

Academic Plan Committee

Final Report

2016-2017

Members:

J. Grinnell, Chair (Philosophy and Humanities),

E. Boyce (Music), A. Chase (Prof. Staff), R. Connors-Wilkins (Prof. Staff), J. Draeger (Philo. & Humanities), K. Fujiuchi (Library), L. Hill-Rao (Prof. Staff), K. Kline (Higher Ed. & Admin.), M. LaCelle (Student), M. MacLean (Psychology), H. Maldonado (Univ. College), A. Means (Soc. & Psychological Found.), Keunyoung Oh (Fash. & Text. Tech.), M. Perreault (Provost-Acad. Liaison), T. Petty (Student), D. Potts (Biology)

Charge: *It shall be the charge of the Academic Plan Committee to assist in the intermediate and long-range planning of the overall academic functioning of the college. The Committee shall study the important matters affecting the academic development of the college and recommended changes and/or new proposals. The Committee shall seek the cooperation of faculty, students, administration, professional staff and off-campus consultants. Some of its relevant areas of concern include:*

1. *Mission of the College*
2. *Master Plan*
3. *Regionalism*
4. *Enrollment Projections*
5. *Recommendations of Accrediting Agencies*
- 6.

Name of Chair Submitting Report: *Jason Grinnell*

Anticipated Vacancies in 2017-2018 for Committee Members: **3**

J. Grinnell (Philosophy) Senator and Chair

A. Means (Soc & Psy Foundations)

T. Petty (student)

Committee Members and Dates of Membership

1. J. Grinnell, Chair (Philosophy and Humanities)	Fall 2011
2. E. Boyce (Music)	Fall 2013
3. A. Chase (Prof. Staff)	Fall 2015
4. R. Connors-Wilkins (Prof. Staff)	Fall 2016
5. J. Draeger (Philosophy)	Fall 2016
6. K. Fujiuchi (Library)	Fall 2008
7. L. Hill Rao (Prof. Staff)	Fall 2016
8. K. Kline (Higher Ed. Admin.)	Fall 2015
9. M. LaCelle (student)	Fall 2016
10. M. MacLean (Psychology)	Fall 2011
11. H. Maldonado (Academic Affairs)	Fall 2016
12. A. Means (Soc & Psy Foundations)	Fall 2016
13. K. Oh (Fash. & Text. Tech.)	Fall 2015
14. T. Petty (student)	Fall 2016
15. D. Potts (Biology)	Fall 2014
M. Perreault (Provost-Administrative Liaison)	Fall 2015

Annual Report:

2016-2017 found Buffalo State College ready to move forward after several years of transition. The College's newly adopted strategic plan renewed the call to adopt "all college learning outcomes." The Academic Plan Committee had been working on ACLOs since the Senate's first resolution on the issue in May 2013.

The Committee began the year discussing the draft outcomes developed in the 2015-2016 academic year.

On October 24th 2016 Senators Grinnell and Maldonado traveled to Finger Lakes Community College for a SUNY Council on Assessment workshop focused on the adoption of "Institutional Learning Outcomes" and returned to discuss what they learned with the Committee and further revise the proposed outcomes.

At the December Senate meeting, the Academic Plan Committee presented a set of proposed all college learning outcomes, intended to address the May 2013 senate resolution, the Buffalo State strategic plan, and Middle States Standards.

Those outcomes, along with a brief rationale, were also posted to the Senate's new online forum, and the campus was invited to comment on them.

The proposed outcomes elicited several comments about the use of the word "urban" in outcome #1 ("urban engagement"). Those respondents were concerned that the use of "urban" is inaccurate, unhelpfully restrictive in scope, or exclusionary.

This issue was discussed in the Senate, and then the Academic Plan Committee met to revise the outcomes with the goal of addressing the concerns of all constituents.

What emerged from that meeting was a set of outcomes in which "Urban engagement" was replaced with "Community engagement." This revised version was then presented to the full Senate in March, and many Senators argued for the return of "Urban" to the outcomes.

Finally, after a year of much revision, presentation, further revision, and debate, the Senate unanimously adopted the Academic Plan Committee's Proposed All College Learning Outcomes at the April 2017 meeting. The memorandum to President Conway-Turner indicating this is at the end of this document.

New Business for 2016-2017: The Academic Plan Committee should continue to work with the College Planning Council to implement the Strategic Plan. Furthermore, it should work closely with the General Education Task Force to help ensure that any future general education program is consistent with the adopted all college learning outcomes.

Memorandum

TO: Katherine Conway-Turner, President

FROM: Amy McMillan, Chair, College Senate

DATE: April 24, 2017

SUBJECT: Action from the College Senate:
A resolution was brought forth by the Academic Plan Committee at the April 14, 2017 Senate meeting for language change to the Institutional Learning Outcomes

The College Senate approved the Academic Plan Committee's (APC) proposal for Institutional Learning Outcomes at the April 14th 2017 meeting. The APC is recommending this motion and it is being forwarded to you for your review and approval. Because we a revision of our General Education curriculum is underway, the Senate asks that you delay the implementation of these outcomes until that curriculum has been revised to address them and provides a mechanism to assess them.

Buffalo State College Senate

Academic Plan Committee

Recommendation of I.L.O.s

April 14, 2017

From the Academic Plan Committee-for vote April 14, 2017 Institutional (All College) Learning Outcomes Proposal

1. Whereas the Buffalo State College Senate resolution of May 2013 calls for the adoption of "All College Learning Outcomes"
2. Whereas the Middle States Commission on Higher Education <http://www.msche.org/publications/RevisedStandardsFINAL.pdf> *Standards for Accreditation and Requirements for Affiliation 13th edition (2015) Standard V ()* requires "Clearly stated educational

goals at the institution and degree/program levels which are interrelated with one another, with relevant educational experiences, and with the institution's mission."

3. Whereas extensive public discussion and deliberations within and among a wide range of campus constituencies throughout the 2015-2016 academic year produced the 2016-2021 Buffalo State College Strategic Plan

4. Whereas the 2016-2021 Buffalo State College Strategic Plan declares Buffalo State College to be "SUNY's Urban Engaged Campus"

5. Whereas 2016-2021 Buffalo State College Strategic Plan 1.1.1. commits the campus to: "Adopt all-college learning outcomes that respond to 21st-century trends, leverage existing strengths, and result in a distinctive framework for undergraduate education at Buffalo State."

Be it resolved that the Buffalo State College Senate adopts the following Buffalo State College Institutional Learning Outcomes

Buffalo State Institutional Learning Outcomes

Graduates of Buffalo State College will be known for their:

I. Cultural fluency^[i] *Graduates will be aware of how ideas are shaped by cultures and social norms and be able to engage with ideas different from or in conflict with their own; students will be aware of cultural, societal, and institutional factors influencing assumptions, prejudices, and privileges.*

II. Urban engagement^[ii]

Graduates, leveraging their experiences in Buffalo State's distinctive urban setting, will understand how to interact meaningfully in their communities and possess the skills to be wise, productive, and responsible citizens

III. Scholarship and creative activity^[iii]

Graduates will possess the quantitative, conceptual, and creative skills to pose, frame, and analyze a range of questions, problems and issues. They will produce complex and intellectually challenging work and demonstrate essential technological skills.

IV. Ethical reasoning^[iv]

Graduates will deliberate ethical values and principles and apply them in ambiguous, complex, and controversial contexts. They will be conscientious persons, students, and professionals.

[i] Assessment model:

Miville-Guzman Universality-Diversity Scale (M-GUDS-S) (short form)

[ii] Assessment models:

Civic Engagement VALUE Rubric

<https://www.aacu.org/civic-engagement-value-rubric>

Socially Responsible Leadership Scale (SRLS-R2)

[iii] Assessment models:

Quantitative Literacy VALUE Rubric

Information Literacy VALUE Rubric

See Northcote (2012)

http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1038&context=edu_papers

Inquiry and Analysis VALUE Rubric

Creative Thinking VALUE Rubric

Problem Solving VALUE Rubric

<https://grantwiggins.files.wordpress.com/2012/02/creative.pdf>

[iv] Assessment models:

Ethical Reasoning VALUE Rubric

Defining Issues Test 2 (DIT-2)

Cc:

Provost Perreault

Jason Grinnell

