

## Workgroup 3 – Design and Delivery of the Student Learning Experience

**Workgroup 3 Mission:** Document and describe how the University at Albany provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. This includes evidencing how learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Chapter 3: UAlbany Students: Forever Great; Forever Great Danes: This chapter documents compliance with Standards 3 and 4. The chapter provides an overview of the characteristics of the University's student body and the current efforts by the university to enhance the student learning experience by more effectively using data analytics and providing new opportunities for students to engage in experiential learning opportunities that complement their coursework.

Workgroup 3 to cover (in approximately 10 single spaced pages, not including appendices):

1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
  - a. Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
  - b. Qualified for the positions they hold and the work they do;
  - c. Sufficient in number;
  - d. Provided with and utilize sufficient opportunities, resources, and support
  - e. Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;
5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
  - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural

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sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

- c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;
  7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and
  8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

The following is a suggested outline for this section of Chapter 3, which should be about 10 pages in length.

1. The UAlbany Educational Experience
  - What is the UA educational experience?
  - Unique aspects (i.e., writing intensive)
  - Scheduling
  - General Education (design and assessment)
  - Experiential Learning
  - International
2. The Undergraduate Programs
3. Graduate Programs
4. Faculty Quality and Composition
  - Faculty review processes
  - SIRF data (Student Instructional Rating Form)
5. Support of Academic Progress (will need to be coordinated with standard 4)
6. Academic Program Approval and Assessment
  - Governance process for approval of the curriculum (UA, SUNY, SED)
  - Academic Program Review
  - Student Learning Outcomes

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The other section in this chapter will be written by Work Group 4, Support of the Student Experience

Tied to Requirements of Affiliation: 8, 9, 10, 15

8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

15. The institution has a core of faculty (fulltime or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.