

**SUNY Potsdam  
Administrative Unit Assessment Plan**

**Administrative Unit:** Loughheed Center for Applied Learning

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**Mission Statement:**

The Mission of the Loughheed 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.

**Vision**

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

Goals	Desired Outcomes/Objectives	Assessment Methods and Targets/Measures
<ul style="list-style-type: none"> <li>• <b>Equip students for future success</b> through mastery of meaningful and authentic skills in their discipline and core life/career competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and sustain the flagship programs in:               <ul style="list-style-type: none"> <li>○ Internships</li> <li>○ Service Learning</li> <li>○ Law Enforcement Training Institute</li> <li>○ Study Abroad</li> <li>○ Travel Courses</li> <li>○ Presidential Scholars</li> <li>○ Kilmer Apprentices</li> <li>○ Peer Mentoring</li> <li>○ Career Exploration and Preparation</li> <li>○ Funding</li> <li>○ Publicity</li> </ul> </li> <li>• Fully participate in the Major Mapping initiative</li> <li>• Launch PotsdamConnect mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Compare enrollments and success rates in all flagship programs and compare to trends in the college overall</li> <li>• Assess the impact of the Major Mapping initiative via survey to LoCAL visitors</li> <li>• Assess the PotsdamConnect mentoring program to improve the service, looking at:               <ul style="list-style-type: none"> <li>○ Impact on students' self-reporting of NACE competencies</li> <li>○ Student satisfaction with mentoring</li> <li>○ Alumni satisfaction with mentoring</li> <li>○ Demographic distribution of participants, both alumni and student</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Integrate applied learning into the curriculum</b> of each School and Department in meaningful ways to capitalize on the academic potential of the Center</li> </ul>	<ul style="list-style-type: none"> <li>• Fully launch PotsdamConnect as an experiential education platform</li> <li>• Develop Service-Learning strategy to recruit faculty to work with CFES/Gear-Up Program and CT initiatives</li> <li>• Implement a full COIL program</li> <li>• Develop and deliver training for faculty advisers in new Honors program options and approaches</li> <li>• Develop career-curriculum integration syllabi and Moodle add-on plan</li> <li>• Develop department-specific career-curriculum content with volunteer departments</li> </ul>	<ul style="list-style-type: none"> <li>• Assess success of PotsdamConnect launch across all modes, for faculty and for partners, with goals of:               <ul style="list-style-type: none"> <li>○ 10 courses per semester</li> <li>○ High student satisfaction with PotsdamConnect courses and experiences</li> <li>○ improvement plan for PotsdamConnect based on assessment results</li> </ul> </li> <li>• Assess success of COIL, with goals of:               <ul style="list-style-type: none"> <li>○ 5 COIL courses per semester</li> <li>○ Student satisfaction</li> <li>○ Faculty satisfaction</li> <li>○ Actions to take to improve implementation</li> </ul> </li> <li>• Assess the utility of Honors training via survey</li> </ul>

		<ul style="list-style-type: none"> <li>• Create both pre- and post-experience assessments for courses using career-curriculum integration</li> <li>• Implement a faculty satisfaction survey for participants in career-curriculum projects</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Bring applied learning to scale</b> across all departments to meet Pathways needs and other programmatic goals</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan to integrate Service-Learning process into PotsdamConnect</li> <li>• Identify and collaborate with 5 majors that will need assistance in the CT designator</li> <li>• Repair staffing in International Education</li> <li>• Develop a new Honors program that can succeed alongside Potsdam Pathways</li> <li>• Improve the perception and accessibility of applied learning experiences to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Assess recent programs that have been implemented in the 5 majors identified for CT designator new applied learning programs, looking at: <ul style="list-style-type: none"> <li>○ Enrollment in new programs</li> <li>○ Student satisfaction</li> <li>○ Faculty satisfaction</li> <li>○ Student Learning Outcomes related to LoCAL goals</li> </ul> </li> <li>• Hire Study Abroad Adviser, Faculty Coordinator for COIL, and International Education Director</li> <li>• Assess success of Honors changes via: <ul style="list-style-type: none"> <li>○ Focus groups to study student impact</li> <li>○ Survey to study faculty perceptions</li> </ul> </li> <li>• All students will feel they are welcome in and expected to participate in applied learning, as measured by: <ul style="list-style-type: none"> <li>○ Qualitative feedback</li> <li>○ Surveys asking about bias or discrimination and campus reporting mechanisms</li> <li>○ Proactive outreach to traditionally marginalized student groups</li> <li>○ Student journals/reflections that identify problems to resolve</li> <li>○ All LoCAL surveys and focus groups</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Create funding strategies</b> that reach students across all demographic groups and majors, supporting all “flavors” of applied learning</li> </ul>	<ul style="list-style-type: none"> <li>• Implement internship compensation project</li> <li>• Identify and fund 5 Kilmer Labs per year in new funding model</li> <li>• Develop and implement cohesive endowment funding plan to support strategic initiatives</li> <li>• Stradling Endowment spending plan is developed and implemented to ensure full use of income and strong student engagement</li> <li>• Ensure funding distribution is not biased and is equally accessible to all students in need of support</li> </ul>	<ul style="list-style-type: none"> <li>• Assess impact of the internship compensation project, looking at: <ul style="list-style-type: none"> <li>○ Faculty distribution</li> <li>○ Student enrollment</li> <li>○ Site variety/distribution</li> </ul> </li> <li>• Assess success of Kilmer Labs through student and faculty focus groups <ul style="list-style-type: none"> <li>○ Improve and adapt new funding model in response to findings</li> </ul> </li> <li>• Administration approves comprehensive endowment funding plan and <ul style="list-style-type: none"> <li>○ Faculty surveys show improved satisfaction with processes</li> <li>○ Student and faculty access to funding increases</li> <li>○ Accountability to donors is improved and reporting is simplified</li> </ul> </li> <li>• Assess impact of Stradling Endowment, to ensure the program is achieving: <ul style="list-style-type: none"> <li>○ Increased number of international field trips, international exchanges, faculty teaching travel courses, students studying abroad, and successfully delivered travel courses</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Accountability to donors is improved and reporting is simplified</li> <li>● Review and analyze the demographics of all funding awardees to identify gaps and strategies to close them</li> </ul>
<ul style="list-style-type: none"> <li>● Develop programming, documents, and content that <b>engage students in their own reflection and synthesis of applied learning</b>, classroom learning, and the overall product of their liberal arts education</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a new course, APLE 300: “Reflecting on Re-entry” to engage students in understanding what they’ve experienced through international education</li> <li>● Create disciplinary and general translations of student learning outcomes into resume language to be deployed on syllabi and online resources</li> </ul>	<ul style="list-style-type: none"> <li>● APLE 300 is approved by the LoCAL Advisory Board and: <ul style="list-style-type: none"> <li>○ Is offered every semester after approval</li> <li>○ Includes an assessment plan to study Student satisfaction, Faculty satisfaction, Student Learning Outcomes related to LoCAL goals</li> <li>○ Curriculum is revised appropriately</li> </ul> </li> <li>● Assess the success of translations by counting: <ul style="list-style-type: none"> <li>○ Demonstrated use of translation language in student resume review by Peer Advisors and LoCAL staff</li> <li>○ Increased career success data in successive First Destination Survey responses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Assess the impact and outcomes of applied learning</b> on short- and long-term student success</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and seek IRB approval for an international education satisfaction and outcomes assessment for travel courses, study abroad, and COIL</li> <li>● Analyze First Destination Survey data for 2018-2020 and prepare department-level outcomes summaries</li> <li>● Identify and support 3-5 departments in piloting program-level outcomes questions for the First Destination Survey 2022</li> <li>● Analyze the old First Destination Survey data for 2018-2020 and identify top-level trends to interrogate further</li> <li>● Analyze the new 2020 and 2021 First Destination Survey data to identify any demographic-based barriers to success</li> <li>● Develop new process for approval of Approved Applied Learning Experiences for SIRIS</li> <li>● Analyze the results of Spring 2021’s pre-appointment LoCAL survey on why students seek appointments.</li> </ul>	<ul style="list-style-type: none"> <li>● A full assessment program for International Education is developed, looking at: <ul style="list-style-type: none"> <li>○ Faculty distribution</li> <li>○ Student enrollment</li> <li>○ Site variety/distribution</li> <li>○ Student satisfaction</li> <li>○ Faculty satisfaction</li> <li>○ Actions to take to improve implementation</li> <li>○ Student Learning Outcomes related to LoCAL goals</li> </ul> </li> <li>● Departments improve and update curriculum and advising based on department-level First Destination Survey data</li> <li>● Additional departments implement program-level outcomes questions in future First Destination Surveys</li> <li>● Develop plans to mitigate or promote trends identified through assessment of both “old” and “new” First Destination Surveys</li> <li>● SIRIS data reporting on approved applied learning experiences is: <ul style="list-style-type: none"> <li>○ seamless for the Office of Institutional Effectiveness</li> <li>○ a routine part of the curricular approval processes in the schools</li> <li>○ streamlined and uses appropriate new technology to reduce time and material waste</li> </ul> </li> <li>● Develop and implement ways to boost student engagement based on assessment results.</li> </ul>