



December 13<sup>th</sup>, 2011

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

# Agenda

## WELCOME:

(Please be sure you have signed the attendance sheet)

## BUSINESS:

1. Minutes of Meeting September 26, 2011 & October 12, 2011 Minutes at  
[http://www.potsdam.edu/offices/ie/assessment/upload/09\\_26\\_11-Academic-Assessment-Minutes.pdf](http://www.potsdam.edu/offices/ie/assessment/upload/09_26_11-Academic-Assessment-Minutes.pdf)
2. Minutes of meeting with Dr. Rudd at  
[http://www.potsdam.edu/offices/ie/assessment/upload/Minutes-for-visit-with-Dr-Ruud-10\\_12\\_11.pdf](http://www.potsdam.edu/offices/ie/assessment/upload/Minutes-for-visit-with-Dr-Ruud-10_12_11.pdf)
3. Middle States Self Study update - Jim German – A look at Self Study assessment related items:  
<http://www.potsdam.edu/offices/ie/upload/MSCHEnov11.pdf>  
Please be prepared to discuss Assessment of Student Learning Outcomes, your plan and process with MSCHE visiting team members March 26, 27 & 28, 2012
4. 2012-2013 Proposed three year assessment reporting cycle and matrix.
5. Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2012 for Aesthetic Critical and Discriminative (AC); Aesthetic Experiential (AE); Social Sciences (SA); First Year Writing (FW) & Information Literacy (IL/IM); and Writing Intensive (WI), - B
6. The Potsdam Graduate – draft 11/17/11
7. Department/Program Assessment Plans 2011-2012 and Reports & Action Plans 2010-2011 update - Brydges  
– Middle States visiting team *Assessment Plan Report Archive Room - wiki*
8. Assessment of Learning Communities (FIG) data: Presentation by Oscar Sarmiento and Judy Singh
9. NSSE & SOS – Spring 2012 – all First Year and Seniors - Pilot Update – Rick Miller
10. Rubric for Evaluating Department/Program Student Learning Outcomes Assessment Processes

Next Meeting: May 15th, 2012 3:pm Location TBA

### ***3. Update on Self –Study Process:***



MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION

- ***Highlights: Transparency***

***<http://www.potsdam.edu/offices/ie/upload/MSEHEnov11.pdf>***

Note: No major recommendation related directly to the assessment of student learning outcomes process. One major recommendation however in the use of SLO assessment data.

# ***Standard 14***

## **Findings**

1. Assessment of student learning is becoming an integral part of the life of the institution.
2. All assessment plans are linked to College, Schools, and Department/Program mission statements or the Potsdam graduate as required.
3. While there have been resources and many opportunities for professional development in Student Learning Outcomes assessment, additional measures are necessary to create effective assessment programs in all areas and to build upon the developing culture of assessment campus-wide.

# ***Standard 14 continued***

## **Findings**

4. Communication and transparency related to the process of assessing student learning outcomes is available but there is limited evidence that these data are used for planning, goal setting, policy making and resource allocation.

# *Recommendation #4*

**4. Institutional Assessment.** Charge a broadly representative task force with consolidating the existing but isolated elements of institutional assessment into a comprehensive and systematic Institutional Assessment Plan. This plan must ensure that the College's mission and goals, and the mission and goals of each of the units of the College, are clearly articulated to faculty, staff, students, and the public. It must further ensure that the work of each unit and program of the College is measured with assessment instruments that provide reasonably accurate, timely, and useful information.

**Outcomes data must be communicated clearly and used to inform improvements, planning, decision-making, resource allocation, student learning, and otherwise enhance the ability of the College to fulfill its mission and achieve its goals.**

# ***March 26, 27 & 28, 2012***

- The MSCHE visiting may schedule an appointment with you to discuss your Department/Program Assessment Plans, Reports and Action Plans – how you capture assessment data and how you “close the loop” with the Faculty in your Department or Program.
- Be Prepared

## ***4. Proposed 3-year Reporting Cycle***

- Reports and Action Plans due September 30<sup>th</sup>
- Actual Assessment Plans need to be updated annually or whenever there are changes.
- Reporting Cycle Matrix posted on Institutional Effectiveness Website under **Student Learning Outcomes Assessment**
- Commence AY2012-13



## ***5. Gen Ed Assessment Highlights***

- Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2012 for Aesthetic Critical and Discriminative (AC); Aesthetic Experiential (AE); Social Sciences (SA); First Year Writing (FW) & Information Literacy (IL/IM); and Writing Intensive (WI),
- Instructors have received 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.

# Information Literacy (IL) Student Learning Outcomes (Piloted Spring 2011)

## **The Student will:**

1. Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary.
2. Identify and access appropriate information resources, such as library catalog (FS); library subscription databases (FW); and the free web (FC).
3. Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2.
4. Evaluate search results, select and acquire the most appropriate information source(s).
5. Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered.

## ***6.The Potsdam Graduate - draft***

Once ratified, there may be need to align your assessment plans with the new or updated outcomes in the revised Potsdam Graduate .

Feedback to Caroline Downing –ASAP

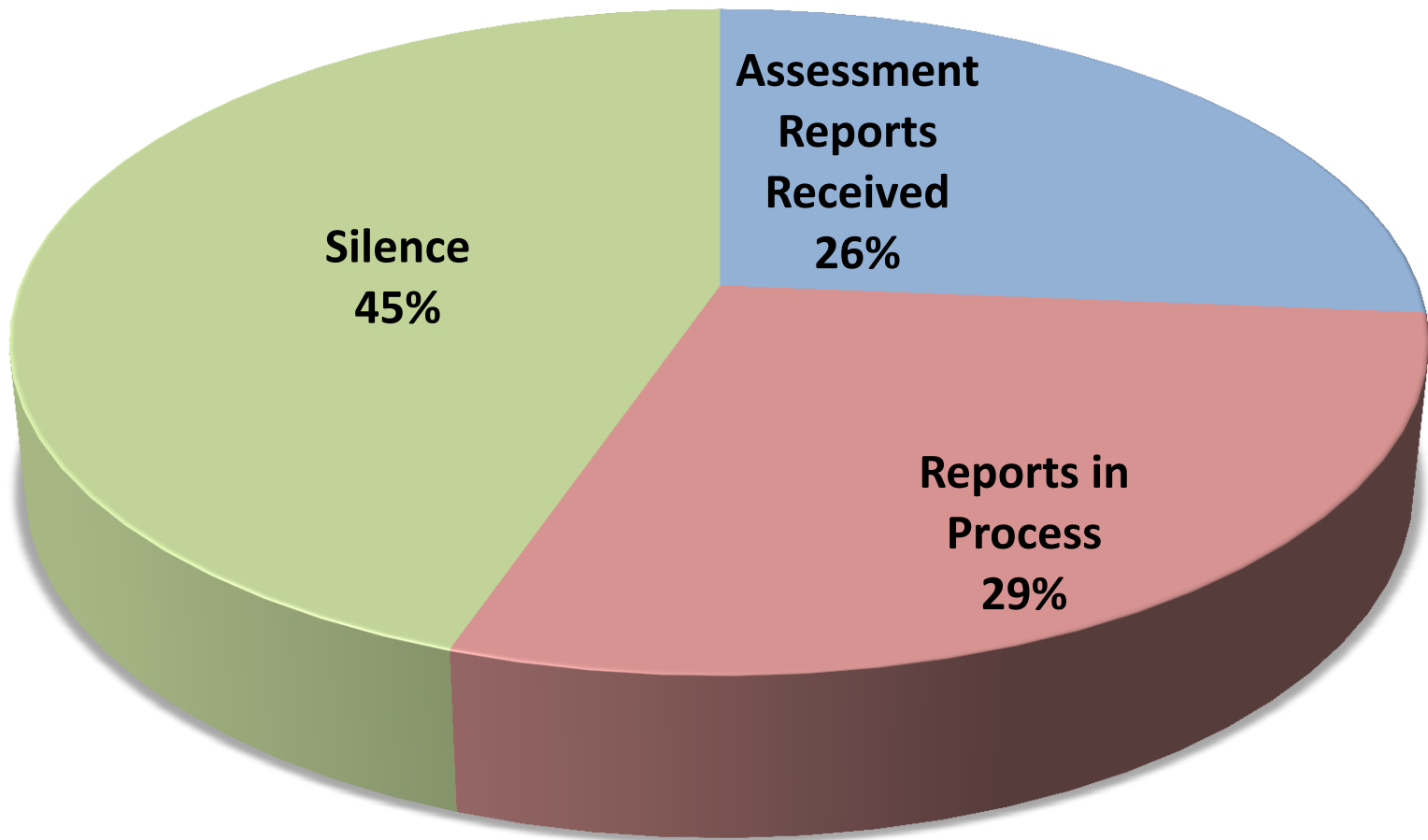
### ***Highlights:***

- Much more **Student Learning Outcome** friendly!
- Much “greener”.
- Much more contemporary.
- Much more assessment friendly. (Senior Capstone Project reinstated).

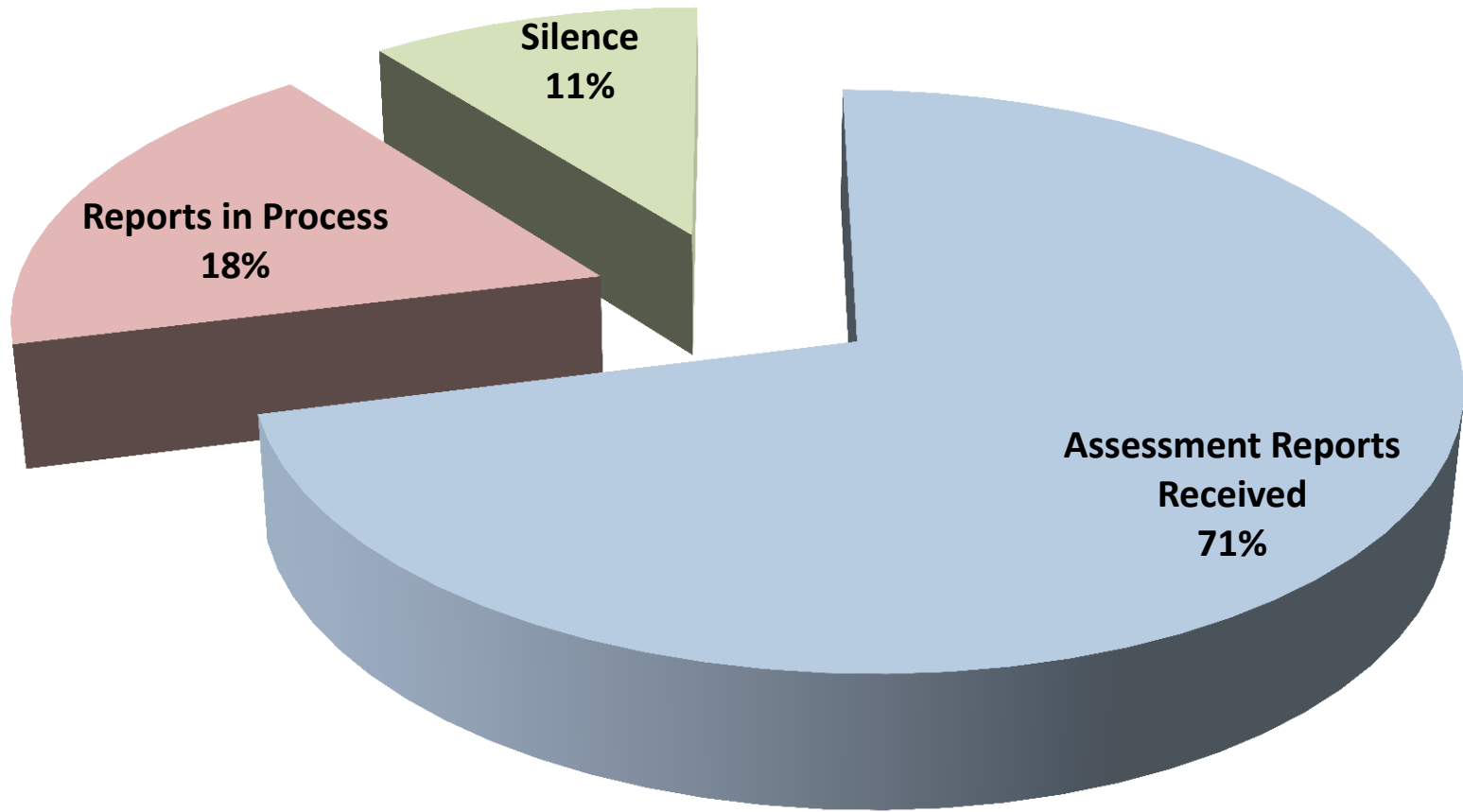
***7. Department/Program Assessment  
Plans 2011-2012 and Reports &  
Action Plans 2010-2011 :***

- 1. 2010-2011 Assessment Reports due  
August 31, 2011.**
- 2. 2011-2012 Department/Program Assessment  
Plans due September 30, 2011.**

# Status of 2010-2011 Assessment Reports and Action Plans as of 09/26/11 (n=38)



# Status of Assessment of Student Learning Reports and Action Plans 2010-2011 as of 12/13/11 (n=38)



# ***MSCHE Electronic Archive Room - Wiki***

## **2 Major Goals before MS visit in Spring 2012**

1. Every Department/Program has an up-to-date ***Student Learning Outcomes Assessment Plan***.
2. Every Department/Program has on record documentation of having discussed and **reported** student achievement on the outcomes included in their Plan and decided on an **action plan** (Closed-the-loop).
3. A **meta-analysis** of Student Learning Outcome Reports – trends and themes for planning, decision making and resource allocation.

## ***8. Assessment of Learning Communities (FIG) data***

- Oscar Sarmiento – Director of Learning Communities
- Judy Singh – Coordinator of Institutional Research and Assessment



# FIG Retention Analysis

- 415 first-time students in Fall 2010 enrolled in a FIG (used CRNs to create cohort)
- 334 returned in Fall 2011 for an 80% retention rate
- 29 FIGs were offered in Fall 2010
- All Undeclared students were coded as enrolled in the school of Arts and Sciences

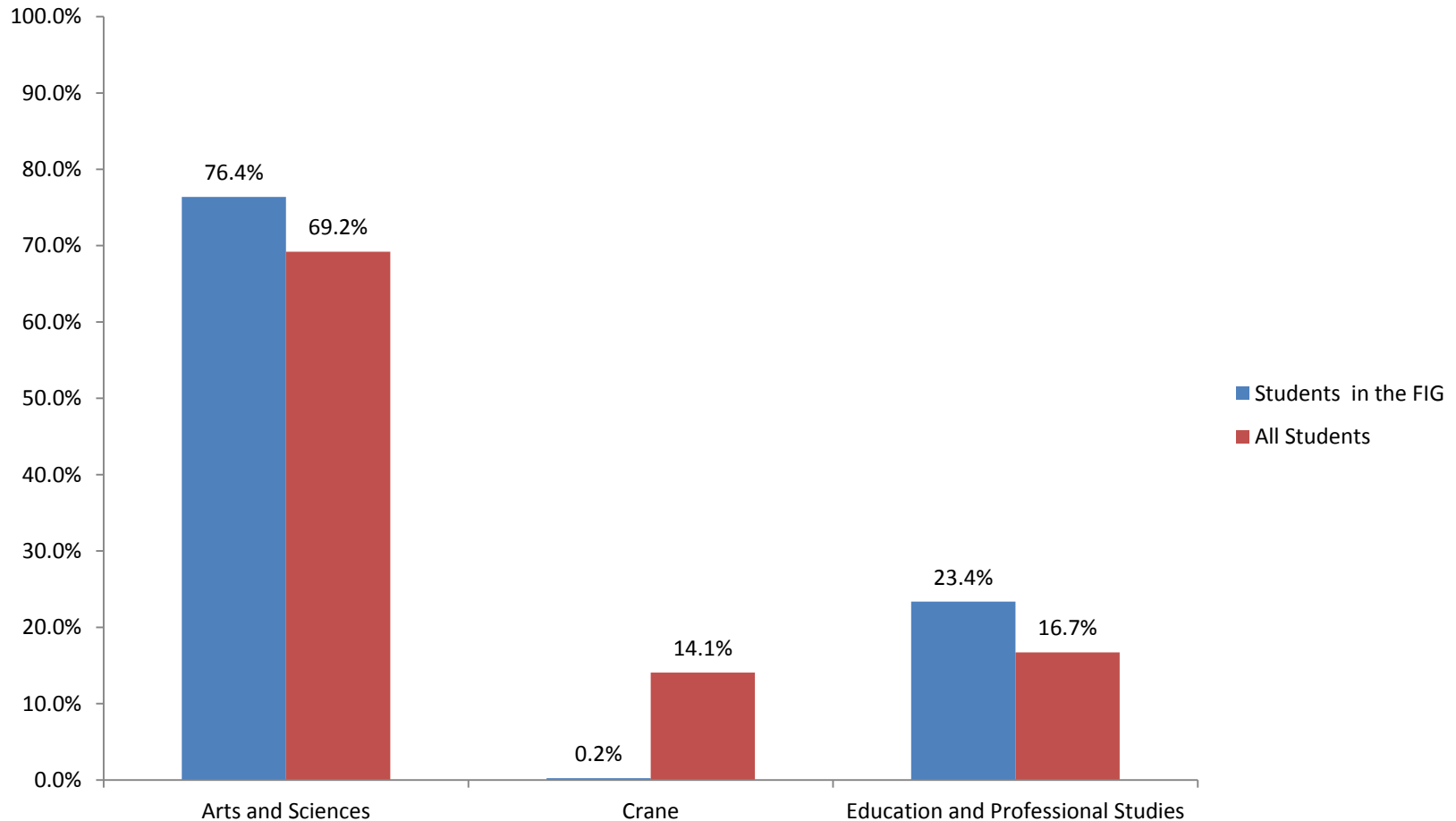
# Fall 2010 FIGs

- Archaeology I
- Art Studio 1A
- Art Studio 1B
- Bridging Cultures
- CSI Potsdam
- Culture and Thought
- Dance Performance
- Early Childhood FIG1
- Early Childhood FIG2
- Early Childhood FIG3
- Early Childhood FIG4
- Economics for Life
- English
- Environmental Studies
- Exploring Business and Economics
- Exploring my Options
- FIG Newton
- Gender: Go Figure
- Get Psyched
- Invitation to Health
- Math Counts
- Natural Science and Pre-Med
- Power and Money
- Pre Law
- Talking Biology
- Talking World Cultures
- Theater Performance-Speaking
- Theater Performance-Writing
- Theater Production

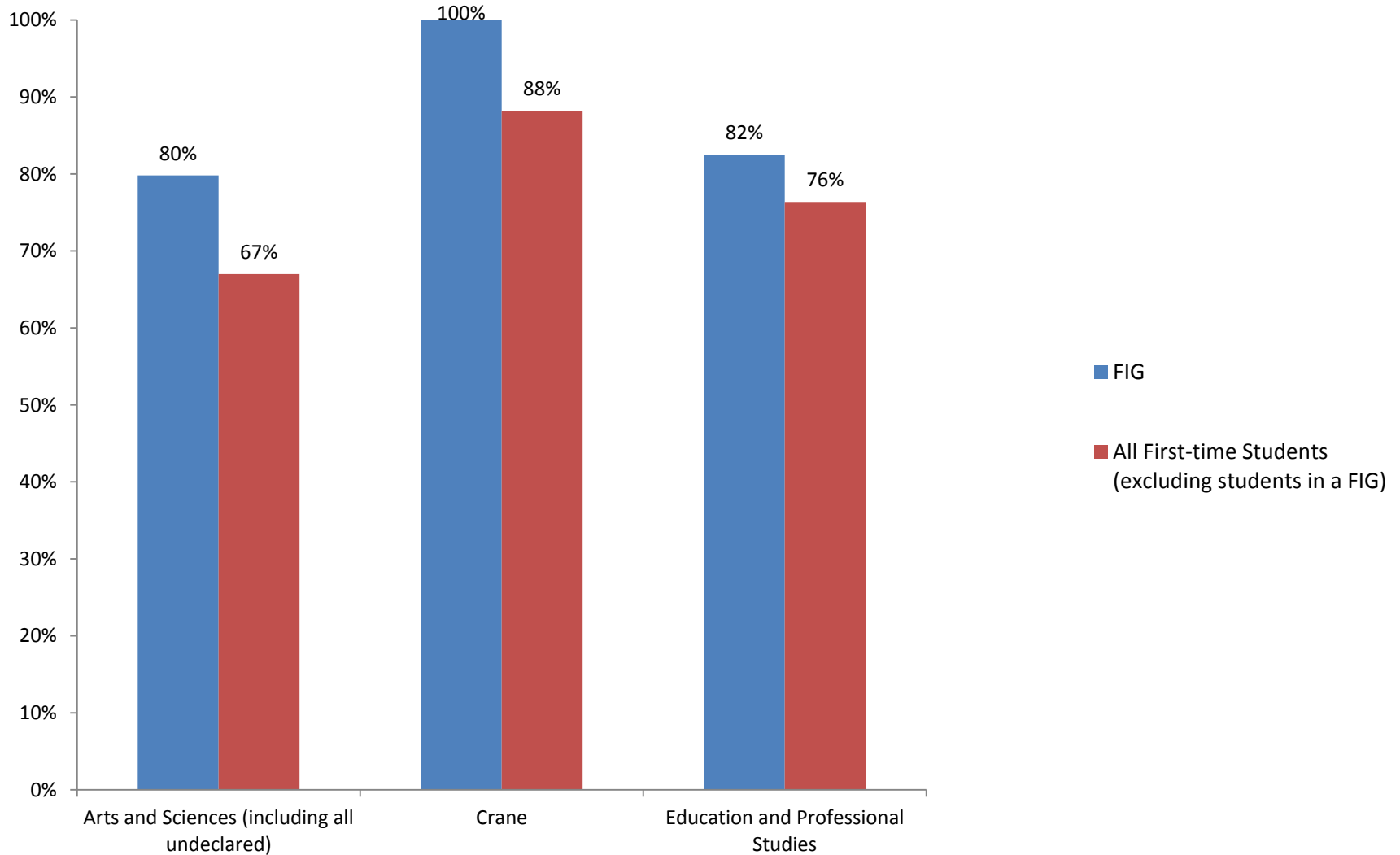
# Percent of First-Time Students enrolled in a FIG by School

	All Students	Students in a FIG	% in FIG
Arts and Sciences	629	317	50.4%
Crane	128	1	0.8%
Education and Professional Studies	152	97	63.8%
Overall	909	415	45.7%

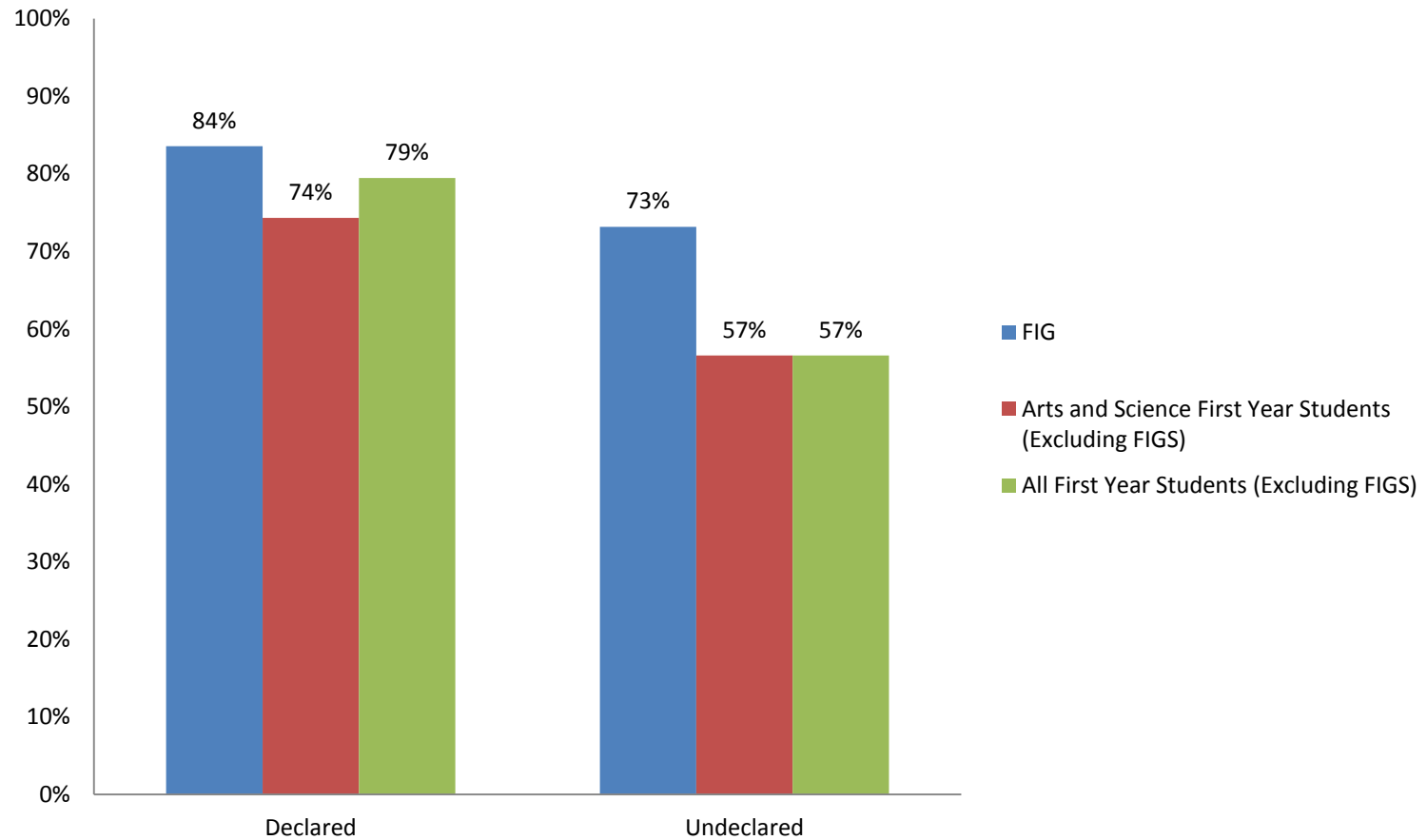
# Percent distribution of students by school



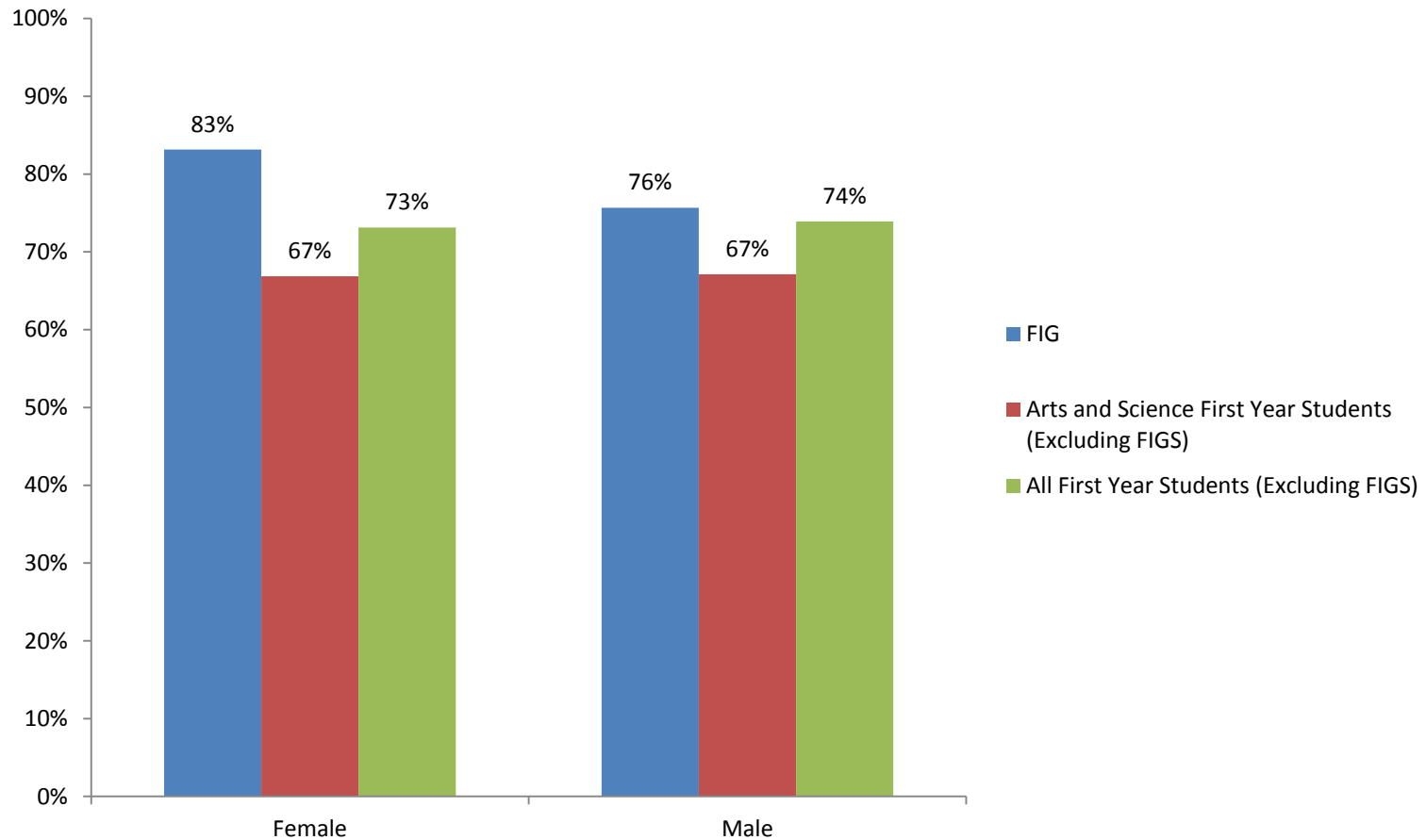
# Retention Rate by School and by Cohort



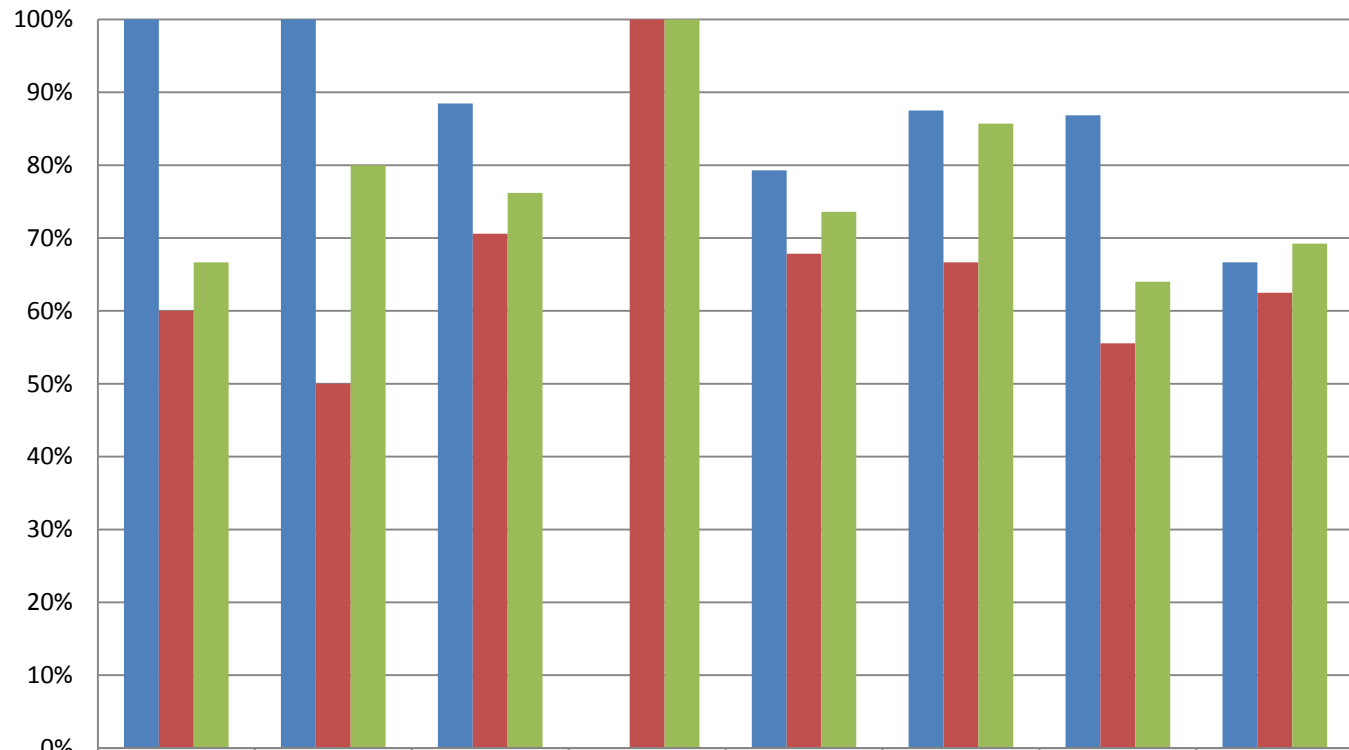
# Retention Rate by Major Status and by Cohort



# Retention Rate by Gender and by Cohort



# Retention Rate by Race/Ethnicity and by Cohort



	American Indian/Alaska Native	Asian	Black or African American	Native Hawaiian/Pacific Islander	White	Multiple	Hispanic	Other/Unknown
■ FIG	100%	100%	88%	0%	79%	88%	87%	67%
■ Arts and Science First Year Students (Excluding FIGS)	60%	50%	71%	100%	68%	67%	56%	63%
■ All First Year Students (Excluding FIGS)	67%	80%	76%	100%	74%	86%	64%	69%



# ***9. NSSE & SOS– Spring 2012***

**Two versions:**

- **NSSE 1.0**
- **NSSE 2.0 piloted with random sample of our students.**
- **First notice to student on February 13<sup>th</sup> –  
Please encourage First Year and Senior students to complete the survey and indicate that you use their aggregated data for improvements and planning.**

## 10. Rubric for Evaluating Status of Department/Program Student Learning Assessment Processes

	Departmental/Program goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Department/Program demonstrates sustained – not just a one-time or periodic – support for promoting an ongoing culture of assessment and for efforts to improve teaching.						
2	Clear statements of expected learning outcomes for the department, programs, and course levels have been developed and have appropriate links with each other.						
3	Those with a vested interest in the learning outcomes of the department, program or curriculum are involved in developing, articulating and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	Course syllabi include statements of expected learning outcomes.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						
7	Multiple measures of student learning for each learning outcome, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						
10	Students learning assessment results have been used to improve teaching and by institutional leaders to inform planning.						
11	In any areas in which the above are not yet happening, concrete, feasible and timely plans are in place.						
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						

# ***11. Other Business***



*Have a great Holiday Break!*

***NEXT MEETING***

**May 15<sup>th</sup> , 2012 at 3 p**

**Location: TBA**