SUNY Potsdam
Administrative Unit
Assessment Plan

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PURPOSE
Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT
The Mission of the Lougheed Center for Applied Learning is to provide coordinated experiential learning opportunities that broaden and integrate students' knowledge and skills, to foster self-discovery for engaged and life-long academic, personal and career success. We envision a future in which every SUNY Potsdam student
- has one or more high impact applied educational experiences to prepare them for life after college
- can afford the applied learning experience of their choice
- learns to synthesize and articulate the connections between their classroom education and their applied learning experiences

GOAL #1
Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Integrate applied learning into the curriculum of each School and Department in meaningful ways to capitalize on the academic potential of the Center.

GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)	**Briefly describe the link between goal #1 and the institutional priority area(s) selected.**
☒ Retention and Enrollment ☐ Financial Stability and Analysis ☒ Academic Programs and Planning ☐ Strengthening Community Connections ☒ Diversity, Equity, Inclusion, & Belonging	Retention and Enrollment: Applied Learning maps to High Impact Practices; HIPs are known drivers of retention. Prospective students and their families find applied learning and career planning enticing when considering higher education options. Academic Programs and Planning: Applied Learning succeeds when it is authentic, and authenticity comes from integration with each student's academic and career goals. The scalable way to reach all students is through curricular integration. DEIB: Direct student service provides excellent supports to individual student services; but which students don't think to request an individual appointment? Curricular integration ensures we reach **every** student.

GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART…   Specific, Measurable, Achievable, Relevant, Time-bound

1. Fully launch the PotsdamConnect platform by 2024 to streamline curriculum-framed experiential education, generating proof-of-concept data by piloting mentoring and microinternships in 2-5 courses and recruiting 3 new faculty and 1 new department to use Open or Live Cases.
2. Develop and deliver training for faculty advisers in new Honors program options and approaches prior to Spring 2024 launch
3. Develop department-specific career-curriculum content with 5 recruited departments annually to establish a data cycle

GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1. Assess success of PotsdamConnect launch across all modes, for faculty and for partners, with targets of:
   - High student satisfaction with PotsdamConnect courses and experiences > 75% as determined thought use of a survey instrument.
   - Compare career competency surveys for PotsdamConnect experiences to other courses to identify areas of excellence and improvement
   - Develop improvement plan for PotsdamConnect based on assessment results.
2. Assess faculty training for the new Honors training program via survey and informal feedback.
   - Create assessable learning outcomes and measures for the training program
   - Create and deploy quantitative survey instrument; all measured items with lower-than-average satisfaction or with less than 60% mastery will be targeted for improvement
   - Conduct 2-4 focus groups to gauge faculty satisfaction with training program
   - Overall satisfaction and mastery (as measured by quantitative and qualitative tools) will increase by 10% annually.
3. Assess career competency results for pre- and post-experience assessments for courses using the new career-curriculum integration.
   - Career-curriculum and Brightspace add-on plans are used in at least ten courses in at least five departments in AY2023-2024
   - Develop sample career-curriculum integration syllabi and Brightspace add-on plans for each school and disciplinary grouping by Fall 2023
   - Establish baseline data set for participating departments and including 2-3 "control" departments who have not yet engaged in career-curriculum integration.
   - Students participating in integrated career-curriculum courses and/or using Brightspace add-on plans will score 10% higher in career readiness metrics.
   - Implement a faculty satisfaction survey for participants in the new career-curriculum projects to establish baseline data and understandings.

GOAL #2

Develop programming, documents, and content that **engage students in their own reflection and synthesis of applied learning**, classroom learning, and the overall product of their liberal arts education.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply) ☒ Retention and Enrollment ☐ Financial Stability and Analysis ☐ Academic Programs and Planning ☐ Strengthening Community Connections ☐ Diversity, Equity, Inclusion, and Belonging	**Briefly describe the link between goal #2 and institutional priority area(s) selected.** Retention and Enrollment: We posit that students who are guided to understand what they are being taught, and what they are learning, in the context of their own goals and academic progress (not simply programmatic learning outcomes) will be more engaged learners. Engaged students with a real stake in their own learning are more likely to persist through challenges; these kinds of projects are drivers for retention.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART…   Specific, Measurable, Achievable, Relevant, Time-bound

1. Develop a new course, APLE 3XX: "Reflecting on Reentry" to engage students in understanding what they've experienced through international education
2. Create disciplinary and general translations of student learning outcomes into resume language to be deployed on syllabi and online resources
3. Create a menu of internship-specific student learning outcomes for student use, and require use of at least one in each internship syllabus
4. 5 years of First Destination Survey will be analyzed and shared to assist in departmental program improvements.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1. APLE 3XX is approved by the LoCAL Advisory Board and:
   - Is offered every semester after approval
   - Includes an assessment plan to study Student satisfaction, Faculty satisfaction, Student Learning Outcomes related to LoCAL goals
   - Curriculum is revised appropriately based on assessments after each semester
   - Students' career competency self-assessments post-APLE 3XX demonstrate an increase in global competency and intercultural fluency above the self-assessed increases generated by the international experience itself
2. Assess the success of translations via:
   - Demonstrated use of translation language in 90% of student resume review by Peer Advisors and LoCAL staff engagements
   - Increased career success data in successive First Destination Survey responses following deployment
   - Appointment satisfaction data for resume review increased following demonstrated use
3. Review of internship syllabi will demonstrate > 70% usage in year 1, increasing to > 90% within 3 years.
4. Analyze First Destination Survey data for 2018-2023 and
   - identify top-level trends to interrogate further
   - prepare department-level outcomes summaries
   - Identify and support 3-5 departments in piloting program-level outcomes questions for the First Destination Survey 2023-24

GOAL #3

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

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)	**Briefly describe the link between goal #3 and institutional priority area(s) selected.**
☒ Retention and Enrollment ☐ Financial Stability and Analysis ☐ Academic Programs and Planning ☐ Strengthening Community Connections ☒ Diversity, Equity, Inclusion, & Belonging	<u>Retention and Enrollment</u>: A perception of increased support from the institution will generate a substantial increase in institutional loyalty. <u>DEIB</u>: Anecdotal and informal evidence reveals that too many students don't explore their options for applied learning because they don't believe it's "for them" – and their perception of barriers or otherness is often rooted in economic inequalities. Removing those perceived barriers will increase access for many students.

GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART…   <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound

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

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

1) Student engagement with outreach and awareness increases.
   a) 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.
   b) Peer mentoring appointments offered and completed increase by 25% over 2022-2023 baseline each year, until we have doubled access from this initial year.
   c) 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.
   a) Faculty participation distribution across departments, rank, demographics are within 10% of overall campus faculty data.
   b) Student enrollment by department is within 10% with the number of majors in each department annually, adjusted for expectations regarding internship requirement and/or appropriateness for the department's curriculum.
   c) Site variety/distribution increases annually, indicating a vibrant internship ecosystem.
3) Assess success of Kilmer Labs.
   a) Faculty participation distribution across departments, rank, demographics are within 10% of overall campus faculty data.
   b) Student and faculty focus groups indicate >75% satisfaction with the program
   c) 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.
   a) Faculty satisfaction surveys show >75% of respondents indicating improved satisfaction with processes
   b) Increased numbers of applicants (+20% each year) over the 2022-2023 baseline data.
   c) 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:
   a) 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.
   b) Student participants' demographic and academic data indicates alignment within 10% of overall student data for the college.