List of Appendices

Appendix 1   -  Resources on Assessment
Appendix 2   -  College and Division Mission Statements
Appendix 3   -  Assessment and Planning Activities
Appendix 4   -  Assessment of General Education
Appendix 5   -  Assessment Advisory Committee: Summary of Accomplishments (2005-2011)
Appendix 6   -  Academic and Non-Academic Department Assessment Outcomes Reports
Appendix 7   -  Schedule of Department Assessments
Appendix 8   -  Assessment and Curriculum Mapping
Appendix 9   -  Assessment Record for Academic Departments
Appendix 10  -  Assessment Record for Administrative or Educational Support Departments/Units
Appendix 11  – Annual Report for the Division of Student Affairs
Assessment Plan

1. Introduction

In accordance with the Policy and Guidance: Assessment Policy from the Office of the Provost (2010) which provides guidance on implementing the assessment resolution adopted by the SUNY Board of Trustees (Trustees Resolution 2101-039), SUNY Plattsburgh has developed a Campus Assessment Plan (AP) and an Institutional Effectiveness Plan (IEP). The AP and a general overview of college assessment policies and reports may be found on the SUNY Plattsburgh assessment web site at: (http://www.plattsburgh.edu/intranet/assessment/). The IEP may be found at: http://www.plattsburgh.edu/offices/academic/provost/iep.php.

The objectives of this AP are to document that assessment at SUNY Plattsburgh: 1) is a continuous, outcomes-directed effort that is focused on the improvement of student learning and institutional effectiveness, and 2) is in compliance with the two Middle States Association standards on assessment (i.e., Standard 7, Institutional Assessment; and Standard 14, Assessment of Student Learning). A related objective is to continue to develop an institutional culture in which the value of assessment is recognized as an important activity that can promote program improvement. A major premise is that all departments and units of the college must integrate outcome standards into their assessment efforts and document the use of assessment results to achieve intended student learning and/or institutional goals. This document is also intended to help guide faculty and staff in the development and implementation of course/program goals and objectives, and curriculum mapping (Appendix 8).

2. Responsibility for Assessment

Responsibility for ensuring ongoing assessment of academic programs and general education is assumed by the Office of the Provost and Vice President for Academic Affairs. This involves support of all college efforts for assessing student-learning outcomes, curriculum development, institutional effectiveness, general education, specific outcomes in the major, and academic support programs. Department/Program Chairpersons and Directors, in consultation with their Dean or Vice President, are responsible for providing to the Office of the Provost and Vice President for Academic Affairs an annual report on the use of assessment results to improve teaching and learning, and for program improvement to achieve intended student and/or program outcomes. In 2002, the President and Faculty Senate adopted the following policy on assessment: “All departments and units of the college, academic and non-academic, will undertake annual assessment of their programs. Plans for undertaking assessment and the results of assessment activities will be reviewed periodically by the dean and/or vice president responsible for each unit and reported to the Faculty Senate and Executive Council.” The responsibility for assessment of general education and basic skills, which are part of the general education program, is assumed by the General Education Committee and the Faculty Senate (Section 8).

Responsibility for ensuring ongoing assessment of non-academic programs (Student Affairs, Business Affairs, and Institutional Advancement) is assumed by the appropriate Vice President. The responsibility for assessment of students’ personal and social development rests primarily with Student Affairs, with participation from academic and support units throughout the college. In Business Affairs, the Strategic Planning Council places emphasis on the assessment of outcomes of prior year divisional and departmental objectives. Departments describe the projects to be undertaken in the upcoming year, stipulate the intended outcomes, identify evidence-based criteria for success, and indicate how results of the project assessment will be used to improve performance. Student Affairs incorporates division-wide goals and assessment categories in the following areas: Utilization Review, Needs Analysis, Satisfaction Analysis, Assessment of Program Outcomes, Assessment of Student
Learning Outcomes, and Comprehensive Program Review. Particular emphasis is placed on Assessment of Student-Learning Outcomes (e.g., diversity, sense of civic responsibility, and acquired leadership skills, as well as Program Review). Institutional Advancement has set measurable goals for a variety of assessment projects which include the following: 1) build a stronger culture of alumni and student engagement; 2) increase applications for admission and assist the college in achieving enrollment management and retention goals; 3) improve the college’s reputation and visibility; and 4) increase philanthropic investment.

The Assessment Advisory Committee (AAC), chaired by the college’s Assessment Coordinator, engages in a broad-based participatory process to provide consultation and information on policy and procedures relevant to assessment. The College Planning Council, co-chaired by the President and Provost and Vice President for Academic Affairs, is primarily responsible for facilitating the implementation and integration of planning, assessment, and budgeting efforts by delegating projects to existing committees that have responsibility in these areas, among other important related activities. The college’s Strategic Planning Steering Committee helps to: 1) facilitate the college’s strategic planning process and plan, 2) ensure that the campus has a fully functioning planning system linked to assessment and budgeting, and 3) creates the agenda and direction for the College Planning Council. A brief summary of specific assessment/planning activities conducted at the college is represented in Appendix 3. Activities performed by the AAC from 2005-2006 through 20010-20011 are presented in this report (Appendix 5).

3. Assessment Procedures for All College Units

The purpose of assessment is to maintain and strengthen programs and services so as to achieve stated goals and objectives and to be responsive to expectations of students, faculty and staff, and accrediting agencies.

3.1. Scope of Activities and Responsibilities

A. Responsibility for assessment of the overall effectiveness and efficiency of the services and programs of each department or unit rests with that department or unit.

B. Learning outcomes assessment is to include the major, general education, basic skills, and personal and social development.
   1. Responsibility for assessment of academic majors rests with individual departments.
   2. Responsibility for assessment of general education and basic skills, which are part of our general education program, rests with the General Education Committee and the Faculty Senate.
   3. Responsibility for assessment of students’ personal and social development rests primarily with Student Affairs, with participation from academic and support units throughout the college.

C. Non-instructional outcomes assessment is to include services and programs of the college designed for and provided to faculty, staff, students, community members, and/or the general public.
   1. Responsibility for assessment of specific services and programs rests with the individual units.
   2. Responsibility for overall assessment of a division rests with the Director/Dean or Vice-President.

D. The Office of Institutional Research compiles data, carries out campus-wide surveys, assists with other data collection, and makes the results of these studies and other data available to the college community for assessment purposes.
3.2. Division/Department/Unit Plans

A. Each unit (academic and non-academic) is to develop a plan for assessing outcomes. The plans (which can and should be revised periodically) are to consist of the following:

1. The outcome objectives of the unit.
2. The criteria to be used to determine whether the outcome objectives are being met.
3. Identification of the features of the programs and/or services intended to accomplish each objective.
4. The method(s) the unit proposes to use to gather information. The methods should yield findings which are sufficient (reliable, valid, and inclusive) to assess progress in meeting the objectives.
5. A description of how the findings will be used in planning for the improvement of the program and/or services.
6. A time line for implementing the plan.

B. Programs directly related to student learning and development must include student learning and/or developmental outcome objectives in their assessment plan.

C. The plans are to be submitted to the appropriate Dean or Vice President. Plans will be evaluated by the Executive Council, in consultation with the Chairperson(s) of the Assessment Advisory Committee and the Director of Institutional Research, as appropriate.

D. Once its plan is approved, a unit will submit a brief annual report of its assessment activities as part of its year-end report to its Dean or Vice President. This report should include what programmatic changes are being considered or have been made based on assessment findings. The report may include changes to the assessment plan.

E. All units should discuss and evaluate their assessment plans at least every seven years.

3.3. Assessment Advisory Committee

A. Purpose is to provide consultation and information on policy and procedures relevant to assessment.

B. Membership is broadly representative and includes the Provost (Ex-Officio), the Director of Institutional Research, the Vice President for Academics of the Student Association, two students (one graduate and one undergraduate), a dean, and representatives from all divisions of the institution.

C. Members serve staggered three-year terms.

D. The Assessment Advisory Committee is chaired by the college’s Assessment Coordinator.

3.4. Guidelines on the Collection and Use of Assessment Data

A. The right to privacy of all individuals (students, faculty, and staff) must be respected. Any and all assessment involving the use of human subjects must be cleared through the Committee on the Protection of Human Subjects.

B. Every effort will be made to insure that the process of data collection has minimal adverse impact on faculty, staff, and students. Results gathered through assessment of programs, services, policies, and procedures are not designed for, and shall not be applied to, individual personnel evaluations for retention, tenure, promotion, or salary adjustment unless introduced by the candidate.
C. Students may be required to participate in assessment activities. Confirmed by Faculty Senate action in November 1990, signed by President Warren in January 1991, and made explicit in the college catalog.

D. Only summary information regarding the nature of assessment activities and results will be reported or publicly disseminated.

E. Assessment results should be used to guide programmatic improvement and institutional reform.

3.5. Faculty Senate Involvement

A. The Faculty Senate reviews assessment policy.
B. The Faculty Senate reviews and approves the General Education Assessment Plan.
C. The Faculty Senate receives reports on assessment activities as requested.

4. Program Level Assessment

At the program level, the College conducts periodic self-studies and external reviews of academic programs, and educational and administrative support units have also undertaken self-studies and/or external reviews or have been subject to audit by external agencies. These self-studies and external reviews now commonly include outcomes assessment data and the results of previous rounds of outcome assessment.

The college has adopted college-wide student learning outcomes for both undergraduate (http://www.plattsburgh.edu/intranet/assessment/undergradoutcomes.php) and graduate programs, and all instructional programs (including the general education program: http://www.plattsburgh.edu/academics/gened/learningobjectives.php) have also developed and adopted program-level student learning outcomes. In addition, co-curricular programs have developed and adopted program-level student learning outcomes. Thus, learning outcomes assessment includes the major, general education (including basic skills), and personal and social development.

Student learning outcomes assessment occurs annually. The process involves the development of student learning outcomes at the program level (compatible with and supportive of institutional student learning outcomes), offering courses that provide students with the opportunity to achieve these outcomes, assessing student achievement, and making use of assessment results to improve academic programs and achieving intended educational objectives. Evidence to support this effort is provided for each academic department from 2007-present at: http://www.plattsburgh.edu/intranet/assessment/academicoutcomes.php.

Faculty members are responsible for conducting assessment of student learning in their individual classes and using that data to improve the curriculum, teaching and evaluative procedures, and/or pedagogy of the course. Most departments use two or more assessments of student learning and most instructors employ various methods at the course level. Program learning outcomes are made public on departmental web pages. Course learning outcomes (compatible with and supportive of both institutional and program learning outcomes) are required for each course and are included in course syllabi. SUNY Plattsburgh empowers academic units to design assessment tools in keeping with the standards and core practices of their disciplines, while reporting their processes and results to the appropriate Dean. At the program level, summaries of the assessments of student learning are included in annual assessment records (Appendix 9, 10 and 11), and departmental annual reports discuss how these results are used for program improvement. Departmental annual reports and assessment records are reviewed by respective Deans.

All academic and non-academic departments' annual assessment records include a description of how assessment results are fed back into planning processes. These efforts are also documented in the annual reports submitted to academic Deans and Vice Presidents. Examples of
the use of assessment results to directly influence planning and distribution of resources may be found in Appendix 6. Thus, a major premise of the assessment plan is that all departments and units of the college must integrate outcome standards into their assessment efforts and document the use of assessment results to achieve intended educational and/or programmatic goals. The assessment records for academic departments (Appendix 9) and administrative or educational support departments/units (Appendix 10 and 11) provide documentation of the college’s assessment practices while letting the college direct resources to support departments in making effective use of the assessment results. The college’s assessment plan documents the use of such assessment efforts for each academic program within the divisions of Arts and Science; and Education, Health and Human Services; Business and Economics; and for non-academic departments within the divisions of Academic Affairs, Student Affairs, and Business Affairs. These may be found on the college’s assessment websites: http://www.plattsburgh.edu/intranet/assessment/academicoutcomes.php and http://www.plattsburgh.edu/intranet/assessment/nonacademicoutcomes.php. The results of academic program assessment efforts are represented in templates found at: (http://www.plattsburgh.edu/intranet/assessment/academicoutcomes.php). This template summarizes their responses to the three questions below for each intended outcome:

1. How have the assessment results been used to improve teaching and learning?
2. How have the results been used to improve the program in terms of achieving student outcomes?
3. What changes have been made as a consequence of assessment activities?

The results of non-academic program assessment efforts are represented in templates found at: (http://www.plattsburgh.edu/intranet/assessment/nonacademicoutcomes.php).

A review of the department/program assessment reports indicate that all departments/programs are employing methods for assessment purposes and, for the most part, are using the results in one or more ways to enhance teaching/learning, student outcomes, and/or program effectiveness.

5. Department Level Assessment and Student Learning Outcomes

In recent years, academic and non-academic departments began a process of re-focusing their assessment plans and activities. This is evidenced by all departments/units being required to prepare an Assessment Record (adopted from J. Nichols, 2000) on an annual basis to document the linkage among student learning and/or department outcome(s), the use of results to achieve intended outcomes, and the department mission. The assessment record form for academic departments is included in Appendix 9. The academic and non-academic assessment record forms may be found at: http://www.plattsburgh.edu/intranet/assessment/forms.php. These reports provide documentation of the college’s assessment practices while letting the college direct resources to support departments in making effective use of the assessment results. This information is presented in Appendix 6 as noted above on the college’s Assessment Website, for departments among the academic divisions of Arts and Sciences; Education, Health and Human Services; Business and Economics; and Library and Information Services, and for programs in the divisions of Academic Affairs, Student Affairs, and Business Affairs.

The college has adopted college-wide student learning outcomes for both undergraduate (http://www.plattsburgh.edu/intranet/assessment/undergradoutcomes.php) and graduate programs (http://www.plattsburgh.edu/intranet/assessment/gradoutcomes.php), and many instructional programs (including the general education program) identify more specific student learning outcomes. Learning outcomes assessment includes the major, general education (including basic skills), and personal and social development. Academic departments have a self-study and an external review every five-seven years, including a review of student-learning-outcomes assessment practices. A special assessment report is prepared for SUNY for each program that has undergone a self-study and external review. All nationally accredited academic programs strive to meet accreditation agencies’ demands for more and better student-learning-outcomes assessment and continuous program improvement in that area. Almost all departments and units articulate mission statements and overall goals and objectives. In
addition to learning outcomes assessment, some programs make use of a number of indirect measures to evaluate the quality of the program. Those measures include but are not limited to retention rate; graduation rate; credit hour production; job placement rate; the career success of graduates; performance on certification and licensure examinations; and faculty scholarly productivity. Most of these data are available through the Office of Institutional Research, and published as part of the SUNY Plattsburgh FACT Book Departmental Comparative Statistics and Retention. Non-instructional outcomes assessment focuses on services and programs of the college designed for and provided to faculty, staff, students, community members, and/or the general public.

The application of assessment results have lead to appropriate modifications in learning outcomes, teaching methods, curriculum, and/or assessment strategies demonstrate SUNY Plattsburgh's commitment towards improving institutional effectiveness. This information is presented in a separate document which provides a summary of assessment results used by all academic (Education, Health, and Human Services, Arts and Sciences, Business and Economics; and Library and Information Services) and college divisions (Business Affairs, Student Affairs, Academic Affairs, and Institutional Advancement) that support specific goals and objectives to enhance teaching and learning and/or for program improvement at:

6. Outcomes Assessment

SUNY Plattsburgh has developed and implemented an assessment process that evaluates its overall effectiveness in: 1) achieving its mission and goals; 2) implementing planning; 3) providing services; and 4) demonstrating that institutional processes and resources support appropriate learning and other outcomes for its students. An overview of assessment related activities that address these themes are documented in the Academic Plan (2006-2011); Assessment and Planning Activities, (Appendix 3); Assessment of General Education: Student Learning Outcomes, (Appendix 4); Assessment Advisory Committee: Summary of Accomplishments, (Appendix 5); Academic and Non-Academic Department Assessment Outcomes Reports: 2007-2011, which may be found at the SUNY Plattsburgh Assessment Website at: http://www.plattsburgh.edu/intranet/assessment/academicoutcomes.php; (Appendix 6); the Strategic Plan Report (http://www.plattsburgh.edu/intranet/planning/strategic/strategicplanreport.php); Strategic Plan Template (http://www.plattsburgh.edu/intranet/planning/strategic/goalsandobjectives.php); and the Institutional Effectiveness Plan and an Institutional Effectiveness Plan Template entitled “Institutional Effectiveness: College Plans/Activities and Use of Assessment Results” (http://www.plattsburgh.edu/offices/academic/provost/iiep.php). A Planning Integration Template, which shows the alignment of goals between the SUNY Plattsburgh Strategic Plan, and specific college plans (i.e., Academic, Assessment, General Education, Enrollment Management, Information Technology, Branch Campus, Facilities, and Financial) also provides metrics relevant to the successful completion of the goals of these college plans, and a general assessment of how these have contributed to the successful accomplishment of the goals of the institution's strategic plan may be found at http://www.plattsburgh.edu/offices/academic/provost/iiep.php.

7. Committees, Programs, and Offices Supporting Assessment

The responsibility for all planning and assessment resides with the Executive Council of the college which includes the Deans’, Vice-Presidents, and the President. A brief summary of the role played by several committees, programs, and offices engaged in various aspects of assessment is provided below:

College Planning Council (CPC): Established in 2006-2007, the CPC 1) facilitates the implementation and integration of planning, assessment, and budgeting efforts by delegating projects to existing committees that have responsibility in these areas, 2) participates in assessment and planning activities in support of the development and implementation of the college’s strategic goals, and 3) serves as an information resource for assessment and planning efforts and informs the campus
community of the importance of the integration of the planning, assessment, and the budgeting process.

**College Planning Steering Committee (CPSC):** The CPSC, formed in 2006-2007, created the agenda for the College Planning Council and will played a significant role in helping the campus to develop the process for the next Strategic Plan to begin 2009, and for Middle States reaccreditation in 2012. The CPSC helped to ensure that the campus has a fully functioning strategic planning system linked to assessment and budgeting.

**Strategic Plan Implementation Task Force**—The Strategic Plan Task Force, formed in 2009, is responsible to ensure the effective assessment and implementation of the college’s strategic plan (2009-2012) and is charged with the following: 1. Develop strategies to oversee progress of the strategic plan; 2. Develop strategies to assess the outcomes of the strategic plan; 3. Ensure the implementation and integration of planning, assessment and budgeting of the plan; 4. Serve as an information resource to other campus groups on the implantation and progress of the strategic plan; and 5. Determine how to integrate the strategic plan with the upcoming Middle States Self Study and other college reaccreditation efforts.

**Planning Integration Task Force**—Established in fall 2011, the responsibilities of this Task Force are to evaluate college plans (e.g., academic, enrollment management, financial, assessment, among others) using established indices to evaluate success of the plan goals and the success by which it contributes to the institutional goals of the strategic plan.

**Office of Institutional Research (OIR):** The OIR serves as a resource to the university community providing systematic, timely, user-friendly official data and research services that can be used to enhance effective decision making, prepare mandated reports, and to measure institutional effectiveness. The OIR gathers, analyzes, and supplies data to the college; helps design and run focus groups; maintains a web site on which data from regularly conducted surveys are made available to the campus community; and maintains and analyzes data from several campus-wide surveys.

**Assessment Advisory Committee (AAC):** The AAC engages in a broad-based participatory process to provide consultation and information on policy and procedures relevant to assessment. The AAC updates the Assessment Record forms (Appendix 5) used by all campus departments/programs; reviews applications for and awards campus-funded assessment-support grants; sponsors speakers and workshops on assessment; provides consultation on department/unit assessment activities; and proposes policies on and drafts procedures for campus assessment activities. A summary of the major accomplishments of the AAC since the 2005-2006 academic year to 2010-2011 is presented in Appendix 5.

**Center for Teaching Excellence (CTE):** The CTE provides support for and regular training in effective learning outcomes assessment at the course and program level. Services for faculty include confidential consultations on every aspect of teaching: course planning; syllabus design; learning objectives; assessment/grading/rubrics; content delivery; classroom management; among others. The CTE also maintains resource banks on topics related to teaching (e.g., course design, student assessment, course assessment, best practices, and classroom climate).

**Faculty Senate Standing Committee on General Education:** This committee is responsible for leadership in developing the General Education curriculum and, for implementing policies, monitoring the administration of the General Education curriculum, periodically assessing the general education program, and recommending policies on General Education.

**Faculty Senate Standing Committee on Resources and Planning:** The responsibilities of this committee are to advise, review, and consult on the following: 1) the preparation of the college’s budget requests, master plan, strategic plan, and other similar documents; 2) distribution of funds and
other resources and administrative organization or reorganization of the college and its components; 3) the college’s philosophy and mission; 4) development and utilization of the college’s physical plant; and 5) budgetary implications of proposed new academic programs or specializations, and of proposed new services, research, or support programs, or proposed changes in all such programs.

Admissions (Enrollment Management): This office regularly collects and distributes application and enrollment data and population and enrollment projections used by many departments/units of the college.

8. Assessment of General Education

Regular periodic assessment of general education is required by Middle States and by the SUNY Board of Trustees. Assessment efforts at SUNY Plattsburgh are coordinated by the provost’s office in conjunction with the general education committee of the faculty senate. Each year the college assesses four or five categories of our general education program to determine how well students who have met the requirement by taking general education courses have also achieved the SUNY student learning outcomes in each category. The question that is being asked is “Are our students achieving the level of knowledge that we want them to achieve in general education courses?” General Education assessment is coordinated by the Associate Vice President for Academic Affairs. The calendar of general education assessment is presented in Appendix 4. Information pertaining the general education program is located at: http://www.plattsburgh.edu/academics/gened/

SUNY Plattsburgh regards General Education courses to be of equal importance to courses in the major field of study. Completion of the college’s Skills and Knowledge and Understanding categories satisfies SUNY Required Learning Outcomes, the college’s General Education Learning Objectives and many of Plattsburgh’s Student Learning Outcomes. The college’s General Education objectives, policies and program requirements are described in the Undergraduate and Graduate Catalog and on the college web site, as are the student learning outcomes.

SUNY’s minimum general education requirements include earning 30 credits in seven of ten subject areas (two of which are required) and demonstrating two competencies. The required subject areas are Basic Communication and Mathematics, and the required competencies are Critical Thinking and Information Management. The remaining subject areas are American History, Other World Civilizations, Foreign Language, Social Sciences, Humanities, The Arts, Natural Sciences, and Western Civilization. More specific learning outcomes are associated with each subject area and competency. SUNY institutions awarding BA and BS degrees can design their own general education programs as long as they meet these minimums.

The college’s current general education program (GE5) requires all students to satisfy Skills Requirements in four categories (Written Expression, Oral Expression, Mathematics, and Information and Technology Literacy), two Knowledge and Understanding Requirements categories (Natural Sciences and Technology and Social Sciences), and one of each of the following pairs of Knowledge and Understanding Requirement categories:

- Humanities or The Arts
- U.S. Civilization or Western Civilization
- World Systems or Foreign Language

Students must also take additional courses in one or more of the SUNY general education categories to complete at least 30 credits (not counting any credits for Information and Technology Literacy); they may choose to distribute those additional courses so that they complete one course in each category of The Knowledge and Understanding Requirement or they may take more than one course in the same category. Finally, all students must complete The Integration Requirement (Global Issues) (3-4 credits). The GE5 program requirement consists of a total of 33-34 general education credits (plus 0-10 credits of prerequisite course work). As with GE4, courses completed to fulfill The Skills and The Knowledge and Understanding Requirements may also fulfill a major requirement.
Courses used to fulfill The Integration Requirement must be outside the major department requirements.

SUNY Plattsburgh’s General Education Plan, as adopted by the Faculty Senate, approved by the President in 2005 and modified several times since then, outlines common features that should be included in all courses approved to meet general education requirements, as well as specific criteria for courses in each category. The common features include such characteristics as inclusion of diverse perspectives and materials on diversity, incorporating global and/or local materials and contexts, and study of ethics--all as appropriate to the course. The plan also specifies that courses proposed for general education be reviewed and approved by the Faculty Senate Standing Committee on General Education to meet various General Education requirements and that all previously approved courses be periodically reviewed. This results in a dynamic system that is responsive to current issues and faculty resources. By college policy, faculty are required to include statements of General Education learning outcomes on course syllabi, and many departments have designated certain General Education requirements or courses as prerequisites to required courses in the major.

The Faculty Senate Standing Committee on General Education meets approximately every other week during the academic year. Careful consideration of course content and pedagogical strategies by the Committee insures that approved courses are congruent with the goals of general education. If a proposed course does not meet the criteria as set forth in the General Education Plan, it is rejected or returned for revision. On a three-year rotating cycle, the General Education Committee reviews courses for re-approval in the Program.

9. Curriculum Mapping

The Deans’ Cabinet accepted the recommendation of the Assessment Advisory Committee in Fall 2010 that the college adopt curriculum mapping as a means for all academic programs to insure that their course student learning outcomes and program student learning outcomes are aligned. The deans assumed responsibility for working with department chairs to facilitate this process. Thus, the alignment of course and program learning outcomes (i.e., curriculum mapping) was implemented by all departments effective 2010-2011 to help assess the extent to which each department curriculum provides a coherent set of experiences leading to the development of desired knowledge and skills as they progress through the program. An overview of curriculum mapping shared with the campus is presented in Appendix 8.

10. Report on Assessment and Planning with Linkage to Budgeting

Assessment activities for measuring the effectiveness of the college resource allocation process begins with identifying which goals and objectives are prioritized for the coming fiscal year. In the last four years the college has emphasized the classroom (student and faculty) to fulfill the academic mission. This has involved a temporary shift in faculty workload to emphasize teaching accompanied by voluntary separation and retirement incentives. A number of positions (professional, support, and academic) were budgeted at new hire salary levels, and the difference was used to mitigate the multiple budget reductions received over the last four years. In this respect the strategy proved successful. Financial assessment activities are measured by setting targets to generate permanent and temporary savings that have rolled over each of the last four years or been applied to the budget reductions. The temporary measures allowed the college to take advantage of situational savings accrued in any given year. The largest savings came from holding positions open whenever possible, utility savings due to lower utilization coupled with lower unit costs, general operating expense savings and longer replacement cycles for equipment.

The college continues to strengthen the link among assessment, planning, and budgeting through several activities conducted at the institutional and department/program levels. In recent years, several committees were established to help facilitate this goal. For example, the College Planning Council was established in 2006-2007 to oversee the integration of planning, assessment
and budgeting activities. The College’s Strategic Planning Steering Committee was established in 2008 to develop a strategic planning process and plan report, and the Strategic Plan Implementation Task Force (members include key individuals from assessment, planning, and budgeting committees) was established in 2009 to, among other things, ensure the implementation and integration of planning, assessment, and budgeting of the plan. Furthermore, with the hiring of a new Provost in summer 2011, a new planning process has been implemented by the formation of the Planning Integration Task Force (PITF). The PITF composed of faculty, staff, and administrators serve to analyze the alignment of various college plans under the goals of the strategic plan, to assess their progress, and to see how the results might inform the next strategic planning process, as based on recommendations of the Faculty Senate Resource and Planning committee. The results have been documented on the PITF Template and will be used, in part, as a foundation for development of the next strategic plan. This template may be found at:
The PITF is also involved in addressing the three recommendations of the Faculty Senate Resources and Planning Committee as follows: 1) all action plans should have three metrics associated with them; 2) a set of institutional levels metrics should be created; and, 3) a new internal website should be created to centralize planning information) among other related issues to help strengthen the link among assessment, planning and budgeting. This is currently in the formative stages, but will also involve creating a centralized Budget Advisory Council (BAC). The BAC will be composed of representatives from the major units on campus, and include a representation of faculty, staff, and administrators. The BAC will have the role of reviewing, in accordance with our strategic goals, new initiatives for funding, as these are processed through the protocols in the major units, and review proposed operational budgets for those major units. The BAC will then make recommendations for funding to the President’s Cabinet. In addition, there will be a separate process by which each major unit will be asked to create a scenario for a 1-2% cut in their current operating budgets. This will be used in case of cuts to the university’s overall budget, or as a basis for reallocation of new initiatives.

An important component of our integrated planning, assessment, and resource allocation process involves the implementation of action plans to help facilitate the institutional goals of the Strategic Plan, as well as departmental and divisional goals. At the beginning of each strategic planning cycle, planning committees with broad representation across the college, review and, if necessary, revise the College’s goals and develop specific strategies and objectives to facilitate these goals. Action plans are then designed to facilitate each objective and reviewed for possible funding as part of the planning and budgeting cycle. Each action plan includes a budget (where appropriate) and a brief narrative that shows how it supports the institutional goals of the Strategic Plan. Accountability for achieving these goals usually rests on a single individual and/or committee as opposed to being a responsibility distributed more broadly to all departments on campus.

Business Affairs implemented a new budget planning process which allows the college to develop a budget that aggregates all sources of income/funds within a time frame that permits college planning (strategic, enrollment, capital, academic, etc.) to be interconnected. As a result of this outcome, in part, a revised budget request process has helped department chairpersons to make cogent budget requests based on campus and department priorities, needs, and plans. A summary template which illustrates the linkage among the strategic plan, assessment, and budgeting may be found at: http://www.plattsburgh.edu/intranet/planning/strategic/goalsandobjectives.php. An overview of the college’s assessment, planning, and budgeting activities are represented in Appendix 3.

A recent example of the use of program review to improve institutional effectiveness is the administration’s decision to look for opportunities to adjust and revise programs and activities in ways that lower cost and/or enhance revenue in response to declining state support for the college. Thus, a process of college-wide program review to help ensure that our current academic and support programs are as much as possible up to date, and make the best use of the College’s faculty, staff, and other resources was instituted in 2009-2010. As part of this process, particular attention was given to the key variables of centrality to mission, contribution to the Strategic Plan (quality, cost-effectiveness, potential for program growth), demand, societal need, connectedness, and uniqueness.
Total cost savings of these efforts were approximately $1,465,000, and total new income identified was approximately $280,000.

Recent efforts within Enrollment Management provide some of the best examples of how assessment data influence distribution of financial resources to produce desired outcomes. In response to low full-time, first-time enrollments from 2002 to 2004, the College worked with higher education enrollment consultants, Noel-Levitz, to develop new financial aid strategies to increase our applicant pool, especially for SUNY Selectivity Groups 1 and 2 (high ability students). These strategies yielded a significant increase in the proportion of high ability freshmen students. In addition, the Admissions Office and Institutional Advancement partnered with STAMATS, a firm that specializes in higher education marketing and recruitment. STAMATS’ assessment efforts enhanced our understanding of high school student perceptions of SUNY Plattsburgh, especially among students from our highest density recruitment areas. These results were the basis for increased attention to publicizing the quality of academic programs and faculty and student accomplishments. The initiatives resulting from the College’s partnership with STAMATS have raised our academic reputation as an institution and produced higher academic-quality applicants, even as the College has saved money by reducing some of scholarship and financial aid awards.

A summary template which illustrates the linkage among the strategic plan, assessment and budgeting may be found at the college’s Strategic Plan Website at: http://www.plattsburgh.edu/intranet/planning/strategic/goalsandobjectives.php. Additional information which represents linkage among assessment, planning and budgeting may be found in in the SUNY Plattsburgh Institutional Effectiveness Plan and corresponding template (ANGEL: Provost’s Office, Academic Affairs).

11. Conclusion

Over the past ten years, the college’s established policies, methods, and use of assessment results, at all levels, have helped to instill the importance of assessment among members of the college community, and to establish priorities for and integration among planning, resource allocation, and budgeting. Central to this improvement has been the college’s heightened commitment to enhance the teaching/learning environment and the quality of services to our students, staff, and faculty. Support for institutional assessment and planning is evidenced by the following:

- Appointment of a half-time assessment coordinator in 2008-09 and continuation of this position to the present;
- Establishment of the College Planning Council in 2005 and the Strategic Planning Implementation Task Force in 2009;
- Hiring of external organizations/consultants (e.g., Noel Levitz, STAMATS, Perkins-Eastman, among others) to help inform planning, resource allocation and budgeting;
- Inviting noted speakers on assessment and planning (e.g., Ray Haas, Michael Heel) to help educate faculty/staff/administrators and key committees involved in assessment and planning;
- Endorsement of the college’s Assessment Plan and Institutional Effectiveness Plan;
- Hiring a data assessment specialist to help secure and maintain accreditation (TEAC) for the Teacher Education program;
- Development opportunities for In-House Grants to support assessment activities;
- Sponsoring professional development opportunities for faculty and staff (travel to conferences, webinars, etc.).

Despite the many successes of our institutional assessment programs, we can always strive to do better. The Assessment Advisory Committee regularly reviews and discusses the progress the college is making in institutional assessment and suggests ways to improve the process. The committee also periodically reviews the assessment record forms and recommends changes designed to enhance assessment activities and make the process more useful to the college and its
departments and units. Additionally, the newly formed Planning Integration Task Force Committee is the beginning of an ongoing and sustainable process of planning that links the major college plans to resources and budgeting.

Appropriate outcomes directed assessment and planning efforts are in place at all college levels to help realize the college’s institutional goals. Additionally, the college will continue to: 1) emphasize the use of assessment results to achieve intended goals and objectives to improve our programs, departments, and effectiveness of the institution; 2) strengthen the link among assessment, planning and budgeting; 3) document the use of assessment results to achieve intended student and/or department outcomes (e.g., teaching and learning, curriculum, programmatic, etc.); 4) further develop an institutional culture in which the value of assessment is recognized as an important activity that can promote program improvement; and 5) engage in an on-going cycle of assessment and planning.
Appendix 1

Resources on Assessment

1. Internet Resources for Higher Education Outcomes Assessment provides good resources on how to assess student learning, curriculum mapping, among many other assessment related topics.  http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#hbooks

2. SUNY Plattsburgh Assessment and Planning Web Sites
   A. Assessment Plan (http://www.plattsburgh.edu/intranet/assessment/)
   B. Academic and Non Academic Department Assessment Outcomes (http://www.plattsburgh.edu/intranet/assessment/academicoutcomes.php)
   C. Strategic Plan (http://www.plattsburgh.edu/intranet/planning/strategic/strategicplanreport.php)
   D. Strategic Plan Templates (Goals and Objectives) (http://www.plattsburgh.edu/intranet/planning/strategic/goalsandobjectives.php)
   E. Institutional Effectiveness Template (contact Bob Davis for copy).

3. The Center for Teaching Excellence at SUNY Plattsburgh
   http://www.plattsburgh.edu/offices/centers/cte/

4. Middle States Commission Guidelines for Institutional Improvement
   A. Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations clarifies Middle States expectations regarding Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning in Characteristics of Excellence. It supersedes Chapter 4 in Student Learning Assessment: Options and Resources. (2005, 8 pgs). The above information may be found at the following two sites: 1) http://www.msche.org/publications_view.asp?idPublicationType=5&txtPublicationType=Guidelines+for+Institutional+Improvement and 2) http://www.msche.org/publications/examples-of-evidence-of-student-learning.pdf
   B. Assessment Models and Best Practices

5. The Association for Assessment of Learning in Higher Education (AALHE)
   “The AALHE is an organization of practitioners interested in using effective assessment practice to document and improve student learning. It serves the needs of those in higher education for whom assessment is a tool to help them understand learning and develop processes for improving it, i.e., resource by all who are interested in the improvement of learning. Through its largely virtual design AALHE proposes to stimulate discussions within the larger community of assessment practitioners. From special-interest blogs to theme-based communities of practice to a resource room filled by its membership and open to members and non-members alike, AALHE intends to offer assessment practitioners a variety of ways to learn and share their thoughts about assessing and improving learning”. From the AALHE website: http://aalhe.org/

   http://learningoutcomesassessment.org/featuredwebsite.html “NILOA’s primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.”
Readings on Assessing Student Learning


Compiled by the Middle States Commission on Higher Education
Appendix 2

College and Division Mission Statements

Mission Statement

The State University of New York College at Plattsburgh prepares a diverse population of undergraduate and graduate students for a wide range of professional pursuits, responsible citizenship, and ethical life based on a strong foundation in the liberal arts. The college is a selective public institution offering an affordable yet high-quality education.

SUNY Plattsburgh supports students in the discovery and cultivation of collaborative leadership in their chosen careers and communities. We challenge students to think, learn, and excel through both close interactions with an outstanding faculty and staff and participation in rewarding experiential learning opportunities. We are committed to academic excellence, ethical values and practice, lifelong learning, and responsible citizenship in a sustainable global community.

SUNY Plattsburgh contributes to the cultural enrichment and economic development of the Northeastern New York region. Academic programs, recreational activities, and community involvement and services embrace our distinctive location - near Lake Champlain, the Adirondack Mountains, and Canada.

Vision Statement

We will be the public comprehensive college of choice by transforming lives through teaching, learning, research, and service.

Pledge

- You will be welcomed and supported by faculty, friends, staff, and our community.
- You will be challenged to learn, think, and excel through close interactions with an outstanding faculty and staff.
- You will be taught by committed and respectful faculty members.
- You will experience a diversity of cultures and perspectives.
- You will discover and develop your personal potential.

Academic Affairs

Arts & Sciences

The Faculty of Arts and Science provides excellence in learning opportunities for all students at SUNY Plattsburgh through a core liberal arts education that develops students who can think critically, have mastered their discipline, can communicate effectively and are broadly educated. Students may select a major field of study in the traditional disciplines of arts and sciences and in select professional and graduate programs. We provide opportunities for students to extend their learning beyond the classroom through internship, research, and field opportunities. The Faculty of Arts and Science provide a supportive and encouraging learning environment for students. We are actively engaged in the scholarship of discovery, integration, application and teaching and provide vital service to the campus, community, and discipline.
Library and Information Services
The Division of Library and Information Services’ mission is to provide leadership and support in the areas of information resources including technology, access, exchange, programming, and information and computer literacy. Library and Information Services directly informs, educates, and supports all aspects of the educational mission of Plattsburgh State University. All programs and policies of the Division strive to be responsive to the needs of students, faculty, staff, and the community.

Education, Health and Human Services
The mission of the Faculty of Education, Health and Human Services is to promote a learning environment committed to excellence in teaching, to provide students with the most current teaching methods and academic content and to meet the ongoing challenges of a diverse society by continually refining our programs. Programs are dedicated to preparing students to think creatively, critically, and humanely in an environment that fosters self-awareness and a sense of perpetual growth and development. Disciplines include child family services/child care management, communication disorders and sciences, counselor education, educational studies and services, food and nutrition, nursing, social work, and sport and wellness.

School of Business and Economics
The mission of the School of Business and Economics is to provide a broad-based education with a global emphasis and experientially-based opportunities for students, business outreach activities to the region, encouragement and support for faculty development, scholarship, and research, and an environment in which all stakeholders contribute synergistically to continuous improvement.

Student Affairs
The Division of Student Affairs fosters a supportive educational community that attracts and engages a diverse student population and encourages academic success and personal growth.

Business Affairs
Our mission is to provide essential services to our campus, local, State, federal and international customers. We are responsible for human, physical, financial and technical resources. As professionals, we navigate systems in a collaborative and sensitive way.
<table>
<thead>
<tr>
<th>Types of Assessment/Plan</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Goals</td>
<td>Outcomes to which we commit as part of fulfilling the mission of the college.</td>
<td>Administration/ Strategic Planning Steering Committee, Strategic Plan Implementation task Force, Planning Council, Faculty Senate, Student Association</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>Plan that the College expects to follow over the next several years.</td>
<td>Administration/ Strategic Planning Council, Faculty Senate, Strategic Plan Implementation Task Force, Student Association</td>
</tr>
<tr>
<td>Academic Plan</td>
<td>Description of academic programs and initiatives targeted for addition or being explored to strengthen the academic offerings of the institution.</td>
<td>President, Provost and Vice President for Academic Affairs, and Dean’s Cabinet</td>
</tr>
<tr>
<td>Department Annual Reports/Assessment Record</td>
<td>Each dep’t/unit prepares an annual Assessment Record and planning update as part of their Annual Report which is reviewed by the Dean and/or VP.</td>
<td>Individual Department’s/Units</td>
</tr>
<tr>
<td>Administration Reports</td>
<td>Deans/VP’s prepare reports based on dep’t/unit Annual Report. President prepares report for SUNY Systems Administration</td>
<td>Deans, VP’s, President</td>
</tr>
<tr>
<td>Outcomes Assessment: Programs and Departments</td>
<td>Preparation of a special assessment report for each academic program that has undergone periodic program review (including preparation of a self-study and evaluation by outside reviewers) to document attainment of program and department level objectives.</td>
<td>Provost’s Office; Assessment Advisory Committee, Assessment Coordinator</td>
</tr>
<tr>
<td>Major Survey’s (Faculty, Staff, Student, and Alumni Perception)</td>
<td>Administration of the ACT/SUNY Student Opinion Survey, Alumni Outcomes Survey, NSSE, FSSE, and occasional surveys of subsets of campus population.</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Enrollment Management and Recruitment Plan</td>
<td>Annual update and assessment of recruitment and marketing activities.</td>
<td>Admissions Office/Institutional Advancement</td>
</tr>
<tr>
<td>Budget Plan</td>
<td>Annual preparation and updating of campus funds consistent with our campus budget and planning process.</td>
<td>Administration, Business Affairs, Budget Advisory Council</td>
</tr>
</tbody>
</table>
Assessment efforts at SUNY Plattsburgh are coordinated by the provost’s office in conjunction with the general education committee of the faculty senate. Each year the college assesses four to five categories of our general education program to determine how well students who have met the requirement by taking general education courses have also achieved the SUNY student learning outcomes in each category. The question that guides this project is “Are our students achieving the level of knowledge that we want them to achieve in general education courses?” General Education assessment is coordinated by the Associate Vice President for Academic Affairs.

**Calendar of General Education Assessment-**

**2011-2012 (in progress):**

- FL Foreign Language
- ITL Information and Technology Literacy
- MAT Mathematics
- WC Western Civilization

**2010-2011 (analysis of results in progress):**

- ART The Arts
- Critical Thinking
- HUM Humanities
- WRS World Systems

Meetings were held in fall 2010 with faculty design groups for each of the above categories, and the assessment instruments were edited and updated. The instruments were administered to students in the spring 2010 semester. Data analysis is currently in progress for distribution and discussion in fall 2011.

**2009-2010 (completed):**

- NST Natural Science and Technology
- OE Oral Expression
- SS Social Sciences
- US United States Civilization
- WE Written Expression
2008-2009 (completed):

- FL Foreign Language
- ITL Information and Technology Literacy
- MAT Mathematics

Appendix 5
Assessment Advisory Committee
Summary of Accomplishments

2010-2011 Academic Year
1. Developed assessment and curriculum mapping document; Sponsored Curriculum Mapping Seminar by M. Heel.
2) Received approval from dean’s cabinet of the committee’s motion for all academic programs to adopt curriculum mapping in 2010-11.
3) Updated assessment web site;
4) Organized and documented academic and nonacademic department assessment records for review by faculty, staff, and administrators;
5) Completed NESSE/FESSE report.

2009-2010 Academic Year
1. Updated Assessment Web Site.
2. Organized Academic and nonacademic Department Assessment Records on template-distributed to administration.
3. Developed Assessment Report of several student/faculty opinion surveys.
4. Developed Campus Assessment Plan and Assessment Primer
5. Developed Assessment Template on Institutional Effectiveness.

2008-09 Academic year

Solicited and reviewed applications for Assessment Development In-House Grants; two proposals received; two recommended for at least partial funding; recommendations accepted (November 2008).
1. Reviewed reports by faculty/staff who received Assessment Development In-House Grants in previous years (October 2008).
2. Reviewed Quality of Teaching Focus Group Report (October 2008).
3. Reviewed results of the NSSE survey (October).
4. Recommended establishment of a faculty group to review the results of the FSSE survey; recommendation accepted (November).
5. Sponsored and organized online seminars—a series of three in the Fall and another one in the Spring.
6. Coordinated solicitation of campus questions for the 2009 Student Opinion Survey; reviewed questions submitted and recommended those to be used (February and March 2009).
7. Advised on procedures for administering the 2009 Student Opinion Survey (February and March 2009).

2007-08 academic year

1. Committee reviewed:
   - Inventory of Assessment Records completed for 2006-07
   - Summary of results by division (prepared by a sub-committee in summer 2007)
   - Survey policy guidelines (approved by Executive Council early in 2008)
   - Plans for focus groups to follow up on SOS results
   - Draft of College-wide Assessment Plan (prepared by Bob Davis)
   - Assessment: Documenting Progress Towards Accomplishing Goals (2007-08) (prepared by Bob Davis)
   - Learning outcome matrices used in several departments
   - Chairs’ responses to Academic Plan Survey
   - Focus group on quality of teaching report

2. Committee organized In-House Assessment Development Grant Program
   - Call for proposals
   - Reviewed 7 proposals (4 in fall, 3 in spring)
   - Recommended 3 proposals for full funding, 1 for partial funding
   - Recommended 1 proposal for revision and resubmission
   - Found 2 proposals inappropriate for this funding source

3. Committee, working through a subcommittee, organized:
   - Panel presentations for January Planning Day (with presentations from Accounting, Journalism, Social Work, and Human Resources)

4. Committee chair(s):
   - Met with Anne Hansen concerning assessment in Institutional Advancement
   - Consulted with geology faculty concerning assessment in their unit

5. Results of previous year’s activities:
   - Provost asked department chairs and directors in Academic Affairs to identify and send to deans or provost by Oct 31, 2007, a list of the areas they plan to focus on for 2007-08 round of assessment (based on advice of Assessment Advisory Committee).

2006-2007 academic year:

- Organized and facilitated workshop for Academic Affairs directors (November 2006).
- Reviewed and made suggestions on advising sections of the Middle States Periodic Review Report (November, December 2006).
- Updated Assessment Record Inventory to show that for 2006-07 at least 86 of the 114 units (college-wide) expected to complete an assessment record had done so and at least 30 of these had received comments from their supervisors. (Some assessment records and some supervisor’s comments may have been completed but copies not forwarded to the central inventory maintained by the Provost’s Office.)
- Reviewed and made suggestions on forms developed by the College Assessment Coordinator to aggregate data on assessment activities and the contribution of assessment to planning.
• Solicited and reviewed applications for Assessment Development In-House Grants; 6 proposals received; 4 recommended for at least partial funding; recommendations accepted (December 2006, March 2007).
• Recommended funding travel of one faculty member to the spring 2007 annual meeting of the American Association for the Advancement of Science to present a poster on the Biology Department’s assessment program; recommendation accepted (December 2006).
• Recommended changes in the Assessment Record forms for academic departments and administrative and educational support units within academic affairs (April 2007); recommendations accepted and new revised forms made available.
• Recommendations of Spring 2006 concerning revisions in “Course Proposal/Revision Cover Sheet and Transmittal Record” and “Program Proposal/Revision Cover sheet and Transmittal Record” accepted by all parties; new forms requiring a list general education and/or college- wide student learning outcomes addressed along with course and program student learning outcomes implemented (January 2007).
• Recommendation of Spring 2006 that “course objectives and program, general education, and/or college-wide student learning outcomes addressed” be added to the list of required components in each course syllabus accepted in a revised form by the Faculty Senate and approved by the President (April 2007).
• Participated (through co-chairs) in Planning Council (and Planning Council Steering Committee) meetings (April, May 2007).
• Reviewed and drafted suggestions for the annual Alumni Survey; work in progress.

2005-2006 academic year:

- revised assessment procedures for all College units (revision approved by Vice President of Academic Affairs)
- revised assessment record for academic departments, and for administrative or educational support departments/units
- drafted a revised list of undergraduate student-learning outcomes
- written and forwarded for review to both the Vice President for Academic Affairs and the Faculty Senate a recommendation to require that program and college learning objectives be listed and accessible to students
- survey of administrative units in Academic Affairs for (and found a high) interest in assessment workshops: subsequently (2006) held a workshop for leaders of those units and a workshop for Business Affairs; a consultant was hired to assist Student Affairs.
## Appendix 7

### Schedule of Departmental Assessment Activity

<table>
<thead>
<tr>
<th>Department/Prog.</th>
<th>Last Review</th>
<th>Next Review</th>
<th>Accrediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Plattsburgh</td>
<td>2001-02</td>
<td>2011-12</td>
<td>Middle States</td>
</tr>
<tr>
<td><strong>Arts &amp; Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>2005-06</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>2003-04</td>
<td>2010-11</td>
<td>ASCP-Med Tech</td>
</tr>
<tr>
<td>Canadian Studies</td>
<td>2003-04</td>
<td>2008-09</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>2004-05</td>
<td>2011-12</td>
<td>ACS-BS (cert.)</td>
</tr>
<tr>
<td>Communications</td>
<td>2006-07</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>2005-06</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>2005-06</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Center for EES</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Foreign Lan. &amp; Lit.</td>
<td>2004-05</td>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>2007-08</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>2006-07</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td>Latin Am. Studies</td>
<td>2004-05</td>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2002-03</td>
<td>2009-10</td>
<td>Was due 07-08</td>
</tr>
<tr>
<td>Music</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>MS Natural Science</td>
<td></td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2004-05</td>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>2007-08</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2007-08</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>MA/CAS School Psych</td>
<td>2006-07</td>
<td>2013-14</td>
<td>NASP*</td>
</tr>
<tr>
<td>Sociology</td>
<td>2005-06</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>2003-04</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>2006-07</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td><strong>Business &amp; Economics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>2006-07</td>
<td>2011-12</td>
<td>AACSB</td>
</tr>
<tr>
<td>Management/Int. Bus</td>
<td>2006-07</td>
<td>2011-12</td>
<td>AACSB</td>
</tr>
<tr>
<td>Program</td>
<td>Period</td>
<td>Accreditation</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Marketing/Entrepre.</td>
<td>2006-07, 2011-12</td>
<td>AACSB</td>
<td></td>
</tr>
<tr>
<td>Economics/Finance</td>
<td>2006-07, 2011-12</td>
<td>AACSB</td>
<td></td>
</tr>
<tr>
<td>GSCM &amp; Bus</td>
<td>2006-07, 2011-12</td>
<td>AACSB</td>
<td></td>
</tr>
<tr>
<td>Hotel, Res., &amp; Tour.</td>
<td>2006-07, 2012-13</td>
<td>ACPHA</td>
<td></td>
</tr>
</tbody>
</table>

**Education, Health and Human Services**

<table>
<thead>
<tr>
<th>Program</th>
<th>Period</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Dev/Fam Relat.</td>
<td>2001-02, 2008-09</td>
<td></td>
</tr>
<tr>
<td>Comm. Disorders &amp; Sci</td>
<td>2008-09</td>
<td></td>
</tr>
<tr>
<td>MA Speech Lang. Path</td>
<td>2003-04, 2011-12</td>
<td>ASHA</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>2003-04, 2011-12</td>
<td>CACREP</td>
</tr>
<tr>
<td>Expeditionary Studies</td>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>2003-04, 2008-09</td>
<td>ADA</td>
</tr>
<tr>
<td>Nursing</td>
<td>2002-03, 2008-09</td>
<td>CCNE</td>
</tr>
<tr>
<td>Social Work</td>
<td>2004-05, 2010-11</td>
<td>CSW</td>
</tr>
<tr>
<td>Sports/Wellness</td>
<td>2014-15</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8
Assessment and Curriculum Mapping

1. Student Learning Goals, Objectives and Outcomes

A. Learning Goals and Learning Outcomes. “Learning outcomes, also referred to as learning goals are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2004, p. 75).

Program/Course goals/outcomes describe what faculty intend to achieve in offering their degree program/course to prospective students. Learning goals/outcomes describe what the instructor (course) and department faculty (program) intend for a student to “think, know, or do when they’ve completed a given course and educational program”, (Suskie, 2004, p. 77) i.e., statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course or program.

B. Objectives “Many people use the word objectives to describe detailed aspects of goals/outcomes”, (Suskie, 2004, p. 75).

Objectives are focused on specific types of performances that students are expected to demonstrate at the end of instruction. Objectives are often written more in terms of teaching intentions and typically indicate the subject content that the teacher(s) intends to cover. Course learning objectives describe the “specific skills, competencies, and knowledge the faculty believes that students will have gained through the completion of the course” (Heel, 2010, p. 1). Program learning objectives describe the “skills, competencies, and knowledge the faculty believes that graduates of the program will have attained by completing the degree” (Heel 2010, p. 1).

“If a goal/outcome is for students to explain science concepts in writing, the objectives might be to write essays, critique drafts of their peers, and maintain a journal to reflect on their growth as science writers”, (Suskie, 2004, p. 75)

There are three types of learning objectives, which reflect different aspects of student learning*:

- Cognitive objectives: “What do you want your graduates to know?”
- Affective objectives: “What do you want your graduates to think or care about?”
- Behavioral Objectives: “What do you want your graduates to be able to do?”

* From the University of Connecticut Assessment Web Site (http://assessment.uconn.edu/primer.htm)
Examples of Learning Objectives and Learning Goals/Outcomes*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Learning Goal/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain the different magma geochemistries derived from partial melting of the mantle in different tectonic regime.</td>
<td>Students should be able to demonstrate how magma geochemistry relates to partial melting of the mantle by contrasting the outcomes of this process in different tectonic regimes through the critical analysis of specific case studies.</td>
</tr>
<tr>
<td>To demonstrate the application of molecular graphics to drug design.</td>
<td>Students should be able to apply the principles underpinning the use of molecular graphics in the design of drugs to illustrate general and specific cases through a computer-based presentation.</td>
</tr>
<tr>
<td>To familiarize students with a number of substantive eighteenth century texts. Students will be trained in the close reading of language and its relation to literary form.</td>
<td>Students should be able to analyze the relationship between the language of satire to literary form by the close examination of a selected number of eighteenth-century texts in a written essay.</td>
</tr>
</tbody>
</table>

* Adapted from the University of Connecticut Assessment Web Site http://assessment.uconn.edu/goals4.htm

2. Curriculum Mapping

Curriculum mapping makes it possible to identify where within the curriculum learning objectives/outcomes are addressed. The process of curriculum mapping (i.e., alignment) provides a program or department faculty the opportunity to review the structure, organization, logic, and relevance of the collection of their courses to the overall goals of their department” (M. Heel). It provides a means to determine whether course objectives/outcomes are aligned with the curriculum, i.e., “are program learning objectives/outcomes supported by course learning objectives/outcomes, and by student activities such that student learning can be measured?” (Heel, 2010 p. 3, power point document handout). Each program learning objective is supported by one or more course learning outcomes.

*Designing and delivering learning objectives/outcomes: “In designing course objectives/outcomes: 1) start first with the broad outcomes expected of all students; 2) then work backward to design academic program objectives/outcomes; and 3) finally design course objectives/outcomes that will lead to the achievement of both program and institutional objectives/outcomes. When the program is delivered,
students experience the system in reverse: 1) students first participate in experiences that address lesson outcomes; 2) the learning that results from these experiences accumulates as students proceed through the courses and other experiences in the program; and 3) the curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills – students show increasing levels of sophistication and integration of skills as they progress through the program.”

“Alignment – “Alignment demonstrates whether or not courses support the curriculum designed in the major. The curricula must be systematically aligned with the program objectives. Alignment involves clarifying the relationship between what students do in their courses and what faculty expect them to learn. Analyzing the alignment of the curricula with program objectives/outcomes allows for the identification of gaps which can then lead to curricular changes to improve student learning opportunities. This may be accomplished by a curriculum alignment matrix which maps each onto the other; a checkmark indicating coverage or an indication of the level of coverage can also be used.” Approaches to determining the alignment of courses with the program outcomes is to create one or more matrices as indicated below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Program Objective/Outcome 1</th>
<th>Program Objectives/Outcomes 2</th>
<th>Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>D</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>I</td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

I = introduced, P = practiced, D = demonstrated

Similarly, a course alignment matrix may be used to indicate where course objectives support the overall objectives of the program.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Program Objective 1</th>
<th>Program Objective 2</th>
<th>Program Objective 3</th>
<th>Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objective 1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Objective 2</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Objective 3</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Objective 4</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>
Mapping of outcomes to educational experiences may also be done:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course or Educational Experience #1</th>
<th>Course or Educational Experience #2</th>
<th>Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #2</td>
<td>E</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Outcome #3</td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Outcome #4</td>
<td>I</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From the University of Connecticut Assessment Web Site [http://assessment.uconn.edu/mapping1.htm](http://assessment.uconn.edu/mapping1.htm).

“The primary goal of almost all assessment activities is to improve programming based upon the use of assessment results. The communication of assessment results to the department level is the first step toward its use. Based on surveys conducted by Nichols and Nichols (2002) on curriculum mapping, when changes in the curriculum are made, they tend to be of two types: “what we teach” and “how we teach”. The changes related to “what we teach” generally include closer alignment of course offerings with the requirements of the “world of work”, or restructuring of the sequence of the curriculum to lead more logically from one subject to another where appropriate. The changes in “how we teach” generally included the adoption of different instructional techniques to facilitate student learning and the need to require the student to become more active participants in the learning process.” (Nichols and Nichols, 2000 pg’s 51-52). The Assessment Record used by all programs at SUNY Plattsburgh documents how assessment results are used to improve the program and student learning outcomes. In fall 2010, the Deans' Cabinet accepted the recommendation of the Assessment Advisory Committee that we adopt curriculum mapping as a means for all academic programs to ensure that their course student learning outcomes and program student learning outcomes are aligned. The deans assumed responsibility for working with department chairs to facilitate this process.
9 Principles of Good Practice for Assessing Student Learning

Developed by the American Association for Higher Education

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean
tracking the process of individual students, or of cohorts of students; it may mean collecting the same
examples of student performance or using the same instrument semester after semester. The point is
to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the
assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational
community are involved. Student learning is a campus-wide responsibility, and assessment is a way of
enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to
involve people from across the educational community. Faculty play an especially important role, but
assessment's questions can't be fully addressed without participation by student-affairs educators,
librarians, administrators, and students. Assessment may also involve individuals from beyond the
campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims
and standards for learning. Thus understood, assessment is not a task for small groups of experts but
a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with
a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that
people really care about. Assessment recognizes the value of information in the process of
improvement. But to be useful, information must be connected to issues or questions that people really
care about. This implies assessment approaches that produce evidence that relevant parties will find
credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance
about how the information will be used, and by whom. The point of assessment is not to gather data
and return "results"; it is a process that starts with the questions of decision-makers, that involves
them in the gathering and interpreting of data, and that informs and helps guide continuous
improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that
promote change. Assessment alone changes little. Its greatest contribution comes on campuses
where the quality of teaching and learning is visibly valued and worked at. On such campuses, the
push to improve educational performance is a visible and primary goal of leadership; improving the
quality of undergraduate education is central to the institution's planning, budgeting, and personnel
decisions. On such campuses, information about learning outcomes is seen as an integral part of
decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a
compelling public stake in education. As educators, we have a responsibility to the publics that support
or depend on us to provide information about the ways in which our students meet goals and
expectations. But that responsibility goes beyond the reporting of such information; our deeper
obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are
accountable have a corresponding obligation to support attempts at improvement.

References Cited:

Student Learning”.

at Assessment Workshop. SUNY Plattsburgh. 2010.

## Appendix 9
### ASSESSMENT RECORD FOR ACADEMIC DEPARTMENTS

#### Part 1 of 2

(Academic Department Name)

(Assessment Period Covered)   (Date Submitted)

**Department/Program Mission Statement:**

Includes Assessment Reports for those instructional programs listed below:

<table>
<thead>
<tr>
<th>Degree/Program/Level</th>
<th>Student Learning Outcomes For Each Degree/Program</th>
<th>Year Assessing This</th>
<th>Next</th>
<th>Next</th>
</tr>
</thead>
</table>
| **Name of degree/B. A.** | 1. Student Learning Outcome  
2. Student Learning Outcome  
3. Student Learning Outcome  
4. Student Learning Outcome | X | X | X |

Submitted by: _____________________  Title: _________________________

Provide one Part 1 for your department and a Part 2 for every outcome assessed in this period.

Form revised 3/2011
ASSESSMENT RECORD FOR ACADEMIC DEPARTMENTS

Part 1 Continued

Curriculum Mapping

Curriculum mapping makes it possible to determine: 1) where within the curriculum program student learning outcomes are addressed, 2) whether or not courses support the curriculum designed in the major, and 3) whether course student learning outcomes are aligned with the curriculum, i.e., whether program student learning outcomes are supported by course learning outcomes and by course.

Complete one curriculum map for each of your major programs or attach the curriculum map previously developed for that program.

Curriculum Map 1
Program Student Learning Outcomes and Course Content

<table>
<thead>
<tr>
<th>Name of Major Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZYZ 111</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 112</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 301</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XYZ 401</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each course in the major, indicate whether or not each program student learning outcome is being met as part of the course content. Place a "S" for those outcomes strongly met and a "M" for those outcomes moderately met. Leave the space blank for those outcomes not met.
ASSESSMENT RECORD FOR ACADEMIC DEPARTMENTS
Part 2 of 2

______________________________   ________________________
(Degree/Instructional Program)     (Period Covered)

Note: Please complete one Part 2 for each student learning outcome assessed in the current cycle. Please restate the student learning outcome below.

Student Learning Outcome (please include the number of the outcome from Part 1):

Linkage to Department Mission:

Evaluation for Student Learning Outcome Identified Above:

1. Describe the method(s) used to assess this student learning outcome.

2. List or describe the specific rating/rubrics used and the level achieved that represents success of the program in achieving the student learning outcome. Examples: 75% of students will achieve a score of 90 or the majority of students in the focus group will express their belief that the program met the objectives satisfactorily.

3. Summarize the evidence collected and include summary data.

4. How have the assessment results been used to improve teaching and learning?

5. Describe how the results have been used to improve the program in terms of achieving the student learning outcome listed above.

Form revised 3/2011

Appendix 10
(Name of Department)

(Assessment Period Covered) __________________________ (Date Submitted) __________________________

Department Mission Statement:

Includes Assessment Reports for the projects/programs listed below:

<table>
<thead>
<tr>
<th>Project/Program</th>
<th>Intended Outcomes For Each Project/Program</th>
<th>Year Assessing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Intended Outcome</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>2. Intended Outcome</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3. Intended Student Outcome</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4. Intended Student Outcome</td>
<td>X</td>
</tr>
</tbody>
</table>

Submitted by: ______________________ Title: ______________________

*Provide one Part 1 for your department and a Part 2 for every outcome assessed in this period.*

Form revised 4/2007
ASSESSMENT RECORD FOR ADMINISTRATIVE OR EDUCATIONAL SUPPORT DEPARTMENTS/UNITS
Part 2 of 2

_______________________________________
(Program or Project Title)

________________________________   ________________________
(Assessment Period Covered)    (Date Submitted)
Note: Please complete one Form 2 for each outcome assessed in the current cycle.

Linkage to Department Mission:

Intended Outcome:

Evaluation for Intended Outcome Identified Above:

6. Describe the method(s) used to assess this outcome.

7. List or describe the specific rating/rubrics used and the level achieved that represents success of the program in achieving the outcome.

8. Summarize the evidence collected and include summary data.

9. Describe how the results have been used to improve the program in terms of achieving the outcome listed above.

Form revised 4/2007
Appendix 11

ANNUAL REPORT FOR THE DIVISION OF STUDENT AFFAIRS

____________________________________________________

Department/Unit

Period Covered    Date Submitted

1. What are the department/unit achievements for the past year? How do these achievements support any of the eight goals of the Division of Student Affairs? If you wish to add any other information about your department’s activities and/or accomplishments from this year, please do so.

2. Complete and include those attachments relevant to your department/unit for the academic year that has just ended.
   - Extraordinary Student Activities
   - Assessment Record for the Division of Student Affairs

3. For the purposes of assessment, what are the department/unit’s Intended Outcomes for next year? For each, please indicate the following: timeline for completion, costs, how will the Intended Outcomes be assessed, what will be the criteria for success?

   Check to see that these are consistent with what you have indicated on your seven-year assessment plan. (i.e. if you said you will do a satisfaction analysis, did you set an intended outcome related to that?).

4. Other than those described in question #3, what 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.

5. In what way(s) does your department contribute to the 2009-2012 Strategic Plan Themes and Goals?

6. Attach or forward at a later date the individual activity reports for department/unit members.

7. Please also attach your updated 7-year assessment plan, any updates to your department mission statement, and any updates to your intended student learning/growth outcomes for your area.
ASSESSMENT RECORD FOR THE DIVISION OF STUDENT AFFAIRS

______________________________________________________
(Name of Department)

(Assessment Period Covered) ____________________________ (Date Submitted)

Department Mission Statement:

Title of Programs/Projects:

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Submitted by: ______________________  Title: _______________________

Form 1
ASSESSMENT RECORD FOR

______________________________
(Program or Project Title)

(Assessment Period Covered) __________________________ (Date Submitted)

Note: Please complete one Form 2 for each program or project listed on Form 1.

Expanded Statement of Institutional Purpose Linkage

SUNY Plattsburgh Mission Statement Reference:

Division Mission Statement Reference:

SUNY Plattsburgh College-wide Student Outcomes Supported (if relevant):

Intended Outcomes for this Program or Project:

1. 
2. 
3. 
4. 
5. 

ASSESSMENT RECORD FOR

______________________________
(Program or Project Title)

(Period Covered) __________________________ (Date Submitted)

Note: One Form 3 should be completed for each intended outcome listed on Form 2. The intended outcome should be restated in the space below and the intended outcome number entered in the blank spaces. You may add additional means of evaluation, if needed.

Intended Outcome:

___.

First Means of Evaluation for Outcome Identified Above

___a. Method of Evaluation and Criteria for Success:
___.a. Summary of Evidence Collected:

___.a. Use of Results to Improve Unit Services:

Second Means of Evaluation for Outcome Identified Above:

___.b. Method of Evaluation and Criteria for Success:

___.b. Summary of Evidence Collected:

___.b. Use of Results to Improve Unit Services: