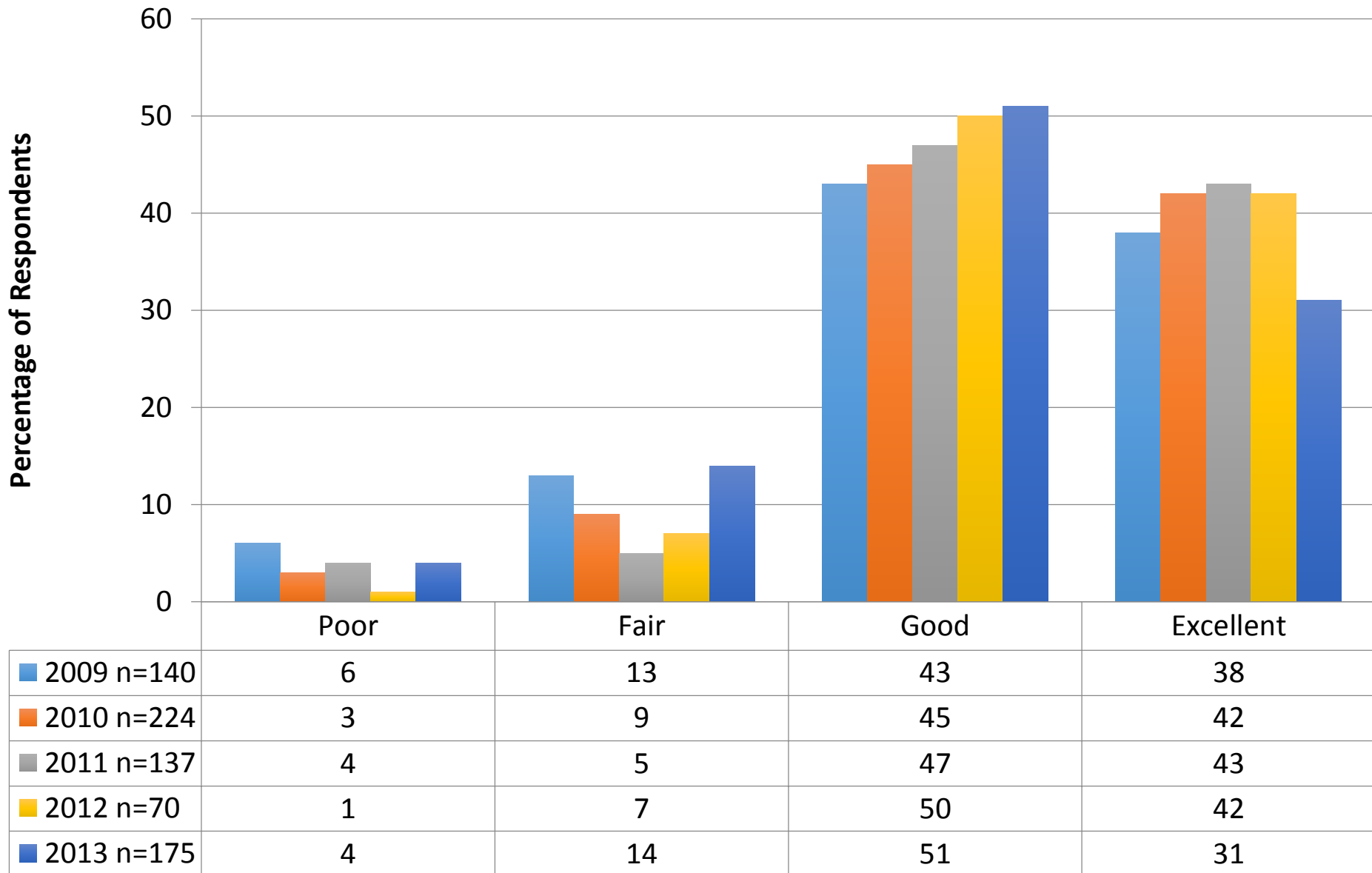
First-Year Students



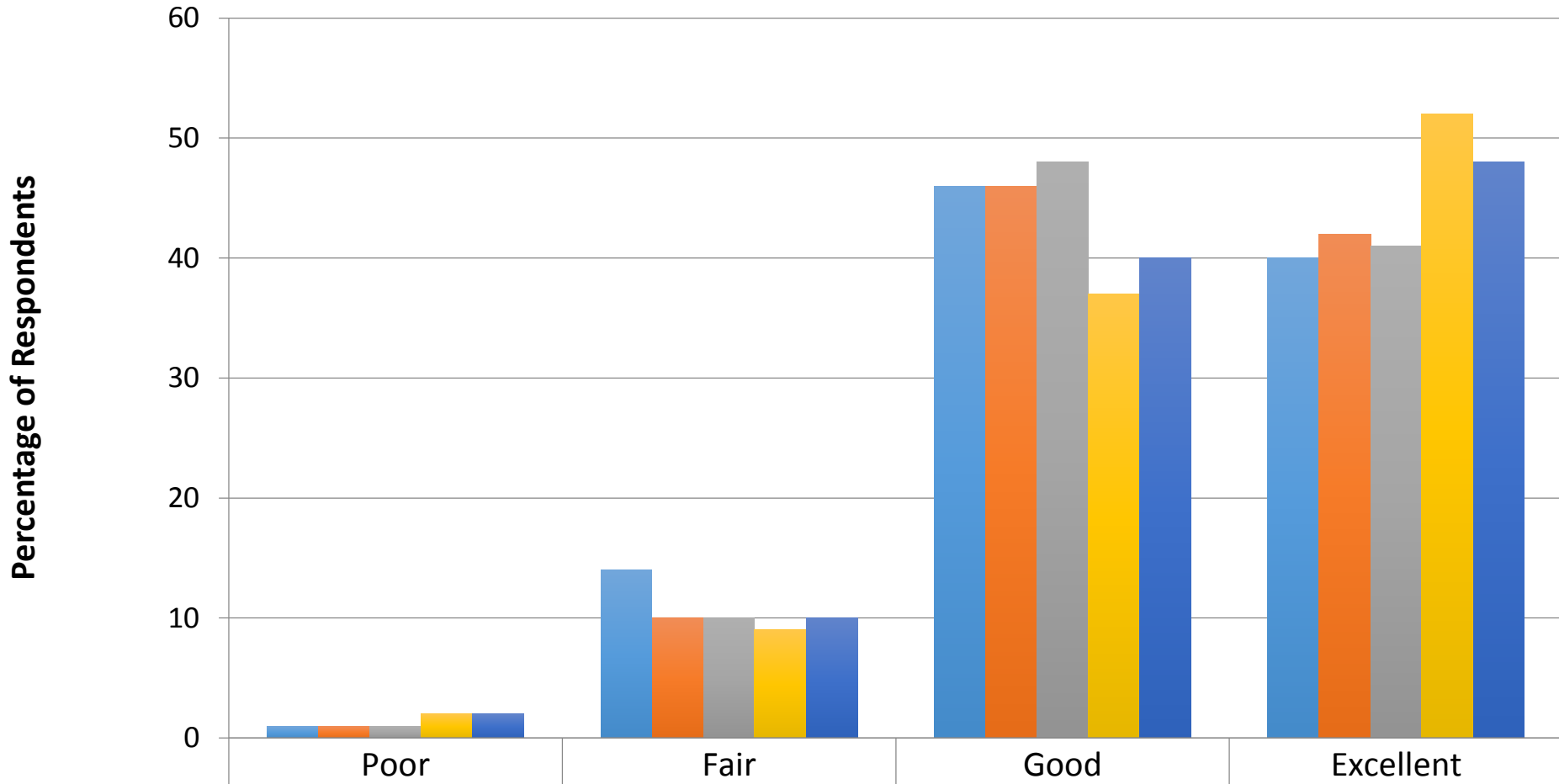
Seniors



NSSE Trends 2009-2013: First Year Students - "How would you evaluate your entire educational experience at SUNY Potsdam?"

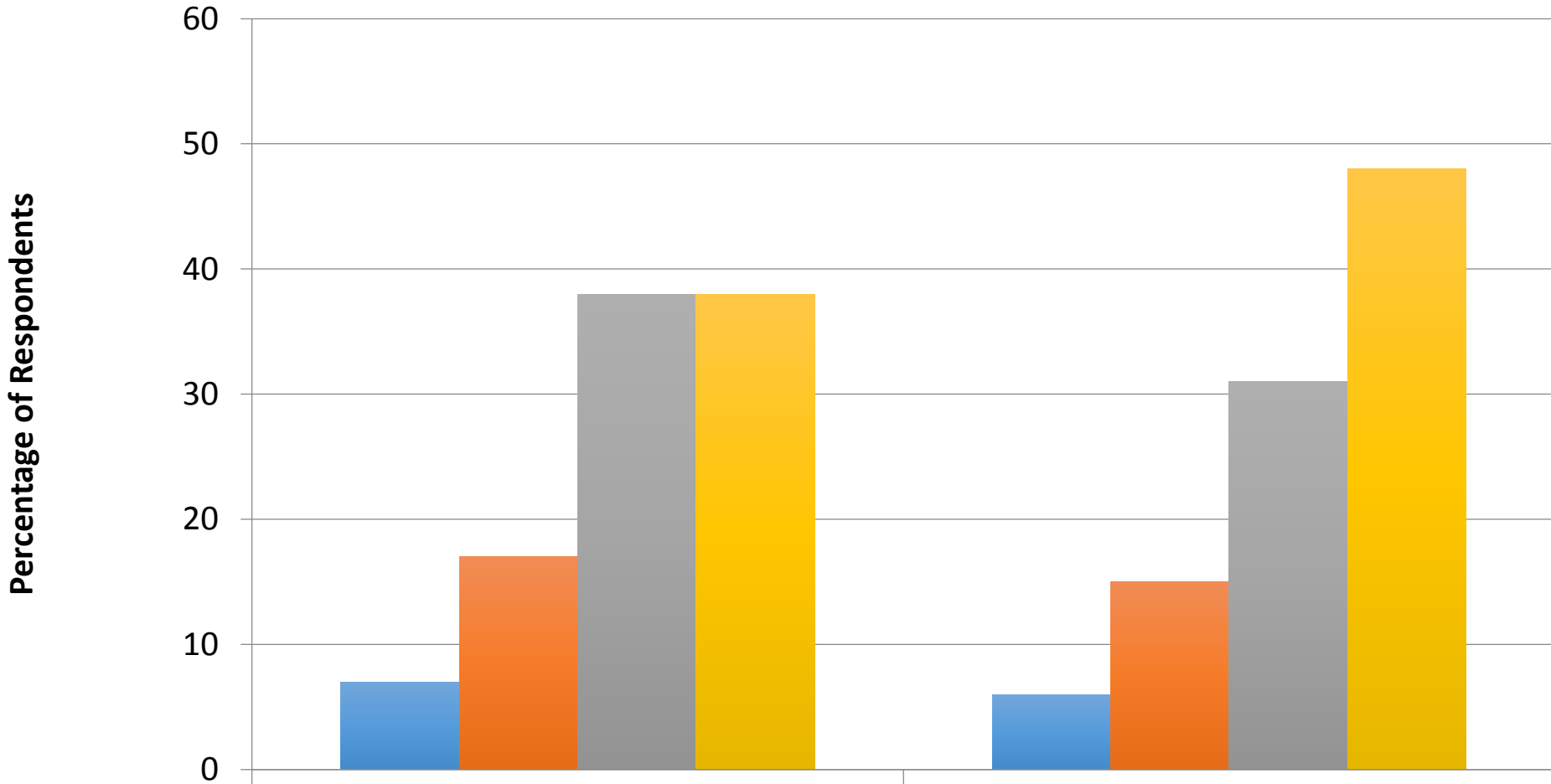


NSSE Trends 2009-2013: Senior Year - "How would you evaluate your entire educational experience at SUNY Potsdam?"



■ 2009 n=203	1	14	46	40
■ 2010 n=316	1	10	46	42
■ 2011 n=272	1	10	48	41
■ 2012 n=128	2	9	37	52
■ 2013 n=208	2	10	40	48

NSSE 2013 - "If you could start over again, would you attend SUNY Potsdam?"



	First Year n=176	Seniors n=209
Definitely No	7	6
Probably No	17	15
Probably Yes	38	31
Definitely Yes	38	48

NSSE 2014

- Launching February 24, 2014
- Student Incentive
- Department Incentive

Student Learning Outcomes Assessment Plans and Reports

- Plans and reports will be uploaded separately
 - <http://www.potsdam.edu/offices/ie/assessment/index.cfm>

Other Business



Have a great Holiday Break!

NEXT MEETING

May 13th , 2014 at 3 p

Location: TBA