

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: Loughheed Center for Applied Learning

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Assessment Year: 2022-2023

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

Selected Goal

Create outreach and funding strategies that reach students across all demographic groups and majors, supporting all “flavors” of applied learning.

Desired Outcomes/Objectives

1. Implement student outreach focused on the accessibility of applied learning experiences to all students
2. Implement internship compensation project to encourage broad participation in faculty sponsorship, expanding student access to internships
3. Identify and fund 5 Kilmer Labs per year in new funding model, expanding student access to student research
4. Develop and implement cohesive endowment funding plan to support strategic initiatives, and streamline processes for awarding, spending, and reporting on funded projects
5. Stradling Endowment spending plan is developed and implemented to ensure full use of income and strong student engagement
6. Ensure funding distribution is not biased and is equally accessible to all students in need of support

Related Targets/Measures

1. Student engagement with outreach and awareness increases.
 - Tabling, student organization engagement, and information sessions offered increased by 50% over 2022-2023 baseline, then re-evaluated in each successive year to determine if further increases are necessary or if saturation has been reached.
 - Peer mentoring appointments offered and completed increase by 25% over 2022-2023 baseline each year, until we have doubled access from this initial year.
 - Pre- or post-appointment surveys demonstrate that 10% more students came to the LoCAL for assistance via outreach engagements over the 2022-2023 baseline.
2. Assess the impact of the internship compensation project.

- Site variety/distribution increases annually, indicating a vibrant internship ecosystem.
3. Assess success of Kilmer Labs.
 - Faculty participation distribution across departments, rank, demographics are within 10% of overall campus faculty data.
 - Student participants' demographic and academic data indicates alignment within 10% of overall student data for each department.
 4. Administration approves annual comprehensive endowment funding plans
 - Increased numbers of applicants (+20% each year) over the 2022-2023 baseline data.
 - Accountability to donors is improved and reporting is simplified, demonstrated by increase in on-time reporting over 2021-2022.
 5. Assess impact of Stradling Endowment, to ensure the program is achieving targets of:
 - Annual increase in international field trips, international exchanges, faculty teaching travel courses, students studying abroad, and successfully delivered travel courses each year over the 2021-2022 baseline.

Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.

- For targets 1, 2, 3, and 4, we have gathered participation data from 2022-2023 to serve as our baseline.
- Target 4 includes the desired outcome of increased on-time reporting; this target was not achieved. The endowment funding plan was not the challenge in this scenario. Our analysis of our internal processes link this missed deadline to workload unevenness as we transition through staffing shortages rather than a failure of the process itself. We will use the new communication model again in 2023-2024 (with improved staffing) and aim for on-time information delivery.
- For targets in which demographic information is required, we have identified the gaps in our data collection systems. We discovered that two of our primary applied learning platforms – GradLeaders and Handshake – are not correctly bringing information over from Banner in order to provide us with native system demographic analysis. We do not immediately have the data we hoped we would have when we created these goals.
- The Stradling Endowment is achieving its stated goals in 2022-2023 – given that 2021-2022 was the immediate post-pandemic year, our international education numbers were very low. We increased across the board, and expect to see continued growth in this area.

International Education Activity	2021-2022	2022-2023
International Field Trips	0	2
International Exchange Students Hosted	2	3
Students Studying Abroad	13	45
Travel Courses Delivered	1	2
Faculty Proposing Travel Courses	2	3

Based on the assessment data and information shared above, what planned actions were or will be taken as a result?

- These are multi-year goals, and so for every outcome that references baseline data, this year's work is the foundation that we will use to measure success. We will compare upcoming years' data to the baselines collected this year. Specifically, will compare our 2023-2024 results to these data sets to identify areas of strong and weak success.
- Our data gaps regarding demographics will delay action on these goals. While we can request this data be created through crosswalk work by IE, we would prefer to update the data import from Banner to allow these systems to do the analysis natively as part of their analytics platforms. We decided to transition away from

GradLeaders after Fall 2023 in part due to the inflexibility of the tool and the better reporting and analysis available in Handshake. We expect to be able to do the goal assessment work beginning with 2023-2024 data and will work with IE to crosswalk the data we do have for 2022-2023 to the best of our institutional ability.

- We will continue to build on our outreach and communication around the Stradling Endowment, using the recently hired Study Abroad Student Ambassador to communicate the accessibility of study abroad to our students.

SECTION 2: ADDITIONAL ASSESSMENT ACTIVITY

Please use this space to share an example from this past year when you used assessment and data to plan and/or take action. Be sure to include any available information relating to the results and impact. Your example for this section does not need to be directly tied to your previously submitted administrative unit assessment plan.

The following data was collected and analyzed to inform our understanding of our successes and challenges, and plans for 2023:

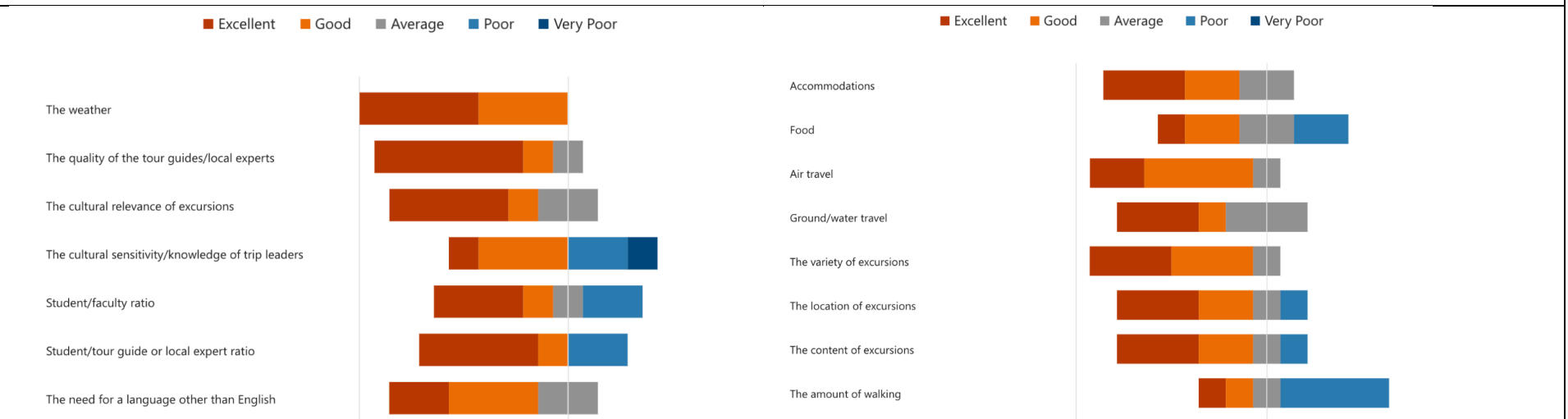
- Internship participation, including site location, faculty sponsor, major, sponsoring department, and payment status.
- Internship approval process data, including amount of time between each step.
- First Destination Survey, in compliance with NACE standards for placement reporting.
- SIRIS data from SUNY, providing sector comparisons of unduplicated student participation in Applied Learning activities.
- Open Doors survey data on international education participation.
- Student satisfaction with faculty-led travel courses.
- Appointment volume by category of service and staff member for LoCAL student appointments.
- IRB-approved research into student self-confidence in core career competencies post-applied-learning experience.
- We began requesting follow-up data from faculty who have been awarded applied learning grants in the last 3 years.
- Makerspace use statistics, including whether a user is a new or returning participant
- Learning Commons building use data by half-hour increment across all open hours.

Faculty-led travel courses are a good example of actionable data collected. For the first time in June 2023 we implemented a student post-experience survey to follow up on travel courses, requesting feedback on student satisfaction with both the course content and the experience of the travel course. This data was gathered in June and analyzed in July, and we will be working with our travel faculty and the Deans in Fall 2023 to address the challenges identified in the student responses:

- Student responses show a desire for a richer, deeper experience from the faculty member leading the trip, so we are redrafting our application process to ensure faculty will have the knowledge of the area to which they are traveling to give students that learning experience.
- Students also demand a significant level of cultural sensitivity from their faculty leaders – DEI lessons have taken hold with our students, who expect strong cultural fluency from their mentors – and we will build a much stronger training process for faculty who desire to lead students in experiences abroad.

- Students wanted better/deeper pre-departure orientation and get-to-know-you activities in their travel courses. In our application rewrite we will consider ways to require that or facilitate it.
- The Study Abroad Handbook and website information that we provide for students is not as helpful as we want it to be; 43% of students on travel courses indicated they did not use the resources at all. The Study Abroad Ambassador for 2023-2024 has been tasked with improving the utility of these resources and framing the (critical!) information in them in ways that students are more likely to absorb and take to heart.
- One travel provider disappointed many of our students by making all students' meal plans vegan to accommodate the dietary needs of one student. Now that we are aware something like this could happen, it will not be allowed to happen again – cuisine is part of the experience of travel!

We will run this assessment following each faculty-led travel experience, to ensure we are improving the student experience.



13. How helpful were the following resources?

