ANNUAL REPORT FOR THE DIVISION OF STUDENT AFFAIRS

**2015-16**

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Department/Unit

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Period Covered Date Submitted

1. What are the department/unit achievements for the past year? Identify where appropriate how these achievements support the Division of Student Affairs mission, goals and values. In addition, please identify how your department contributed to the following nine “Elements of the Mission” that are focused on Student Success (related to the 2013-18 Campus Plan and requested by the Provost). The “Elements of the Mission” are as follows:
	1. A relevant quality degree that prepares them for their chosen career
	2. Core skills in reasoning, communication, problem-solving, ethics, teamwork
	3. Core knowledge that is expected of any educated citizen, living in a globally connected world
	4. Experiential learning opportunities relevant to careers (See Table 1 on pages 13 and 14 for definitions of applied learning opportunities)
	5. Well-supported on campus, and provided a safe, diverse, and welcoming environment
	6. Assistance with any learning needs, advising and mentoring
	7. Opportunities for social, artistic, cultural, and political engagement
	8. Guidance with career development
	9. Enhancement of overall well-being, as a foundation for a meaningful life.

If you wish to add any other information about your department’s activities and/or accomplishments from this year, please do so.

1. Complete and include those attachments relevant to your department/unit for the academic year that has just ended.
* Extraordinary Student Activities
* 2015-16 Department Assessment Plan – update chart with all columns completely filled out for projects that you made progress on and/or were completed.
* Assessment Report for completed assessment projects – see attached format for report. These reports are only for the developed assessment activities submitted last year on the 2015-16 Assessment Plan.
1. For the purposes of assessment, either update or complete a new assessment plan on the attached form for the coming academic year (2016-17). Please identify your department’s goals, description of objectives, effectiveness indicators and success criteria for any assessment projects you propose. These can be the same assessment activities from this year if your plan is to just repeat what you just completed. Feel free to add additional assessment activities if your department plans to expand the scope of your assessment efforts.

Please keep in mind as the Division moves forward with its assessment activities, the overall goal is to work towards more student learning outcome assessment activities and the use of direct measurements in how we conduct our assessments.

In addition, the Provost is asking Student Affairs departments to be able to contribute data to demonstrate how our efforts are advancing the following nine “Elements of the Mission” that are focused on Student Success. Please keep these in mind as you develop future assessment activities. The “Elements of the Mission” are:

1. A relevant quality degree that prepares them for their chosen career
2. Core skills in reasoning, communication, problem-solving, ethics, teamwork
3. Core knowledge that is expected of any educated citizen, living in a globally connected world
4. Experiential learning opportunities relevant to careers (See Table 1 on pages 13 and 14 for definitions of applied learning opportunities)
5. Well-supported on campus, and provided a safe, diverse, and welcoming environment
6. Assistance with any learning needs, advising and mentoring
7. Opportunities for social, artistic, cultural, and political engagement
8. Guidance with career development
9. Enhance of overall well-being, as a foundation for a meaningful life.
10. What new plans does your department hope to execute in the upcoming year(s) that will help you to achieve your departmental mission? You might include new programs, improvements to programs or services, changes in administrative structure, elimination or changes to existing programs, etc. With the ever increased demands on limited resources, please know that the elimination of existing services with proper justification may be appropriate.

For any new plans, please identify if they will contribute to the “Elements of the Mission.”

1. Please complete the Assessment Effectiveness tool on page 12 and submit with the Annual Report. This is something new that all units throughout Academic Affairs and Student Affairs are completing.
2. Attach or forward at a later date the individual activity reports for department/unit members to Terry Lacey at laceytl@plattsburgh.edu.

The 2015-16 Annual Report is due to the Division of Student Affairs Office on Friday, June 10, 2016. Please email the report directly to Bryan Hartman at hartmabg@plattsburgh.edu.**Format for Completed Assessment Activity Report (For Question 2)**

1. Include completed assessment plan template –
2. Provide 2-4 page narrative –
	1. ***First section explains the assessment activity in context*** *(i.e., its strategic linkage to the department and the institution, and explains* - what the assessment goal was, the assessment objective and how this is tied strategically to the College). This section can also include the type of assessment activity – is it a need assessment, program assessment, student learning outcome assessment or a blend of these types.
	2. ***Second section* *describes the assessment activity materials*** - how the data was collected in the assessment activity and would include an explanation of the effectiveness indicator and the success criteria identified (instrumentation included in the appendix of the report).

Use of Direct/Indirect Measures: This section would also identify if the activity demonstrates use of direct or indirect measures. **Note:** it is the choice of the assessor, but whenever possible, direct measures are preferred for assessment activities, especially in student learning outcomes assessment programs.

* 1. ***Third section describes the results obtained from the analysis of the data*** – This section includes how the data was analyzed (i.e., raw survey data results, comparison to previous data sets collected, a rubric for rating responses was developed, constant comparative method, narrative analysis). The importance of explaining how the data was analyzed is that it authenticates the claims you will make in the findings in this section.

It includes data sets from the analysis relevant to the objective established for this activity. It can include other data sets that are important to the assessor, though additional elaboration is needed in those instances. **Note:** it is not uncommon to have completed the analysis of the data and find you have more relevant results to share than what perhaps you should include in this particular report. It is critical to the reviewer that they can quickly determine if you achieved the success criteria identified for this assessment activity and thus, this is ideally the first finding to share in this section.

* 1. ***The final section of the report discusses how the department has utilized the results in changing/improving a program, services, resource or maintaining standards, program, service and/or resource*** – Based upon the findings in the results section respective to the success criteria and perhaps other findings discussed, this section describes (a) when the success criteria is achieved whether the program will remain as described in the assessment activity or (b) if the success criteria was not achieved, another strategy will be or was implemented (inferring an attempt at program improvement) and the activity will be or was assessed a second time to determine if the strategy led to reaching the success criteria or not.

If the success criterion was met in the second assessment, note it here. If it was not met, discuss what next steps might occur, including if no further action. When noting no further action when a success criterion is not achieved, it is important to note why. Often it is related to resource allocation issues, but there are also other possibilities. Either outcome described demonstrates “closing the loop” or specifically, using assessment data to drive program assessment, need assessment or student learning outcomes.

1. Appendix is added at the end of the report and is not included in the initial recommendation of the length of the narrative. It can include: data collection instrument (i.e., survey, interview questions), example of data collection (copy of a transcript, interview notes); copy of a participant consent form (if one was used).

*Content Provided by Dr. Steve Tyrell, VP for Student Affairs at Alfred State 2011*

Division of Student Affairs

**Student Affairs Mission Statement**

The Division of Student Affairs creates a supportive educational community that facilitates academic success, professional development and personal growth.

**Division of Student Affairs Goals**

1 – Student Outcomes – a focus on learning outcomes

2 – Professional Development – focused on our own professional and student staff

3 – Communication – both internally within our Division and with our external constituents

4 – Partnerships and Advocacy – focus on the Branch campus, initiatives with other Divisions, community outreach, advocacy for facility improvements, and seeking additional grants/contracts.

**Student Affairs Core Values**

**Affirmation –** celebratingindividual and group achievements and the traditions of the college.

**Caring** – creating an environment in which the physical, emotional and spiritual well being of each member of the community is sensitively supported, and where service to others is encouraged.

**Challenge-** maintaining and reinforcing the highest expectations for academic excellence and personal integrity.

**Communication** – engaging in open, respectful and inclusive dialogue between and among all college individuals, groups and the greater community.

**Community** – promoting citizenship, leadership, diversity and civility within the context of standards, service, inclusion and civic responsibility.

**Excellence** – improving operations, programs and services through planning, implementation and assessment.

## Extraordinary Student Activities

Presentations, Publications & Grants, Awards

(List those students who have the following)

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Department/Unit Period Covered

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| Student Name(List only those students who have one of these items) | **Publications, Presentations, Performances**(Beyond Classroom) | **Grants, External Awards** | **Study Away, Internship, Independent Study** | **Extraordinary Service Activities** |
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| **Department: Author: Date: \_\_/\_\_\_/\_\_\_**  |
| **Departmental Mission Statement**  |
| **Program Goals Linked to Department Mission, College Mission, and/or Institutional Strategic Plan (make linkage below):****1.** **2.****3.** **4.**  |
| **Year 2014-2015**  |
| **Assessment Plan 2015-16*****To Be Completed By June 15, 2015*** | **Assessment Report on 2015-16 Plan*****To Be Completed By June 2016***  |
| **Goal Number and Description of Objective (intended outcomes)** | **Effectiveness Indicators (what will be measured)** | **Success Criteria**  | **Data Collection and Analysis Procedures**  | **Outcomes**  | **Review of Results**  | **Utilization of Results**  |

**Department: Author: Date: \_\_/\_\_\_/\_\_\_**  |
| **Departmental Mission Statement**  |
| **Program Goals Linked to Department Mission, College Mission, and/or Institutional Strategic Plan (make linkage below):****1.** **2.****3.** **4.**  |
| **Year 2016-2017** |
| **Assessment Plan 2016-17*****To Be Completed By June 10, 2016*** | **Assessment Report on 2016-17 Plan*****To Be Completed By June 2017***  |
| **Goal Number and Description of Objective (intended outcomes)** | **Effectiveness Indicators (what will be measured)** | **Success Criteria**  | **Data Collection and Analysis Procedures**  | **Outcomes**  | **Review of Results**  | **Utilization of Results**  |

**Campus Plan Goals and Objectives (2013-2018)**

Strengthen the Support for Student Success

Student success is core to the mission of SUNY Plattsburgh, where success is understood in a comprehensive sense, as involving academic preparation as well as preparation for life and work. We will demonstrate to students, their parents, and the public that the educational expe­rience on our campus is one that strongly supports that success.

To this end, SUNY Plattsburgh will:

• make organizational changes that integrate academic programs, student services, advising, student life, career development, and other relevant departments, in order to provide better support for student success;

• revise the General Education program in a manner that best realizes the fundamental learn­ing outcomes critical to an educated person, and improves the methods of assessing that learning; and

• create a more intentional and deliberative process for undergraduate and graduate course and program development that is attuned to academic goals, student demand, employment opportunities, and societal needs.

Promote Teaching Excellence

Excellent teaching is essential to student success, and our faculty has always been committed to continuously improving our students’ learning experience through innovative pedagogy and implementation of best practices in both the traditional classroom room and online instruction. We value a comprehensive model of the teaching-learning relationship, which includes mentor­ship and advisement beyond the standard curriculum. In order to advance teaching excellence, we continually seek an understanding of how well our students are learning in courses and pro­grams and use that information to enhance our students’ academic success.

To this end, SUNY Plattsburgh will:

• identify ways to increase student-faculty-staff interactions and mentoring that are charac­teristic of the “Plattsburgh Experience;”

• develop initiatives, projects, and programs that are designed to in­crease teaching effectiveness;

• reward and celebrate excellent teaching and the Teacher-Scholar ideal;

• invest in proven instructional technologies, and provide support for the pedagogies that are most effective for their use;

• make changes to the campus environment that support more dialogue, inquiry, writing and creative expression that enhance the intellectual life of the college; and

• improve data and data collection processes for assessment of student learning outcomes, and use the results more intentionally to improve instruction and curriculum design.

Expand Opportunities for Experiential Learning

Preparation for professional and personal success are key aspects of SUNY Plattsburgh’s mis­sion. To prepare students for their careers, and for citizenship in a globally connected world, it is important to provide them with relevant experiential learning. Experiential learning encour­ages a mutually beneficial, cooperative relationship between students and mentors through the following opportunities: internships and practica; research opportunities with faculty; artistic and cultural exhibitions and performances; clinically rich experiences; scientific and social fieldwork; study abroad programs; campus employment; service/volunteer programs; student campus leadership opportunities and related experiences.

To this end, we SUNY Plattsburgh will:

• expand experiential learning opportunities in the region, the state, the country, and internationally;

• promote collaboration among career development personnel, academic divisions and departments in order to strengthen experiential learning opportunities and leadership roles for students;

• promote collaboration among career development personnel, departments, and alumni services to better incorporate alumni in the experiential learning process;

• support continued student and faculty cooperation on research-related experiences; and

• investigate means to officially document the experiential learning experiences of students.

Increase Global Experiences and Multicultural Competencies

An important part of student success is preparation to work and study in an increasingly diverse and globally connected world. We have an assortment of internationally focused academic programs, study abroad opportunities, and an excellent reputation for supporting international students. Plattsburgh is also a campus with a diverse student population. Together, these ad­vantages make Plattsburgh well positioned to be a leader in helping students develop multicul­tural competencies.

To this end, SUNY Plattsburgh will:

• evaluate and refine our recruitment, enrollment and financial aid plans in order to promote and support a diverse campus community;

• continue to build the variety of multicultural and global experiences for all students; and

• encourage more curriculum development that emphasizes diversity, global issues, and multicultural competencies.

Build Community Connections

Our students, faculty and staff are connected to a variety of communities—not only our cam­pus, but our alumni, our region, the natural environment, and the global community. Both stu­dents and employees alike have voiced a desire to enrich these connections, to break down silos, to enhance our dialogue and interaction, and to assist with the economic, civic, and physical health of our local and regional communities.

As we work to strengthen our internal connections, we must also increase efforts to connect to our local community and to our alumni. SUNY Plattsburgh has a reputation for assisting with the health, educational, and business needs of the community, but there are myriad potential connections that will strengthen our community and, at the same time, enrich the experiences of our students.

To this end, SUNY Plattsburgh will:

• encourage interdisciplinary scholarship and collaboration on campus; and promote aca­demic program alignment that will build capacity and enhance scholarship;

• continue to build partnerships with the local community, the region and state, particularly in the business, education and health fields, and to support, where relevant, the efforts of the area’s regional economic development; and

• increase alumni connections with students for mentoring, career development, and stronger relationships with the college.

Cultivate a Culture of Continuous Improvement

The purpose of planning is to develop goals that, when accomplished, will improve the institution. To do that effectively, the institution needs to have processes in place that assess progress to­wards those goals, and connects budgeting and planning in a more deliberate way.

To this end, SUNY Plattsburgh will:

• develop processes for planning integration that coordinate, align, and assess the variety of plans on campus;

• develop transparent processes that align planning, assessment, and budgeting; and

• encourage the active participation of all stakeholders in shaping, implementing, and evaluating plans.

**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)

Please be prepared to discuss your scores with either your supervisor or the Vice President.

**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. |