Potsdam
1816
THE STATE UNIVERSITY OF NEW YORK

September 24th, 2013

Campus Academic Assessment Committee (CAAC)

Agenda

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

1. **Minutes of May 14th 2013**
2. **3 year reporting cycle and action planning - Morales-Hanley**
   - **New Templates available (as of Spring 2013)**
   - **Department/Program Assessment Plans with any changes are due September 30,2013**
   - **Reports for Departments/Programs in 2nd year of cycle are due September 30, 2013**
3. **Early Alert: Request for assessments early in the Fall semester to help in identifying students that are struggling - Durant**
4. **Mini-grants and final report from last year. – D. Anderson**
5. **Assessment Mini-Grant Announcement(s) - Singh**
6. **Assessment of SUNY Potsdam's Gen Ed student learning outcomes Spring 2013 for (FM), (WC) (SB), (SP), (LB) & (PE) Report -Morales-Hanley**
7. **Spring 2014 Assessment of Gen Ed SLOs for Designators: (FC/IL), (FS/IL),(SI/IL), (XC) & (AH) Discussion of timing for Best Practices Workshops –Brydges, Morales-Hanley**
8. **NSSE – Spring 2013 – Data Presentation and Discussion –Brydges,**
9. **Other items**

2. 2012–13 Assessment Reports and Revised Department/Program Assessment Plans

- 2012-13 Assessment **Reports due September 30, 2013**
- 2013-14 Department/Program **Assessment Plans due September 30, 2013**

Assessment Cycle

http://www.potsdam.edu/offices/ie/assessment/

Please review the Department Assessment Plans currently on the website

Report due 9/30/13 from:

- Childhood/Early Childhood BA
- Childhood Ed. MST
- Secondary English BA/MST
- Foreign Language Ed.
- Literacy Specialist
- Math BA/MST
- Science Ed BA/MST
- Special Ed
- Curriculum and Instruction MSED
- Music Ed
- Business Administration
- Community Health
- Social Studies BA/MST

Assessment Template vs. Report Template

Assessment Plan consists of:

- Student Learning Outcome
- Connection to University/Dept Mission/The Potsdam Graduate
- Measurable Criteria and Assessment Methods

Report consists of:

- Update on Action Plan(s) from prior year
- Student Learning Outcome
- Measurable Criteria and Assessment Methods
- Assessment Data Summary – Results & Analysis
- Application of Results/Action Plan for Improving Student Achievement

Updated Templates

http://www.potsdam.edu/offices/ie/assessment/

- Student Learning Outcomes Assessment Plan Template
- Student Learning Outcomes Assessment Report Template

Plans and Reports on Website

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

3. Early Academic Alert

(A Potsdam Retention Initiative)

- **Request for assessments early in the Fall semester to help in identifying freshman students that are struggling.**

4. Assessment Mini Grants Reports

2012-13 Recipients:

Peter Brouwer and Debbie Anderson for SOEPS Teacher Education Programs

Mini-Grant Titles:

- *Improving Classroom Assessment Practice of Teacher Candidates*
- *Addressing a Weak Technology Student Learning Outcome through Enhanced SmartBoard use by Faculty*

5. SUNY Potsdam *Mini-Grants* for 2013-14

Purpose:

- Enhance and support a culture of assessment at SUNY Potsdam by encouraging collaboration, research, and scholarship that focus on the teaching-learning process.
- Encourage and support faculty involvement in the assessment of student learning process.

Four Grants of $500 each will be Awarded for AY 13-14:

- Two grants will be awarded to proposals that address improving the *Department/Program Student Learning Assessment Plan.*
- One grant will be awarded to the proposal that addresses improving one of the General Education designators.
- One grant will be awarded to the proposal that addresses improving Information Literacy (IL) .

5. SUNY Potsdam *Mini-Grants* for 2013-14 Cont'd

Three grant applicants

- Two for "Focus on assessment to improve student achievement on Department/Program Assessment Plan"
- One for two grants: Department/Program Plan and General Education Designator

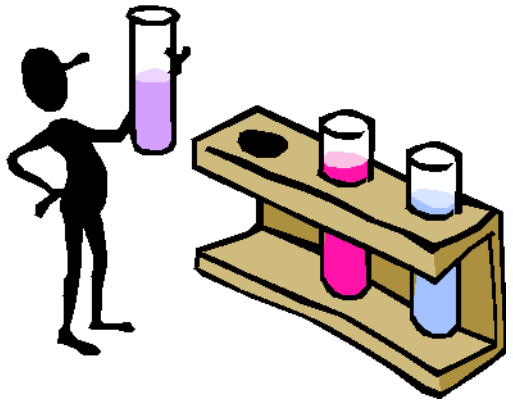
Mini-grant Committee will convene in the next few weeks and the winner will be announced.

The Mini-grant committee will create new timeline for grant process to begin next fall (instead of August 31st). New plans will be announced at the December meeting.

Any feedback about the grants process is welcome (singhjr@potsdam.edu).

6. Gen Ed Student Learning Outcomes Assessment Report

- Data presented to Gen Ed Committee
- Data being provided to subcommittees for "Closing the Loop" discussions/actions



Knowledge and Skills Areas / Competencies	Student Learning Outcome	Information			Results					
		Date of Assessment Semester /Yr	Students Assessed		% Excdng Stnd	% Mting Stnd	% Apprchng Stnd	% Not Mtng Stnd	% Not Assessed	% Not Taught
			n	%						
Mathematics FM	Demonstrate ability to represent and interpret data and/or quantitative relationships through tables, graphs and/or charts.	May 2013	303/781	38.8%	24.8%	33.2%	7.1%	14.8%	20.1%	0.0%
	Demonstrate ability to use and construct appropriate mathematical models, while being aware that mathematical models have limits.		307/781	39.3%	20.6%	35.6%	9.0%	15.8%	19.0%	0.0%
	Demonstrate ability to evaluate the reasonableness of mathematical results.		199/781	25.5%	15.0%	20.1%	5.0%	12.4%	38.3%	9.2%
	Demonstrate ability to perform symbolic computations.		303/781	38.8%	27.4%	29.8%	4.0%	18.7%	20.1%	0.0%
	Demonstrate understanding of logical relationships.		303/781	38.8%	23.0%	35.1%	6.3%	15.6%	20.1%	0.0%
Physical Education /Health Experience PE	Demonstrate specific skills appropriate to the course activity area.	May 2013	547/1361	40.2%	10.7%	72.9%	13.1%	2.9%	0.4%	0.0%
	Demonstrate knowledge of the benefits of exercise for lifelong well-being.		547/1361	40.2%	10.7%	72.9%	13.1%	2.9%	0.4%	0.0%
	Demonstrate understanding of safe practice of course activity area.		526/1361	38.6%	7.8%	80.9%	3.3%	3.8%	4.2%	0.0%

Knowledge and Skills Areas / Competencies	Student Learning Outcome	Date of Assessment Semester /Yr	Students Assessed		% Excdng Stnd	% Mting Stnd	% Apprchng Stnd	% Not Mtng Stnd	% Not Assessed	% Not Taught
			n	%						
Western Civilization WC	Demonstrate knowledge and understanding of the historical development of some significant theme or aspect of Western Civilization, excluding the U.S.A.	May 2013	367/690	53.2%	13.0%	28.4%	16.5%	13.4%	28.7%	0.0%
	Demonstrate ability to examine the development of the distinctive features of some significant theme or aspect of Western Civilization, placing them into the broader context of the development of Western Civilization (and other regions of the world).		455/690	65.9%	11.5%	39.2%	17.3%	20.4%	11.7%	0.0%
	Demonstrate skill in the critical use of primary sources and evaluation of evidence.		466/690	67.5%	14.2%	25.0%	25.2%	26.0%	9.5%	0.0%
	Demonstrate an understanding of the issues and methodologies laid out in the preceding outcomes.		378/690	54.8%	5.2%	21.6%	17.5%	29.1%	26.6%	0.0%

Knowledge and Skills Areas / Competencies	Student Learning Outcome	Date of Assessment Semester /Yr	Students Assessed		% Excdng Stnd	% Mting Stnd	% Apprchng Stnd	% Not Mtng Stnd	% Not Assessed	% Not Taught
			n	%						
Scientific Inquiry – Biological Sciences SB	Demonstrate an understanding of major scientific concepts.	**May 2013**	365/700	52.1%	23.8%	39.3%	18.3%	18.3%	0.3%	0.0%
	Demonstrate knowledge of the scientific method.		365/700	52.1%	20.2%	37.4%	23.8%	18.3%	0.3%	0.0%
	Demonstrate understanding that discoveries in science help us comprehend the natural world.		365/700	52.1%	23.8%	66.1%	5.2%	4.6%	0.3%	0.0%
Scientific Inquiry – Physical Sciences SP	Demonstrate ability to identify major scientific concepts.	**May 2013**	345/924	37.3%	35.7%	44.9%	7.2%	12.2%	0.0%	0.0%
	Demonstrate effective use of quantitative measures, analyses, and models to present and evaluate data.		269/924	29.1%	35.1%	31.3%	7.5%	4.1%	0.0%	22.0%
	Demonstrate understanding of the impact of scientific investigations upon human existence.		345/924	37.3%	35.9%	49.0%	6.7%	8.4%	0.0%	0.0%
Scientific Inquiry – Laboratory LB	Demonstrate understanding of major scientific concepts through laboratory inquiry.	**May 2013**	356/908	39.2%	48.7%	39.1%	5.5%	5.3%	1.4%	0.0%
	Demonstrate skill in using DISCIPLINE SPECIFIC TECHNOLOGY to discover, address a problem, or test an hypothesis.		258/908	28.4%	33.5%	28.8%	3.3%	5.8%	16.4%	12.2%
	Demonstrate skill in the interpretation of data sets using quantitative measures, models, and other forms of analysis.		356/908	39.2%	49.6%	39.6%	3.3%	6.1%	1.4%	0.0%

7. 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)**
- **Timing for "Best Practices" Workshops**

NSSE national survey of student engagement

NSSE 2013 Engagement Indicators

Overview

The State University of New York at Potsdam

First-Year (FY) Students

Theme	*Engagement Indicator*	Your FY students compared with Mid East Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Quantitative Reasoning

	SUNY Potsdam	Mid East Public	Carnegie Class	NSSE 2013
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.)	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 national survey of student engagement

NSSE 2013 Engagement Indicators

Overview

The State University of New York at Potsdam

Seniors

Theme	*Engagement Indicator*	Your seniors compared with Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
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.

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9. Other Items:

Have a great semester!

NEXT MEETING

December 10th, 2013 at 3 p.m.

Location: Raymond Hall 8th Floor Dining Room