**ANNUAL REPORT and ASSESSMENT RECORD FOR ADMINISTRATIVE or EDUCATIONAL SUPPORT UNITS**

**June 1, 2015 – May 31, 2016**

Please complete the following information and appendices. Insert the department / unit name in the header of this document. Submit this report to the respective Dean by June 1.

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| **Unit:** |  |
| **Prepared by:** |  |
| **Date Submitted:** |  |

1. **Narrative Overview**
	1. What were your unit’s most important achievements for the past year?
	2. Review the previous year’s goals. What has your unit achieved?
	3. What are your unit’s major goals for next year and how do you plan to achieve them?
	4. Looking forward, what do you see as significant opportunities and challenges for your unit?
2. **Unit Activity Tables**

Complete the tables in the appendices that are relevant to the activities of your unit. Please feel free to leave tables blank that do not apply to your unit.

Appendix 1: Certifying or Standardized Tests

Appendix 2: Unit Sponsored Cultural, Social, Artistic or Political Events

Appendix 3: Experiential/Applied Learning Data

Appendix 4: Other Student Achievement

Appendix 5: Faculty Scholarship

1. **Assessment Record**

Appendix 6: Please complete the Assessment Record for Administrative or Educational Support Units

1. **Annual Activity Reports**

Please attach the individual Annual Activity Reports for unit members.

**Beginning this year, Annual Activity Reports are due Wednesday, May 25, 2016.**

**Appendix 1: Certification / Licensure / Standardized Tests**

**L**ist results from professional certification, licensure, and/or standardized testing completed by students in your unit.

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| **Test Name** | **Type of certification or area tested** | **Test results****(note yr reported if varies)** | **Previous year’s test results** |
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**Appendix 2: Unit-Sponsored Cultural, Social, Artistic or Political Events**

Part of our definition of student success is to provide opportunities to engage in cultural, social, artistic, and political events. Please list any department/unit-sponsored events.

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| **Event name** | **Type of Event** |
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**Appendix 3: Applied / Experiential Learning Data**

List any applied / experiential learning completed by students in the unit. Use the labels listed in Table 1 (next page) when identifying the **Type of Applied / Experiential Learning** in the second column.

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| --- | --- | --- | --- | --- | --- | --- |
| **Semester & Year** | **Type of Applied / Experiential Learning\*** | **Description of Activity** | **Associated Course (if any) / Credits** | **# Students** | **# Hours per Student** | **Type of Partner Organization (if any) \*\*** |
| *Ex. Fall 2015* | *Community Service* | *Students volunteered at community organization* | *XXX101 / 3 cr* | *10* | *3* | *Non-profit* |
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\*\*Partner organizations may include **businesses, non-profit organizations, government agencies, schools, hospitals, etc**. If more than one type of partner organization, approximate the percentage of each.

**Table 1 - Applied Learning Categories and Definitions**

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| **\*Applied Learning Category** | **Definition** |
| **Art Performances and Exhibitions:** | Exhibition or curation of artwork in an organized setting such as a gallery, art museum, or similar. Performances of musical, theatrical, poetic, or literary works in a public venue and including activities involving design, technical production, and arts venue management. |
| **Capstones/Thesis Projects and Classes:** | A culminating academic/pre­professional experience, usually faculty led, which synthesizes the totality of undergraduate study in a discipline. |
| **Civic Engagement:** | A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities (i.e. voter engagement, social protests) for social good. Classes and projects have components of substantial and sustained reflection and engagement. Always for academic credit. |
| **Conference Presentation**: | Student presentations of papers or posters based on their academic work and under the guidance of faculty at regional or national conferences related to the field of study. |
| **Cooperative Education:** | A formally recognized academic program integrating classroom learning and productive paid work experiences in a field related to a student’s academic and career goals. Co­op provides students with progressive learning experiences integrating theory and practice and serves as a partnership among students, educational institutions, and employers. Cooperative education provides students with multiple periods of work in which the work is related to the student’s major or career goal. The typical program plan is for students to alternate terms of full­time classroom study with terms of full­time, discipline­related employment. Since program participation involves multiple work terms, the typical participant will work three or four work terms, thus gaining a year or more of career­related work experience before graduation. Virtually all co­op positions are paid and the vast majority involves some form of academic credit. |
| **Entrepreneurship:** | Students in entrepreneurship activities identify, develop and deliver new services and products for commerce (for and not­for­profit sectors). |
| **Experiences Abroad:** | Including study away/abroad, international travel with emphasis on cultural learning and immersion. |
| **Externship:** | An externship or job shadowing experience allows a student to spend several weeks observing and interacting with professionals on the job in a career field of interest. Rarely paid or for academic credit due to the short­term nature. Externships can be repeated, for example, occurring over successive winter breaks. Externships are a highly valued option for students who can’t fit into their schedules (or pay the tuition for) an internship during the academic terms. |
| **Field Study:** | Faculty mentored, self-directed work in a field setting that enables students to learn to gather and analyze data, formulate and test hypotheses. |
| **Internship (paid/unpaid):** | Productive work experience in a field related to a student’s academic and career goals. The work experience is formally coordinated with a business, agency, or non­profit organization. Provides students with learning experiences integrating theory and practice. May be credit or non­credit, paid or unpaid. Internship: Internships are typically one­time work or service experiences related to the student’s major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Students may or may not receive academic credit for performing the internship. The Federal Government requires that paid internships align with the Fair Labor Standards Act; earning academic credit alone is not considered compensation for services rendered. |
| **Leadership Opportunities:** | Performing in leadership roles in any recognized and approved organization on or off campus. For purposes of applied learning, leadership involves assuming the work of change­making, team­management, mission­development, project­management and outcomes assessment. Examples would include: resident assistant, Student Association senator or executive council, orientation leaders, peer career assistants, being an officer in a Student Association recognized club or organization. |

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| **Practicum Placements (including student teaching and clinicals):** | A supervised, credit­bearing immersion experience related to the student’s immediate career or academic goals. Some offer pay, but most don't. Almost all are done for academic credit. Student teaching: under the tutelage and supervision of a master cooperating teacher, formally arranged by director of the teacher education program, and within a public or private school setting or district. Clinical experiences: practical experience in client care, supervised by a preceptor or faculty, formally arranged with a medical or agency facility, for credit as part of curriculum for the program. |
| **Service Learning:** | The integration of meaningful community service relevant to a class subject matter. Always for academic credit and requires substantial and sustained reflective learning, as evidenced by a journal (electronic, written) or some other method to demonstrate synthesis between classroom content and community application. |
| **Structured Community Service:** | Volunteerism and community service performed by students for community benefit with clear objectives and purposes, and organized or sanctioned by the university or civic office. This service is not necessarily tied to learning outcomes or a particular program of study and may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism attached to a sustained and organized project and which is acknowledged by the campus. |
| **Teaching Assistantships:** | Work that assists a faculty member with substantial instruction or classroom activity. Teaching assistantships go well beyond marking quizzes or exams and would include developing learning content, supportive resource materials, providing tutorial or supplemental learning experiences, and/or facilitating in­ or out­of class learning activities. |
| **Original Research:** | Faculty mentored, self­directed research or scholarship project that is part of a faculty member’s research program or project, or independent scholarly work by a student under faculty guidance. May include laboratory research, field research, or archival scholarship. May be credit bearing, or not. Wages may be attached if the research is grant funded and wages are included in the approved expenditures of the grant parameters. |
| **Replication Research:** | Faculty guided replications and/or extensions of extant research or scholarship. These experiences are “hands on” and require that students engage in the process of scientific inquiry in a structured setting. May be part of a lab component of an existing course. |
| **Workforce Development:** | Specific and sustained training on precise skills necessary for employment in particular jobs or industry sectors, separate from academic course instruction. Not for credit. Examples might include student employment (including work­study), skills seminars and short courses. |

**Appendix 4: Student Awards**

Please list outstanding achievements of students associated with your unit outside of expected duties. Add or delete rows as needed. Include:

* **Grant Awards**
* **External awards**
* **Publications**
* **Other extraordinary achievement**

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| --- | --- | --- | --- |
| **Student name** | **Faculty/Professional sponsor** **(if applicable)** | **Description of achievement, including type, title and sponsor of grant or award, other information about achievement, etc.** | **Date** |
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**Appendix 5: Faculty Scholarship**

Please list scholarly achievements by faculty members/professionals in the tables below. Each item should be listed in the appropriate table, following the format in the sample entry. The tables are divided among same categories as in previous years. For ease of aggregation across departments, list the department/unit identifier in the first column and the category in the second. Include items that faculty *completed* from 9/1/15-5/31/16. In press, in progress, accepted, etc., activities **ARE NOT** to be included.

Books (Bks)

Books Chapters (Bk Chap)

Refereed Articles (Ref Art)

Other Articles/Reviews/Published Abstracts/Book Reviews/Illustrations (Other Art)

Encyclopedia and Reference Essays (Enc)

Refereed and Professional Presentations (Ref Pres)

Other Presentations (Other Pres)

Exhibitions, Plays, Concerts: Local and Regional (Exh Loc)

Exhibitions, Plays, Concerts: National and International (Exh Nat)

Original Compositions (Orig Comp)

Audio and Video Recordings (Audio Vid)

**Books**

Book titles should be in italics. If there are multiple authors, please list the faculty member first in bold type, followed by other authors on a separate line in parentheses, using regular type.

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| --- | --- | --- | --- | --- |
| Unit | Category | Author(s) | Title | Date and reference information |
| ANT | Bks | **Moose, Bullwinkle**(Squirrel, R.T.F.) | *This Time for Sure*  | 2014. Frostbite Falls: Wassamatta University Press |
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**Book chapters**

Chapter titles should be in quotations. Book titles should be in italics. If there are multiple authors, please list the faculty member first in bold type, followed by other authors on a separate line in parentheses, using regular type.

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| --- | --- | --- | --- | --- |
| Unit | Category | Author(s) | Title | Date and reference information |
| LAS | Bk Chap | **Finch, Sidd** | “Memoirs of Pitching in Tibet.” | 1985. In: *The Travelling Team,* Ed. G. Plimpton, New York: Metropolitan Press, pp. 11-25. |
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**Refereed Articles**

Article titles should be in quotations. Journal titles should be in italics. For online journals, please list doi if available. If there are multiple authors, please list the faculty member first in bold type, followed by other authors on a separate line in parentheses, using regular type.

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| Unit | Category | Author(s) | Title | Date and reference information |
| CRI | Ref Art | **Tracy, Richard** | “Two Way Wrist Radios in American Criminology.” | 2015. *Advances in Radiotelemetry* 30(2)125-130. |
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**Other Articles/Reviews/Published Abstracts/Book Reviews/Illustrations**

Item titles should be in quotations. Book and journal titles should be in italics. For online journals, please list doi if available. If there are multiple authors, please list the faculty member first in bold type, followed by other authors on a separate line in parentheses, using regular type.

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| --- | --- | --- | --- | --- |
| Unit | Category | Author(s) | Title | Date and reference information |
| PHY | Other Art | **Van Pelt, Lucy** | “Techniques in Accelerated Football Removal.” | November 2014. *Football Digest,* pp. 14-16. |
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**Encyclopedia and Reference Essays**

Article titles should be in quotations. Encyclopedia titles should be in italics. For online journals, please list doi. If there are multiple authors, please list the faculty member first in bold type, followed by other authors on a separate line in parentheses, using regular type.

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| Unit | Category | Author(s) | Title | Date and reference information |
| PSY | ENC | **Poppins, Mary** | “Family Dysfunction in Upper Class Households” | 2014. *Encyclopedia of Child Development.* C. Boom (Ed.) London: Morrow Press. |
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**Refereed and Professional Presentations**

Presentation titles should be in quotations. If there are multiple presenters, please list the faculty member first in bold type, followed by others on a separate line in parentheses, using regular type.

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| Unit | Category | Author(s) | Title | Date and conference information |
| BIO | Ref Pres | **Stein, Frank N.** | “Where’s the Rest of Me?” | December, 2014. Central European Conference on Biomechanics, Gravenstein, Transylvania. |
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**Other Presentations**

Presentation titles should be in quotations. If there are multiple presenters, please list the faculty member first in bold type, followed by others on a separate line in parentheses, using regular type.

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| Unit | Category | Author(s) | Title | Date and venue information |
| ENG | Other Pres | **Wagstaff, Quincy** | “Whatever It Is, I’m Against It.” | August, 2014. Huxley College Colloquium Series, Darwin, NY. |
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**Exhibitions, Plays, Concerts: Local and Regional**

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| --- | --- | --- | --- | --- |
| Unit | Category | Author(s) | Role | Date and venue information |
| MUS | Exh Loc | **Pavarotti, Luciano** | Featured soloist, “Yodelmania 2014.” | May, 2014. Lake Placid Cultural Series, City Hall, Lake Placid, NY. |
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**Exhibitions, Plays, Concerts: National and International**

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| Unit | Category | Author(s) | Title | Date and venue information |
| THE | Exh Nat | **Schwarzenegger, Arnold** | Actor in title role, “Annie!” | October 2014. Presidential command performance, Kennedy Center, Washington, DC. |
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**Original Compositions**

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| Unit | Category | Composer(s) | Title | Date and reference information |
| MUS | Orig Comp | **Gore, Albert** | “Let Your Freak Flag Fly.” Composition for electric guitar and drums. | August, 2014. Hair Metal Publishers, 2:00. |
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**Audio and Video Recordings**

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| Unit | Category | Author(s) | Title | Date and reference information |
| CMM | Audio Vid | **Nixon, Richard** | “Eighteen Minute Hum” | Fall 1972. Recordings of Dean and Haldeman discussing Watergate break-in. SUNY Plattsburg’s Special Collection Library.  |
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**Appendix 6: Assessment Record**

1. **Schedule of Assessment:** Identify the project/program being assessed and list the project’s/program’s outcomes, adding or deleting rows as needed. Outcomes may focus on student learning or project/program effectiveness or efficiency as applicable. Indicate the schedule with an “X” for when the project/program outcome will be assessed, this year, next year, or the next. Each project/program outcome should be assessed at minimum every three years. Indicate the project/program title. **If there are multiple projects/programs in your department, each program should be reported in a separate table.**

**Project/Program Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Project/Program Outcomes** | **2015-2016** | **2016-2017** | **2017-2018** |
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| 1. *Add additional rows if needed*
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**Copy and paste to add additional tables if multiple projects/programs are being assessed.**

1. **Assessment Results and Closing the Loop:** Middle States’ standards require that assessment data is collected, analyzed, and used for improvement, also known as “closing the loop.” List each project/program outcome being assessed this year. Describe the assessment method, including type of assessment and the context in which the assessment took place (note: the assessment method may be data collected on a regular basis). Report the results of assessment with specific data included. Discuss the action(s) taken to use results to improve student learning, service effectiveness and efficiency, and/or other aspects of the project/program.

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| --- | --- | --- | --- |
| **Program Outcome** | **Assessment Method** | **Results** | **Action(s)****(Include changes project/program delivery, other)** |
| *Ex. Program outcome #4 – Improved student retention through accessible tutoring services.* | *Student retention data of students who used tutoring services vs. those who did not.**Time from request for tutoring services until appointment.* | *Retention rate (fall to fall) of freshman who used tutoring services was 90% vs. a retention rate of 87% for students with a similar GPA who did not use tutoring services.**A tutoring appointment was scheduled within 24 hours for 85% of requests.* | *Plan for additional advertisement of services.* *Will send e-mail to freshman students in fourth week of each semester to remind them of our services.**Need to streamline appointment process; will evaluate products for online scheduling.* |
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1. **Assessment Effectiveness:** Evaluating the effectiveness of an assessment program is a Middle States’ standard. The following represents criteria for best practices related to unit assessment. Use the 0-3 rating scale to indicate the department’s/unit’s progress towards meeting standards for effective assessment:

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| --- | --- | --- | --- |
| **Level 0: Not Evident** | **Level 1: Emerging** | **Level 2: Proficient** | **Level 3: Excelling** |
| Assessment related work is mostly or entirely absent. | Assessment related work is underway, possibly newly created, but still largely piecemeal in manifestation. | The unit is doing a competent job with assessment, but there are still slight gaps/deficiencies. | The unit has a thorough and accomplished process in place. |

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| **Aspect** | **Element** | **Best Practices** | **Level** |
| **Design** | **Plan** | The unit has a formal, written assessment plan that documents an organized, sustained assessment process covering all programs. The plan outlines responsibility for assessment, timelines, and procedures for data collection. |  |
| **Outcomes** | Specific, measurable, outcomes exist for each project/program that the unit offers. Broader outcomes have been developed for the unit.  |  |
| **Alignment** | More specific subordinate outcomes (e.g., project/program outcomes) are aligned with broader, higher-level outcomes (e.g., unit outcomes) and these are aligned with the college mission.  |  |
| **Implementation** | **Culture** | All faculty, professionals, and staff are involved in assessment activities.  |  |
| **Data Focus** | The method of assessment aligns with the outcome being assessed. Data from multiple sources and measures are considered. Where appropriate, direct and indirect methods are used to gather quantitative and qualitative data.  |  |
| **Monitoring** | Processes are in place to monitor how the assessment plan is carried out.  |  |
| **Impact** | **Communication** | The unit analyzes results and discusses recommendations. Assessment results are readily available and actively shared with all parties with an interest in them, including stakeholders internal and external to the unit. An annual assessment record is included in the unit’s annual report. |  |
| **Closing the Loop** | Assessment data are used for unit improvement. Improvements may focus on service effectiveness, service efficiency, or other areas associated with the institutional mission, goals, and values. |  |
| **Planning and Budgeting** | Assessment data are routinely considered in planning and budgeting for future needs of the unit.  |  |

Adapted from the SUNY Council on Assessment, [Institutional Effectiveness Rubric](http://www.sunyassess.org/institutional-assessment-rubric.html)