COLLEGE OF GRADUATE STUDIES

Upstate Medical University Process to Assess Student Learning and Educational Program Effectiveness

MISSION: ''To educate students through its biomedical science programs to be discoverers, leaders and innovators in biomedical research. ''Transforming students from consumers of knowledge into producers of knowledge.''

SUNY Upstate's Learning and Educational Assessment Processes are dynamic and cyclical. However, for optimal accessibility of the documents, the process is depicted in a linear fashion.

Develop and Disseminate Competencies and Learning Objectives → **Design Courses and Experiences for Students to Achieve Outcomes** → **Assess Student Achievement of Key Learning Outcomes** → **Use Results to Improve Teaching and Learning**

Process Informed by:
- Accrediting Agency
- Workforce Needs
- Assessment of Student Achievement
- Evolving Research Needs
- Advances in Science
- Graduate Council
- Websites
- SUNY Central
- Academic Affairs
- Institutional Mission & Values
- Council of Graduate Schools
- The analyses and results of previous Learning & Educational Assessment Process cycles

Process Supported by:
- Faculty
- Curricumum Committee
- Faculty Development Office
- Academy of Upstate Educators
- Educational Communications
- College of Graduate Studies Career Development Office
- Student Committees (Dissertation, Qualifying, Advisory)
- Degree-Granting Programs
- Student Affairs including Academic Support Services & Disability Support Services
- Health Sciences Library

Student Outcomes & Program Evaluation Measures Include:
- Graduation Rates
- Publication Rates & Citations
- Employment Rates
- Surveys (Alumni, Faculty, Student Exit Surveys)
- Student Experience Feedback (Surveys, Lunch with Dean)
- Exams (Qualifying, Defense)
- Research Skills Assessments (Advisory, Qualifying Exam & Defense Committees, Lab Rotation Evaluations)
- Research
- Assessment of Professionalism
- CITI Courses on Research Integrity, Animal use etc.
- Course Evaluations

1. **Revise Competencies & Learning Objectives**
2. **Modify Courses & Educational Experiences**
3. **Change Assessments**

Sample Changes:
- Curriculum Committee course effectiveness review process changes: Student member added, simultaneous review of direct assessment performance and student perceptions of courses [2,3]
- BEST Faculty Development in Teaching Program & Teaching Courses [2]
- Advising Agreement with Individual Development Plan [1]
- Biostatistics Course Reconfiguration [2]
- GXP Industry Practices, Teaching for the Basic Scientist & Nanocourse Implementation [1,2]
- Renewed Emphasis on Writing Competency, including Degree-granting Program Grant Writing Courses [1]
- Coordination of Admissions [3]

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