Monitoring Report to the
Middle States Commission on Higher Education
From

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September 1, 2015

Subject of Follow-up Report

Documenting further development and implementation of an assessment process that:

1. Furthers the implementation of the College's new institutional assessment system with the evidence that assessment impacts planning, budgeting and resource allocation (Standard 7).
2. Continues the College's implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning; creation of an oversight structure for general education assessment to enhance the integration of assessment information within the respective student learning outcomes; continued implementation of the program learning outcomes assessment process to use results to enhance teaching and learning (Standards 12 and 14).

Date of the Evaluation Team's Visit
April 17, 2014

Acronym Guide

Acronym	Meaning
AAC&U	Association of American Colleges and Universities
AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
APRC	Academic Program Review Committee
BACCHUS	Boosting Alcohol Consciousness Concerning the Health of University Students
BRC	Budget and Resource Committee
CAAP	Collegiate Assessment of Academic Proficiency
CCNE	Commission for Collegiate Nursing Education
CCS	Campus Climate Study
CCTST	California Critical Thinking Skills Test
CELT	Center for Excellence and Teaching
CHIPs	Co-curricular Hip Impact Practices
CLA	Collegiate Learning Assessment
DC	Diversity Committee
EDI	Equity, Diversity, Inclusion
EMC	Enrollment Management Committee
EMSA	Enrollment Management and Student Affairs
FPC	Facilities Planning Committee
FTE	Full-time Equivalent
GEAC	General Education Assessment Committee
GEP	General Education Program
GSSE	Graduate Student Satisfaction Survey
HIPs	High Impact Practices
HR	Human Resources
IAS	Institutional Assessment System
IEAC	Institutional Effectiveness and Accountability Committee
IEL	Institute for Engaged Learning
IPEDs	Integrated Postsecondary Education Data System
ISLOs	Institutional Student Learning Outcomes
KPIs	Key Performance Indicators
LITS	Library, Information and Technology Services
LLC	Living Learning Communities
LMS	Learning Management System
MSCHE	Middle States Commission on Higher Education
NASD	National Association of Schools of Dance
NASPAA	National Association of Schools of Public Affairs and Administration
NSSE	National Survey of Student Engagement
OAA	Office of Accountability and Assessment
PAUA	Periodic Administrative Unit Assessment

PPR	Periodic Program Review	
QAR	Qualified Academic Rank	
RAP	Office of Research, Analysis and Planning	
RFP	Request for Proposal	
SLC	Student Learning Center	
SLOs	Student Learning Outcomes	
SP	Strategic Plan	
SWOT	Strengths, Weaknesses, Opportunities and Threats	
TAHSS	The Arts, Humanities and Social Sciences	

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Introduction

The College at Brockport, State University of New York (SUNY)

www.brockport.edu

Overview of the Monitoring Report

The Middle States Team visit in April 2014 commended The College at Brockport for its leadership on focusing human and fiscal resources on institutional assessment as well as student learning outcomes assessment; for developing a comprehensive institutional assessment process; for its transparency and accessibility of information on activities of the Institutional Effectiveness and Accountability Committee (IEAC) and its subcommittees, divisional assessment and strategic plan documents; for its recognition and understanding the use of assessment findings to enhance instructional strategies at the course level; and for its engagement with the assessment process. The Middle States Team did express concerns with and issued recommendations with respect to the following:

> **Standard 7:** The College will further the implementation of its new institutional assessment system with the evidence that assessment impacts planning, budgeting and resource allocation.

> **Standards 12 and 14:** The College should continue its implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning. The College should create an oversight structure for general education assessment to enhance the integration of assessment information within the respective institutional learning outcomes. The College should continue its implementation of the program learning outcomes assessment process to use results to enhance teaching and learning.

The College at Brockport has conscientiously endeavored to address the Middle States Team recommendations. As a result of completed and in-process work, the College continues to refine and implement an inclusive assessment process that evaluates student learning outcomes (SLOs); plans assessments (both academic and administrative); documents assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes; and closes the loop to ensure continuous renewal of courses and programs based on assessment results.

Overview of the Institution
Background
- 1835-1866: the Brockport Collegiate Institute offered teacher training.
  - 1866-1942: Brockport State Normal School, one of four in New York.
  - 1948: joined the SUNY system.
- Today: comprehensive master's institution with 49 undergraduate major programs and 41 master's programs, 13 post-bachelor's certificates, seven post-master's certificates. The most heavily enrolled undergraduate programs are Nursing, Business Administration, and Criminal Justice; graduate programs leading in enrollment are Social Work, Educational Administration, Public Administration, and all Teacher Education programs.
- Located in upstate New York, the 464-acre main campus is in the Village of Brockport, approximately 25 miles from downtown Rochester, NY.
- MetroCenter extension center located in downtown Rochester.
- Dr. Heidi Macpherson (who had been the Provost and Vice Chancellor for Academic Affairs at the University of Wisconsin-LaCrosse) became The College at Brockport's new President on July 16, 2015, after Dr. John Halstead, President since 2005, retired.

Institutional Profile
- The College has four divisions: Academic Affairs; Enrollment Management and Student Affairs (EMSA); Administration and Finance; and Advancement (The College at Brockport SUNY Organization Chart).
- Is funded by the State of New York and student tuition, and has a 2014-2015 state operating budget of $64M, composed of $17.9M direct State support and $47.1M tuition revenue, which has remained relatively static over the past six years. Enrollment trends stemming from demographic shifts coupled with unfunded mandates to campuses (e.g., unfunded personnel raises, Title IX compliance) combine to create a challenging fiscal environment. The College is actively monitoring these trends and planning for potential contingencies.
- Continues construction and renovation of the campus: $30M Liberal Arts Building completed in August 2014; $14M renovation of the Lathrop Building for the Nursing Program and University Police completed in August 2015.
- Enrolls over 7,000 undergraduate and 1,000 graduate students, of which 55% of the undergraduate and 66% of the graduate students are women. Roughly 17% of undergraduate and 14% of graduate students are from underrepresented populations (Fall 2014).
- Had an incoming undergraduate class (Fall 2014) of 1,089 first-time, full-time students; 1,012 transfer students; with a full-time to part-time ratio of all undergraduate students of approximately 9:1 and a student-to-faculty ratio of 17:1.
- Awarded 1,885 bachelor's degrees and 325 master's degrees in 2013-2014.
- Awarded 1,865 bachelor's degrees and 353 master's degrees in 2014-2015.
- Had an undergraduate full-time equivalent enrollment (FTE) of 6,765 and a graduate FTE of 633 for the 2012-2013 academic year. Undergraduate FTE was 6,786 and graduate was 569 for the 2013-2014 academic year.

- Had 329 full-time faculty and 266 part-time faculty (595 total) with 70% of instruction offered by full-time faculty in Spring 2015. 95% of tenured or tenure-track faculty hold terminal degrees (Fall 2014).
- 2014-2015 Publications and Grants
  - Faculty were active in scholarship: publishing four scholarly books, 133 journal articles (8% co-authored with students), 17 chapters in scholarly books, and 19 conference proceedings. Faculty also produced 20 art works, 23 dance performances, four pieces of other non-fiction or fiction writing, and 14 theater performances.
  - Faculty also submitted 61 grant proposals totaling over $6.75M and received 73 awards at almost $5.4M.
- Houses nearly 2,700 students in 12 residence halls and one apartment complex (Fall 2014).
- Administers award-winning student affairs programs for student leadership development and wellness. This includes grant awards from the US Department of Education and AVON Foundation for Women, as well as regional and national recognition from NASPA–Student Affairs Administrators in Higher Education, ACPA–College Student Educators International, Association of College Unions International, National Intramural & Recreational Sports Association, SUNY and The BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) Network.
- Supports nearly 600 student athletes who participate in 23 Division III intercollegiate athletic teams.

Mission and Strategic Planning

The College at Brockport emphasizes three essential elements in its mission:

- A commitment to providing a liberal arts and professional education–at both the undergraduate and graduate level–for those who have the necessary ability and motivation to benefit from high quality public higher education;
- The success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and
- Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

To operationalize the mission, the College, with cross-college representation, developed the 2011-2016 Strategic Plan (SP). The SP has the overarching goal of becoming "a nationally recognized comprehensive master's institution focused on student success evidenced by significant gains in select benchmarks." Four Strategic Constructs derived from the mission anchor the SP and define the College's Priorities and Goals.

The College at Brockport
Strategic Plan 2011-2016

College Goal:
To be a nationally recognized comprehensive master's institution focused on student success.

STRATEGIC CONSTRUCTS	COLLEGE PRIORITIES	COLLEGE GOALS
Academic Quality and Engagement *Provide a transformational learning environment, including a culture of student engagement.*	1. Active student engagement to learning both in and out of the classroom. 2. Rigorous curricular programs. 3. Active faculty/staff engagement in student learning and development both inside and outside of the classroom.	1.1 Increase service learning within the curriculum. 1.2 Grow and sustain Living/Learning Communities. 2.1 Implement a cohesive and intentional general education program. 2.2 Increase programmatic accreditation where available. 3.1 Increase student involvement in faculty scholarship. 3.2 Incorporate high impact educational practices into the curriculum.
Co-Curricular Programming and Support Services *Implement a cohesive student development program and a cohesive academic support structure.*	4. Enrichment programs and services that are designed to promote student development, engagement in learning, engagement with the institution, and augment the educational enterprise.	4.1 Implement engagement practices into all four years of the student leadership program. 4.2 Complete the Academic Success Center. 4.3 Complete the full-scale launch of the Institute for Engaged Learning. 4.4 Increase diversity across all populations of the campus. 4.5 Expand Health and Wellness Programming to encompass a broader range of issues and programming.
Learning Environment and Quality of Place *Ensure the development of our physical assets and implement an effective and efficient operational and policy environment.*	5. High quality facilities that our students live and learn in. 6. High quality facilities that support co-curricular programming. 7. Engagement of the campus in the community.	5.1 Implement the Facilities Master Plan. 5.2 Promote best practice in sustainability. 6.1 Create the capacity to further develop residential life facilities. 7.1 Increase partnerships with K-12 schools. 7.2 Increase partnerships with regional businesses. 7.3 Increase campus participation in the community.
A Culture of Philanthropy and Connectedness *Cultivate community engagement in the life of the college.*	8. Graduates remain engaged in the life of the campus. 9. Investment by stakeholders in the institution as a quality place.	8.1 Increase outreach to alumni locally and across the country through a variety of activities. 9.1 Launch and complete the $25M comprehensive campaign.

In addition to the 19 College Goals derived from the nine College Priorities, the SP also has global measurable outcomes that link to the four Strategic Constructs:

- Better than predicted graduation rates
- Better than predicted retention rates
- Better than predicted outcomes on select NSSE and GSSE indicators
- A policy and process environment that efficiently and effectively supports the mission of the College developed and implemented
- The US News & World Report Rankings
- Reputation as a "best practice" institution by comparable institutions

Currently in the fourth year of its five-year plan, the SP is now the College's guiding force fulfilling all of its elements and documenting by a comprehensive and sustained academic and administrative assessment focus that ensures institutional effectiveness across the campus. The December 2014 IEAC Progress Report on the College Strategic Plan 2011-2016 identifies the progress to date and the efforts which will continue throughout the next year. The data analyzed in Chapters 2, 3, and 4 of this Monitoring Report provide evidence for and analysis of the College's increasing integration of assessment practices with the SP.

SUMMARY CHART OF INFORMATION CONTAINED IN THIS CHAPTER

TEAM REQUIREMENT	ACTION TAKEN/EVIDENCE	PAGE NUMBER MONITORING REPORT
Further the implementation of its new institutional assessment system with the evidence that assessment impacts planning, budgeting and resource allocation.	1. The College made organizational changes to better sustain the Institutional Assessment System (IAS), including creating and staffing the Office of Accountability and Assessment; created and filled new position: Director of Assessment.	1. Pg. 9-10
	2. Assessment of high impact practices by committees/task forces resulted in increased funding to support such practices; established baseline data from which to monitor future developments; established and filled new position: Assistant to the Provost for Applied Learning.	2. Pg. 18
	3. Campus Climate Task Force compiled climate survey results and input from campus forums on recommended priorities/action items for final report submitted to Cabinet; President issued action items in letter to campus (February 4, 2015).	3. Pg. 19
	4. Information from several task force reports contributed to plan for developing an Academic Success Center. Securing partial funding allowed the College to move forward; Academic Success Center Planning Committee formed January 2015 to carry plan forward.	4. Pg. 19
	5. IEAC reviewed data and recommended that EMC revise retention and graduation goals set forth in original Strategic Plan. New goals set forth in IEAC 2014 Progress Report	5. Pg. 20
	6. Annual periodic administrative unit assessment activities in several administrative units led to changes in programming for Welcome Week, submission of an RFP for new procurement software, and changes in HR practices, among other actions.	6. Pg. 21-22
	7. Advancement's initial periodic unit assessment results showed it exceeded fundraising target in the Strategic Plan but also that there were opportunities for improvement. Plans include revising some of the division's internal processes, working to enhance alumni relations, and develop improved metrics for leadership giving on campus, among others.	7. Pg. 23-24
	8. Results from annual and periodic assessment of student learning for institutional learning outcomes, as well as programmatic ones, is discussed in leadership groups within Academic Affairs and developed into various actions such as providing funding for closing the loop activities, reallocating staff resources to support assessment, and supporting faculty/staff participation in conferences/workshops.	8. Pg. 24-25

Chapter 2: Standard 7 – Institutional Assessment

Monitoring Report Visiting Team recommendation regarding Standard 7:

> The College will further the implementation of its new institutional assessment system with the evidence that assessment impacts planning, budgeting and resource allocation.

I. Overview

The College at Brockport IAS evaluates overall effectiveness in achieving its mission and strategic plan goals and compliance with accreditation standards. Since the submission of the February 2014 Monitoring Report, the College has continued its refinement and implementation of this system. Assessment results demonstrate that the College is making substantial progress in realizing goals framed in the 2011-2016 Strategic Plan; students are accomplishing key institutional and programmatic learning outcomes; and the College is integrating results of its assessment more strongly with planning, budgeting, and resource allocation.

This chapter details the bases for the items below, emphasizing developments since the February 2014 Monitoring Report:

- Summarizes the organizational changes implemented to better sustain the IAS;
- Outlines the IAS structure and processes;
- Summarizes significant accomplishments: monitoring progress with the SP, conducting unit-level assessment, and assessing student learning with reference to institutional and programmatic learning outcomes; and
- Lists key challenges ahead with recommendations and timelines for addressing them.

II. Organizational Changes and Other Improvements Made to Sustain the IAS

The following organizational changes were implemented since the submission of the February 2014 Monitoring Report to further the sustainability of the IAS:

- **Creation of the Office of Accountability and Assessment**

  In summer 2014 the College hired Frances Dearing as the Director of Assessment to lead the newly created Office of Accountability and Assessment (OAA). Staffed by 3.5 FTEs, OAA is charged with guiding institutional, general education, and programmatic assessment efforts. Ms. Dearing brings a wealth of training and experience which she has communicated widely and effectively to numerous faculty and staff.

- **Modification of Research, Analysis and Planning Structure**

    As referenced in the February 2014 Monitoring Report, to better support and sustain data-informed decision-making, the Office of Research, Analysis and Planning (RAP) was organizationally moved to a direct reporting relationship to the Provost. This change, which took place in late winter 2014, provides a direct link between the highest level of decision making (i.e., Vice Presidents and President) and data analytics.

- **Improvements to Website**

    The IEAC website, created in 2013, was redesigned in summer 2015 to consolidate the information and make it more accessible to key stakeholders. The General Education Assessment website was created in 2015 and its contents are detailed in Chapter 3.
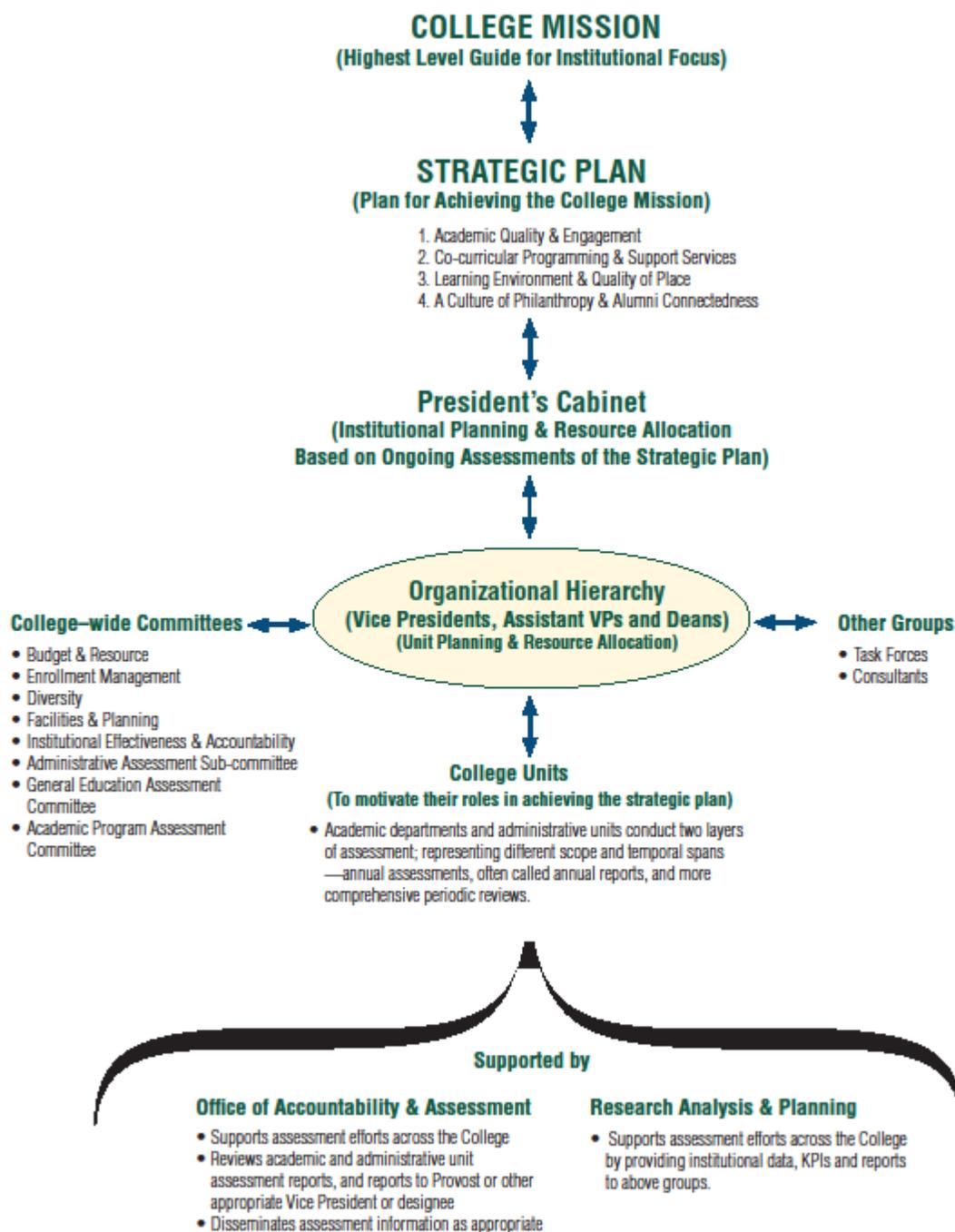
- **Evolution of the IEAC to foster greater integration and information-sharing**
    - Four faculty assessment coordinators were appointed to the IEAC to provide more faculty input/involvement in IEAC actions/deliberations.
    - Two college-wide standing committees (General Education Assessment Committee [GEAC] and Academic Program Review Committee [APRC]) were created to replace the IEAC subcommittee on academic assessment. These two committees will work closely with the Director of Assessment and provide reports to the Provost.
    - College leaders have been reviewing past processes and the relationship between the IEAC and the Budget and Resource Committee (BRC) to better unite assessment, planning, and resource allocation.

III. Institutional Assessment System – Structure and Process

The College Mission and 2011-2016 Strategic Plan continue to guide the IAS. The IAS structure and processes are evolving due to continual efforts to assess the assessment and incorporate feedback from Middle States' visiting teams. While high-level institutional decision-making is centralized in the President's Cabinet (hereinafter Cabinet), it is informed by many planning and assessment activities that are decentralized, occurring in college-wide committees and task forces; specific units, both academic and institutional; and sometimes (periodic program review) with assistance from external consultants. The following describes these groups, related processes, and most recent developments.

INSTITUTIONAL ASSESSMENT SYSTEM

COLLEGE MISSION
(Highest Level Guide for Institutional Focus)

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STRATEGIC PLAN
(Plan for Achieving the College Mission)

1. Academic Quality & Engagement
2. Co-curricular Programming & Support Services
3. Learning Environment & Quality of Place
4. A Culture of Philanthropy & Alumni Connectedness

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President's Cabinet
(Institutional Planning & Resource Allocation
Based on Ongoing Assessments of the Strategic Plan)

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College-wide Committees ←→ **Organizational Hierarchy**
(Vice Presidents, Assistant VPs and Deans)
(Unit Planning & Resource Allocation) ←→ **Other Groups**

- Budget & Resource
- Enrollment Management
- Diversity
- Facilities & Planning
- Institutional Effectiveness & Accountability
- Administrative Assessment Sub-committee
- General Education Assessment Committee
- Academic Program Assessment Committee

Other Groups
- Task Forces
- Consultants

↕

College Units
(To motivate their roles in achieving the strategic plan)

- Academic departments and administrative units conduct two layers of assessment; representing different scope and temporal spans —annual assessments, often called annual reports, and more comprehensive periodic reviews.

Supported by

Office of Accountability & Assessment
- Supports assessment efforts across the College
- Reviews academic and administrative unit assessment reports, and reports to Provost or other appropriate Vice President or designee
- Disseminates assessment information as appropriate

Research Analysis & Planning
- Supports assessment efforts across the College by providing institutional data, KPIs and reports to above groups.

College-wide Committees and Groups

A. College-wide Advisory Committees

These standing committees, each related to a key institutional area/priority and featuring broad representation of campus constituencies, gather and review information, provide commentary, and make recommendations to the functionally-related offices/officers, as well as the Cabinet.

1. Institutional Effectiveness and Accountability Committee (IEAC)
   This committee ensures that institutional effectiveness plans are aligned with the SP, that assessment results are used to support institutional renewal and improvement, and evaluates effectiveness and comprehensiveness of College assessment planning and resource allocation.

   The IEAC is responsible for producing annual reports that chart institutional progress in meeting goals within the current SP. Reports have been produced for the past two years through the following process. (December 2013 IEAC Progress Report on the College Strategic Plan 2011-2016, December 2014 IEAC Progress Report on the College Strategic Plan 2011-2016) During the fall, IEAC members gather the necessary data to address the SP's goals. After review and discussion, a final report is typically given to Cabinet by the end of the fall semester. Cabinet reviews and responds to the IEAC in the spring semester. Depending on the nature of the feedback, where applicable, appropriate parties are identified and assigned responsibility for implementing recommended decisions/changes. Subsequent to the 2014 report, the IEAC, in consultation with Cabinet, created an executive summary chart to more efficiently capture this process and aid closing the loop. (IEAC Strategic Plan Executive Summary Chart)

2. Budget and Resource Committee (BRC)
   The BRC reviews and makes recommendations to Cabinet about the annual operating budget for the College (e.g., divisional budget requests, student fees, etc.). Recently, the BRC has been asked to prioritize and recommend strategic investment/priority needs requests from each division within the College. The BRC represents a strategic conduit for linking together assessment, planning, and resource allocation. Initial sharing of reports from BRC and several other college-wide committees with the IEAC served as a catalyst for extensive conversations within and among IEAC and BRC members and Cabinet. In February 2015, as a result of these conversations, the following documents were drafted and will be evaluated and discussed by the BRC in fall 2015 for possible implementation: Campus Planning and Resource Allocation Calendar; Budget and Resource Allocation Principles and Guidelines.

3. Enrollment Management Committee (EMC)
   The EMC monitors data related to new student enrollment, retention, and graduation rates. It makes recommendations to leaders in Enrollment Management and Student Affairs (EMSA) and Cabinet on annual enrollment targets, strategic investments, and program planning.

4. College-wide Facilities Planning Committee (FPC)
   The FPC monitors progress on the College Facilities Master Plan and makes recommendations to Cabinet at key decision points for major renovation and construction projects, some of which are critical in the context of the SP. Examples include the recently constructed Liberal Arts Building, Lathrop Hall renovation, implementation of the Residential Life Master Plan, and the impending renovation of the Albert W. Brown Building, which will house the future Academic Success Center.

5. Diversity Committee (DC)
   The DC provides leadership to the strategic direction for the College in reference to equity, diversity, and inclusion (EDI). The DC coordinates the annual Diversity Conference and provides analysis and recommendations to Cabinet derived from key performance indicators (KPIs) related to EDI. In April 2015, in response to the campus climate survey recommendations (discussed in more detail on Pg. 23 below) and awareness of the changing demographics of the student body at the College, the Provost asked the DC to reassess its roles and responsibilities with implementation in fall 2015.

6. General Education Assessment Committee (GEAC)
   The GEAC, which is a faculty-based committee, is responsible for sustaining the progress of general education assessment by developing an assessment plan for the College and supporting the implementation of the general education initiative. In May 2015 the committee finalized and submitted a college-wide general education assessment plan and a list of recommendations to the Provost. In addition, a subcommittee developed general education rubrics, closing the loop documentation forms and recommended website revisions. Five committee members (four faculty members and one administrator) participated in the AAC&U General Education Institute in June 2015, during which time they developed an action plan to support the implementation of the general education assessment plan. Faculty teams have been created for the areas chosen for assessment in the 2015-2016 academic year. Each team member received a summer stipend (provided by the Provost's Office) and training by GEAC members. The initiation of faculty teams will continue throughout the four-year scheduled general education assessment rotation to ensure appropriate faculty participation. (See Chapter 3 for additional details.)

7. Academic Program Review Committee (APRC)
   The APRC, which will be a faculty-based committee, will be charged with sustaining the periodic program review process, which is described in greater detail in Chapter 4. The APRC's main responsibilities will include implementing the revised Periodic Program Review (PPR) process and conducting an annual review of the PPR reports with suggestions for improvement to the respective programs.

B. **Task Forces and Other Groups**
   Other groups also maintain an important role in the assessment and planning environment. Internally, the College utilizes task forces and other ad hoc groups that are typically created and charged by senior leadership to study and make recommendations on specific issues of strategic importance to the College. In addition, senior leadership uses external consultants who study and advise on critical campus issues in those cases where the College has need of additional expertise and/or resources. Reports from these groups/organizations, while

often available to the campus community, typically are presented to appropriate leadership groups (President's Advisory Council, Dean's Council) and/or divisional vice president or other body (College Senate) responsible for assigning those tasks. The reports potentially inform institutional actions and resource allocation. Recent examples include several subcommittees assisting the Institute for Engaged Learning (IEL) (High Impact Practices Subcommittee; Service Learning Subcommittee) and Rankin and Associates, a campus climate consulting organization. Some of their accomplishments are presented in Section IV, which starts on Pg. 19.

C. **College Unit-level Assessment**
Another locus of assessment at the College is unit-level, both administrative (administrative refers to college units that are administrative and educational support units) and academic; both are very similar in their objectives and reporting. There are two layers to these efforts (**annual assessments** and **comprehensive periodic unit assessments**) representing different scope and time spans.

Both administrative units and academic departments have been doing annual assessments for some time. Historically, academic departments have engaged in periodic reviews; more recently, the College initiated a periodic assessment process for administrative units. Annual and periodic assessments are reciprocally related to one another. Annual assessment work feeds into the periodic assessment in part by providing evidence of assessment and closing the loop results. The periodic unit assessment process serves as a springboard for further development of the annual processes that drive resource allocation/reallocation and prioritization within the division. Due to its recent implementation, administrative unit assessment is summarized in some detail below while more complete descriptions of academic unit assessment are discussed in Chapters 3 and 4.

1. Administrative Unit Assessment
   a. Annual Unit Assessment
      Units produce annual reports that document assessment efforts highlighting KPIs, providing examples of closing the loop, and making connections between unit goals and the SP. These reports are presented to the appropriate personnel in the organizational chart and ultimately to the vice president of the division in which the unit is located. The reports inform decisions related to potential reallocation of existing, or requests for new, resources within each division. Examples may be found in Section IV. B, which starts on Pg. 24.
   b. Periodic Administrative Unit Assessment
      In Fall 2014 the College introduced a comprehensive quality and improvement assessment process entitled Periodic Administrative Unit Assessment (PAUA), the purpose for which is continuous assessment of administrative and educational support units. This process enables administrative units to assess the effectiveness of their operations on a five-year schedule (Administrative Unit Assessment five-year schedule). The Director of Assessment chaired the IEAC Administrative Assessment Subcommittee, which is comprised of representatives from various administrative units. This subcommittee worked with the Director to establish the administrative units to be assessed on the five-year schedule as well as the self-study format. As of summer 2015, six administrative units (Campus Recreation, Facilities and Planning [Maintenance], Student Learning Systems, Student Learning Center,

Division of Advancement [Comprehensive Campaign], and Undergraduate Admissions) have completed the periodic administrative unit assessment process.

There are several components to this assessment process:

i. Unit Assessment/Self-Study
The PAUA is a candid and comprehensive assessment process which includes documentation of the unit's mission statement and its link to the College Mission and the SP, unit goals and measurable outcomes, and strengths and weaknesses. Selected goals and desired outcomes are assessed using a variety of tools and/or existing metrics (including direct and indirect measures) and an analysis of assessment results is included. Three electronic templates ([PAUA Templates](#)) detail the information that units need to complete for the unit assessment. Those templates are as follows:

- Administrative Unit Assessment (Document 1): This template guides the unit through the narrative portion of the process (unit profile, audit of resources, and administrative assessment summary).
- Administrative Assessment Documentation (Document 2): This template is used to guide the unit with articulation and documentation [identification of the goal and outcomes for assessment, demonstration of alignment to the College Mission and SP with the selected goal(s); data sources, method(s) of data collection; assessment results; dissemination of results and key finding(s)] of the assessment process for each goal assessed.
- Closing the Loop Documentation (Document 3): This template is designed to document the unit's action plans based on assessment data, the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and additional key findings. This document is kept on file in the OAA as well as the respective administrative unit office, and it provides for updates each semester regarding the status of the action plans.

ii. Final review and recommendations:
Results of the PAUA are presented in a preliminary report which is reviewed by the unit's administrative team and staff from the OAA no later than the end of April. Upon approval, a final report is made available to the division vice president. The division vice president (or his/her designee), unit administrative team, and Director of Assessment will receive the final report with the agreed upon recommendations by the end of September. Unit assessment/self-study information, as well as annual reporting processes are presented to senior level leadership to inform departmental, divisional and institutional decisions to achieve goals and outcomes. This is an accountability measure to ensure that units are making sufficient progress toward goals which are aligned with divisional and institutional goals and outcomes. The OAA will follow up with the unit each semester to ensure the action plans are implemented. ([PAUA Preliminary Report Examples](#))

2. Academic Unit Assessment
The annual and periodic assessment and reporting efforts of academic units are described in more detail in Chapters 3 and 4.

IV. Accomplishments

This section focuses on the three key components for assessing the College's institutional effectiveness: strategic plan assessment, unit level assessment, and the assessment of student learning.

A. Progress on Strategic Plan

The IEAC monitors College progress on the SP goals. Using a variety of assessment results, the IEAC found that the College has accomplished four of 19 specific SP goals. The SP also contains roughly 6 or more "global measurable outcomes." The College performs well on three of these outcomes: better than predicted retention and graduation rates (see Pg. 11 in December 2014 Strategic Plan Progress Report), and satisfactory NSSE scores on select indicators. Regarding this last outcome, NSSE results reveal general satisfaction scores remain stable over time and virtually the same as those in three external comparison groups for the 2014 results. The College witnessed gains between 2008 and 2014 in four of five faculty-student engagement indicators. Finally, items tapping a supportive campus environment show either stability over time or slight to moderate gains. 2014 figures for both faculty-student engagement and supportive campus environment items are also either identical to or slightly better than one or more of the College's external comparison groups.

The IEAC has recommended that the remaining three global outcomes be removed. It is not clear how two of them ("efficient and effective policy and process environment to support the College Mission" and "reputation as a 'best practice' institution") could be assessed. The third involves improved U.S. News & World Report rankings. Such rankings garner a lot of attention, but the methodology used to produce them continues to change, thus making comparisons over time difficult at best. The Cabinet agreed with these recommendations, but encourages units to continue to focus on their "policy and process environment" and document in their annual reporting any honors and recognition that serve as emblems of reputation.

More generally, assessment results generated via the IAS were also used to revise goals and metrics where appropriate for future assessment and to strengthen planning and allocating resources to further support College SP goals. Specific examples of these efforts follow in the summary table below.

Selected Examples of Actions on Strategic Plan Goals

	Strategic Plan Goal	Actions Taken	Current Status
	Goals Accomplished		
	1.2 Grow and sustain Living Learning Communities.	Developed advisory board to monitor growth and quality.	Goal accomplished.
	4.1 Implement engagement practices into all four years of the leadership program.	Developed activities to support student learning in all four years of the program.	Goal accomplished.
	4.3 Complete the full launch of the Institute for Engaged Learning	Created position for Assistant to the Provost for Applied Learning. Sent leadership team to WACE Institute for High Impact Experiential Education for strategic planning around undergraduate research, internships, and service learning.	Goal accomplished.
	9.1 Launch & complete the $25M comprehensive campaign.	Raised over $26M.	Goal accomplished.
	Key Examples of Goals In Progress **These enumerated goals and outcomes are discussed in detail following this chart.**		
** A.1.a A.1.b.	1.1 Increase service learning within the curriculum.	Subcommittees collected data and reported on existing College efforts and recommended a variety of actions.	Increased funds available for student research opportunities and for faculty wishing to incorporate more service learning opportunities in classes.
A.2	2.2. Increase programmatic accreditation where available.	College continues to invest human and financial resources to support accreditation.	Seven programs applied for reaccreditation since 2012 Self Study.
A.1.c	3.1 Increase student involvement in faculty scholarship		Number of students engaged in undergraduate research activities increased year over year
A.1.d A.1.e	3.2 Incorporate high impact practices in curriculum.		Established database of courses' high impact activities
A.3	4.2 Complete Academic Success Center.	After delay, resources acquired from a special state allocation.	Created Academic Success Center Planning Committee in 2014.

	Strategic Plan Goal	Actions Taken	Current Status
A.4	4.4 Increase diversity across all populations of the campus.	Increased workload relative to increasing student diversity. Completed Campus Climate Study (CCS); recommendations made	Title IX Coordinator hired Following up on CCS recommendations by 1) Revising orientations for new faculty, staff, and students and 2) Exploring viability of "common hour"
A.5	Global measurable outcomes associated with NSSE.	Expanded use of NSSE results to aid in assessment of strategic and unit goals.	The 2014 NSSE results that related to SP Goals were included in the 2014 Progress Report.
A.6	Global measurable outcomes associated with retention and graduation rates.	Reviewed trend data for retention and graduation rates and revised strategic plan targets for same	Enrollment Management Committee received Cabinet support to revise the SP retention and graduation rate goals.

1. Continued Progress on Goals Related to High Impact Practices (both academic and co-curricular [referred to subsequently as HIPs/CHIPs respectively]).
   Since 2009, nearly one-third of the SP goals are devoted to promoting student participation in HIPs/CHIPs with the creation of the IEL. The College has invested both human and financial resources in a variety of initiatives to foster cross-divisional involvement. The College commitment is guided by research demonstrating the benefits of such activities and the SUNY strategic plan emphasis on applied learning (a term that subsumes many high impact practices). Continued developments since the February 2014 Monitoring Report are provided here:
   a. As reflected in the 2014 NSSE data, the College has some of the highest levels of involvement by both first year and senior students in community-based and service learning compared to other SUNY comprehensive colleges.
   b. The IEL increased its service learning grant awards to faculty by over 30% from $5,250 in 2013-2014 to $7,000 in 2014-2015.
   c. Increased funding and student participation in the Summer Undergraduate Research Program, demonstrating College investment in this activity.

Students and Dollars involved in UG Research

Date	Number of Students	Dollars Awarded
Summer 2015	28	$66,675
Summer 2014	21	$45,280
Summer 2013	22	$44,640
Summer 2012	16	$38,080

   d. Collected baseline data from multiple sources (i.e., student academic records, NSSE, and faculty activity reporting system) to monitor future progress.

e. New leadership for the IEL was identified in summer 2015. Priority has been given to enhancement and reporting of applied learning activities such as internships, undergraduate research, student employment, service learning and community service. A cross-divisional team attended the 2015 WACE Conference. WACE is an international organization dedicated to developing and advocating for cooperative and work-integrated educational programs that has partnered with SUNY to advance this work. A report with recommendations for action by the IEL and several departments closely tied to its work (e.g., Career Services, Community Development, Research and Sponsored Activities) is forthcoming.

2. Maintain programmatic accreditation; seek new accreditation as opportunities become available.
The College continues to achieve and build quality academic programs through national and professional accreditation processes. Brockport is accredited by the Middle States Commission on Higher Education and 13 professional accreditation organizations: The College at Brockport National Accreditation Bodies.   The College is assessed by these organizations on a regular schedule and responds to recommendations accordingly. Those programs that have undergone accreditation reviews since the 2012 Middle States Self-Study include the following:

a. **The School of Business Administration and Economics**
AACSB (Association to Advance Collegiate Schools of Business) – Reaccreditation completed in 2013.

b. **Public Administration**
NASPAA (National Association of Schools of Public Affairs and Administration) – Reaccreditation completed in 2013.

c. **Computer Science**
Advanced Computing Track and Computer Information Systems – ABET (Accreditation Board for Engineering and Technology) – Successfully completed self-study and site team visit October 2014 – Reaccreditation completed in August 2015.

d. **Nursing**
CCNE (Commission for Collegiate Nursing Education) – Successfully completed self-study and site team visit November 2014 – Reaccreditation completed in May 2015.

e. **Dance**
NASD (National Association of Schools of Dance) – Successfully completed self-study and site team visit April 2015; waiting for final decision from NASD on reaccreditation decision.

f. **Social Work**
CSWE (Council on Social Work Education) – Successfully completed MSW self-study and site team visit Spring 2015; waiting for final decision from CSWE on reaccreditation decision.

g. **Theatre**
NAST (National Association of Schools of Theatre) – Successfully responded to concerns from a 2012 site visit and received renewal of membership in March 2015, effective 2012, with next renewal in 2022-2023.

3. Continued progress on the Project for Establishing an Academic Success Center.
   With a financial contribution from the New York State Assembly, the College has been able to advance the development of the Academic Success Center project, which had been stalled due to lack of funding. Several task force reports have identified this work as an institutional priority. ([Academic Success Center documentation](#)) In January 2015 the Provost and the Vice President for Enrollment Management and Student Affairs appointed and charged the Academic Success Center Planning Committee to continue studying the physical space and propose changes to the process, policies, and organizational structure related to the promotion of students' academic success which, in turn, can improve retention and graduation rates. Project completion is slated for December 2017.

4. Completed the Campus Climate Study Project.
   To support goal accomplishment of the Diversity SP 2011-2016 and the College SP 2011-2016, a campus climate study was completed. The College hired Rankin and Associates, a climate consulting firm, to conduct the study and a Campus Climate Task Force was formed to assist in the project. The survey was administered in fall 2013 and results were disseminated in spring 2014. The task force then hosted campus forums in fall 2014 to gather feedback on the report and to help set action priorities. Feedback was reviewed and reported to Cabinet. As a result, in a letter to the College community in winter 2014, the President announced the following action items: hire Title IX Coordinator (started May 2015); enhance orientations for new faculty, staff, and students, especially transfer students (begin fall 2015); and explore the viability of establishing a College "common hour" (task force established spring 2015). The Campus Climate data was also used at departmental levels, specifically in Residential Life/Learning Communities, to enhance gender inclusivity on campus through improvements related to gender inclusive housing policies and processes.

5. Expanded Use of NSSE Results to Aid Assessment of Varied Strategic Plan Goals.
   In its 2014 Strategic Plan Progress Report, the IEAC recommended expanding the range of NSSE items used for assessment since the initial creation of the Strategic Plan. These data constitute either direct or indirect assessment evidence, depending on the combination of specific outcome of interest and NSSE item used (e.g., direct if measuring student satisfaction, indirect if measuring student learning). NSSE items can aid assessment of various goals, including those related to general education, faculty/staff-student engagement, and diversity. Since 2008, NSSE results show significant gains in students' participation in many HIPs activities and a smaller increase in the frequency with which students have interacted with others of a different race/ethnicity. However, students' ratings of how much the College has contributed to their knowledge and skills relevant to general education (e.g., writing, speaking) show some decline over this same period. In all cases, 2014 results are similar to SUNY peers, institutions in the College's Carnegie class, and an aspirant peer group.

6. Revised Strategic Plan Goals for Retention and Graduation Rates.
   After reviewing retention and graduation rate trend data, the IEAC recommended, and
   Cabinet concurred, that goals set for these rates at the inception of the SP be revised
   (2013 Strategic Plan Progress Report, Pg. 21). This task was given to the EMC who used
   analyses provided by RAP to set new retention and graduation goals which were then
   included in the 2014 Strategic Plan Progress report. In similar fashion, the College has
   revised its aspirant peer group as a result of analyzing IPEDS data for institutions that
   had similar input parameters (e.g., sector, size) but more positive outcome measures.
   This was used as one of the comparison groups for the 2014 NSSE reports.

RETENTION RATES	Cohort Entering Year					
	2011	2012	2013	2014	2015	2016
Predicted	76%	81%				
Original Goals	85%	85%	87%	87%	87%	
Revised Goals				**82%**	**82%**	**83%**
Actual	81%	81%	82%	83% (prelim)		

GRADUATION RATES	Cohort Entering Year					
	2005	2006	2007	2008	2009	2010
Predicted	63%	64%	66%			
Original Goals	66%	68%	71%	71%		
Revised Goals					**66%**	**66%**
Actual	66%	67%	67%			

B. Unit Level Assessment

The following presents some key accomplishments stemming from either annual or periodic
administrative assessment processes across the College.

1. Annual Administrative Unit Assessment

   a. Welcome Week
      Annual assessment of the new student welcome programs by Student Union and
      Activities has resulted in multiple improvements to engage students and to impact
      their student learning. Examples include the move of academic convocation from
      Sunday to Friday, increasing faculty participation and to serve as a more symbolic
      kick-off to the students' career at the College; integration of the introduction to the
      first-year experience class and the community service activity reflection; and further
      refinement of the educational programs related to sexual assault, intimate partner
      violence, and healthy decisions related to alcohol and other drugs to ensure student
      learning.

b. Living Learning Communities (LLC)
   The LLC Program is housed within the Office of Residential Life/Learning Communities. This program has grown exponentially in its seven years of existence specifically related to the number of LLCs offered, student participation and faculty/staff participation. The Office of Residential Life/Learning Communities used results from the mid-year residential survey and focus group discussions to move the physical location of LLCs to be dispersed across campus. The results have provided additional data to support the strategic goal of implementing a master plan for residential facilities. The LLC Program continues to be a point of pride for the College as a result of increased student participation, faculty involvement and academic partnerships.

c. eProcurement
   SUNY campuses in western New York and SUNY System Administration's Office of Business Operations and Procurement are working collaboratively to transform the current SUNY Procurement environment from its heavily transactional state to one that is conducive to more strategic activity. The goal is to optimize SUNY procurement processes so that procurement staffs are able to spend more time on higher level activity such as: strategic sourcing, including spend analysis; procurement development; and contract negotiations. Data collected revealed that currently almost two-thirds of staff time is devoted to transactional activity. As a result of this analysis, a formal SUNY Western New York Campus Collaborative RFP for eProcurement Software Solution and Related Maintenance, Support and Professional Services was issued, and the vendor selection process is being finalized for the 2015-2016 fiscal year. Estimated savings from eProcurement for the College range from $385.5K to $1,157.4M.

d. Human Resources Service Delivery Initiative
   An operational assessment of the College Human Resources (HR) Office based on data analysis and institutional risk was conducted which resulted in a proposal to reengineer practices and/or establish structures, systems, processes and policies as well as establish priorities and goals. The College commissioned an external review between March and June of 2014 to conduct extensive research. The results informed the work of a team of HR and campus leaders (convened in March 2014) who have been meeting biweekly since that time to develop working plans and recommendations for making operational changes and improvements to the HR organization. This work is ongoing for the 2015-2016 fiscal year and includes, among other things, the restructuring of the HR Office, redesigning and streamlining of strategic recruitment and retention processes, development of short- and long-term recruitment strategies, and enhancing procedures for search committee development and orientation

2. Periodic Administrative Unit Assessment Summaries from 2014-2015

   a. Student Learning Systems
      Overview: The Student Learning Systems Team is responsible for all activities required to support the Learning Management Platform including applications, systems, database and user support. (PAUA – Student Learning Systems)

      Assessment Description: The assessment focus involved the SUNY standards for the prescribed phase-in of Blackboard LMS (Learning Management System) for a pilot faculty cohort (12) and pilot courses (24); and a second faculty cohort (50) and second cohort of courses (100). Additionally, for the second cohort, an evaluation of the quality of the Blackboard training program was administered.

      Results: The metrics for both outcomes involving the SUNY standards for the prescribed phase-in of Blackboard were exceeded. However, the qualitative faculty-opinion survey yielded the following areas of concern:
      i. Pace of the workshops;
      ii. Language used in the workshops; and
      iii. Clarity of the workshop presenter.

      Dissemination of results: These key findings were disseminated in report format and discussed among members of the Student Learning Systems Team during weekly project meetings. Additionally, the findings were delivered in presentations to the College Technology Council and the Library, Information, and Technology Services (LITS) staff. Campus-wide communication of key findings was presented in the Daily Eagle, the College e-newsletter.

      Action plan summary: After the dissemination and discussion of the assessment results, the unit team decided to continue with the assessment process for the final implementation phase of Blackboard in fall 2015 with the following methods:
      i. Professional staff members received presentation coaching from a faculty member in the Department of Theatre to enhance the quality of communication. Several changes were made to the training sessions based on data received in the survey. A reassessment of the changes will occur at the conclusion of the next training cycle in fall 2015.
      ii. The Student Learning Systems Team added a qualitative survey to measure faculty success with training and adoption.
      iii. The Student Learning Systems Team will continue to explore opportunities to seek student feedback and to measure their success with the transition to Blackboard after the 2015 fall semester.

b. Advancement (Comprehensive Campaign)
   Overview: The College's Division of Advancement focuses on the planning and raising of private support from a variety of sources (i.e., alumni, faculty/staff, emeriti, organizations and parents) through major gifts. (PAUA – Advancement)

   Assessment Description: Advancement's assessment goal involved the comprehensive fundraising campaign and quantitative outcomes based on the following segmentation:
   i.   Student Support and Enrichment
   ii.   Faculty, Schools and Support Program
   iii. Campus Facilities and Enhancements
   iv.   The Fund for Brockport
   Additionally, a feasibility study was implemented among campaign donors to determine possibilities for additional fundraising.

   Results: The overall results indicated the target amount and timeline were exceeded. The assessment results by segment also indicated opportunities for improvement. For example, the Division's data (dollars contributed) for the Student Support and Enrichment segment significantly surpassed goal ($17 million raised with a goal of $12 million) while the Faculty, Schools and Support Program's segment fell below expectations (raised $6.3 million of $9.0 million target).

   Dissemination of results: The key assessment findings were disseminated to the following College constituents between February and March 2015:
   i.   Foundation Board
   ii.   College Senate and College Council
   iii. Alumni Board
   iv.   Brockport campus via Daily Eagle
   v.   Mass alumni base via Campaign website

   Action Plan Summary: Based on assessment results and feedback, the Division of Advancement team agreed on a multi-faceted action plan which includes the following highlights:
   i.   Revamping of internal processes (i.e., implement Academic Works for scholarship process with user feedback and align with agreements).
   ii.   Create scholarship policies and procedures document.
   iii. Enhance relationships with alumni through a series of events and communications.
   iv.   Determine future funding priorities among the five schools and the graduate school.
   v.   Develop improved metrics for leadership giving on campus.

c. Student Learning Center
   Overview: The Student Learning Center (SLC) reports to the Vice Provost for Academic Affairs. Productive and trusting relationships with faculty, tutor training in current learning center pedagogies, and highly qualified student tutors contribute

to the unit's success. Assessments are implemented each semester within the SLC to ensure improvement of service delivery.

Assessment Description: Based on current assessments, the SLC Director and staff focused on the goal of "providing academically enriching experiences outside of the classroom." Two outcomes were identified for assessment by students and tutors: 1) Evaluation of tutoring services using a Likert-type scale survey with 11 items; and 2) Identification of environmental factors to improve service delivery and quality of place using two open-ended questions.

Results: Key findings for Outcome #1 - Evaluation of tutoring services indicated that students believed tutoring helped improve their grades; students learned writing and/or problem-solving strategies; and they felt a high degree of confidence in their tutors' knowledge and competence and indicated their tutors are following protocol designated by the SLC.

The tutors' responses indicated that they experience a deeper understanding of the subject they tutor and the study strategies they teach; observe improvement in their students' problem-solving and study strategies; and understanding the relationship between the SLC mission and the College Mission as they relate to student success.

Key findings for Outcome #2 - Identification of environmental factors to improve service delivery and quality of place indicated that tutors felt the SLC would be more effective with break-out rooms for small group tutoring. Additionally, some tutors favored tutoring one-on-one in small rooms.

Dissemination of Results: The key findings were disseminated through paper reports and discussion with the Vice Provost, the SLC staff, tutors, groups of students during tutor training, and other external stakeholders, including area transfer student professionals and high school guidance counselors.

Action Plan Summary: Several of the SLC's action plan recommendations are listed below:
i.   Begin to distribute student surveys in the third week of the 2015 fall semester to increase the total number collected.
ii. Collect student testimonials and publish on the SLC web site.
iii. Update SLC mission (has not been updated since 1999).
iv. Run focus groups with tutors to discuss tutoring pedagogy.
v.   Charge focus groups (student and tutor) to also discuss quality of place needs and disseminate the findings to the Academic Success Center Planning Committee.
vi. Develop a succession plan for the staff.

    d. Campus Recreation

Overview: The Campus Recreation unit resides within Enrollment Management and Students Affairs. The assessment goals were derived from the unit strategic plan, developed in 2013, which is closely aligned with the College SP.

Assessment Description: The Campus Recreation assessment plan featured two goals: 1) Demonstrate increased knowledge and confidence of student employees through an employee training program; and 2) increase the number of student employees to reflect the diversity of the student population.

The assessment measures were both quantitative and qualitative. They included demographic data of student employees, peer evaluations connected to the employee training program, and personal interviews.

Results: Campus Recreation met or exceeded their goals. One hundred percent of the Campus Recreation student employees were trained through The All Employee Training Workshops. Ninety-eight percent of their student employees succeeded in passing the Aid/CPR/AED training on their first attempt. The unit increased the percentage of underrepresented College at Brockport students from 11% to 12.6% in the past year.

Action Plan Summary: Campus Recreation's action plan included the following:
    i. Increase the number of "red shirt" drills to test students' emergency preparedness skill throughout the year.
    ii. Develop a more consistent performance method/evaluation for all student employees.
    iii. Identify and encourage underrepresented students already employed within Campus Recreation to apply for positions in promotional areas.

C. Student Learning Assessment

Specific assessment results documenting evidence of student learning, related to both institutional learning outcomes and program-specific outcomes, are provided in Chapters 3 and 4. These results reveal both progress on outcomes and areas for continuous improvement.

Moreover, the College has clearly invested financial and human resources to support teaching and learning in and out of the classroom in furtherance of the College Mission and SP goals. Examples include:

1. Creation and staffing of the Office of Accountability and Assessment.

Student learning assessment is coordinated, in collaboration with faculty and administrators, with the Office of Accountability and Assessment. To ensure integration at an institutional level, the Director of Assessment serves on the Academic Affairs Leadership Team and the Deans Council. Assessment is a regular agenda item for both groups. (AALT Meeting Agendas) The Director discusses each area of assessment

(general education, program, and administrative) so all deans and directors are continuously informed and discussions span across a wide sector of the College community.

2. Since 2010 the Enrollment Management and Student Affairs Assessment Team has identified assessment coordinators for each unit who meet monthly to collaborate on projects, build competency, and share assessment results and closing the loop activities.

3. Financial and human resource support for seeking accreditation for academic programs, which is part of the College SP goals.

4. Work of the Center for Excellence in Learning and Teaching (CELT) has been important in supporting faculty through an active annual program of small group "Brown Bag" faculty presentations ranging from discussions of books related to pedagogical techniques, to theoretical discussions of teaching and learning. Each year a major speaker and nationally-recognized workshop leader is brought to campus to work with faculty on topics such as active learning and critical thinking. A thriving program of faculty learning communities is organized by faculty on topics of interest and supported by stipends to participants. CELT also organizes the Faculty Staff Technology Innovation Grants awarding approximately $65,000 to faculty and staff each year. ([CELT Brown Bag Discussions Fall 2015](#))([CELT Annual Reports](#))

5. The Provost's office has made funds available to support closing the loop activities by academic units and established in CELT a CELT Assessment Fellow whose purpose will be to support CELT and the College's assessment program by helping faculty learn about developing, measuring, and analyzing learning outcomes.

6. Continued progress on the Academic Success Center.

7. Sponsorship of faculty and staff to attend assessment conferences and workshops:
    a. Middle States "Assessing the Assessment"
    b. Middle States Annual Conference 2014
    c. SUNY "Enhancing Excellence in Assessment" Conference
    d. AAC&U Institute on General Education and Assessment
    e. Western New York Assessment Consortium
    f. Tk20 Conference
    g. Drexel Assessment Conference
    h. AAC&U Integrative Learning Institute

8. Hosting of the fifth annual Western New York Assessment Consortium for enrollment management and student affairs professionals in June 2015. Brockport has been the host for four of the five years.

Programmatic and general education assessment results regarding student learning are integrated into the budget planning and resource allocation cycle through structured processes. Assessment data is used to justify curricular changes, requests for staffing and facilities and other resources. Deans can provide funds based on assessment results at any time, as can the Provost. The Provost and Deans use recommendations from assessment

processes (as well as other data) to develop their budget requests for presentation to the BRC. The assessment process thus informs planning and allocation of resources in a variety of ways.

V. Recommendations

Recognizing that the effective integration of assessment, planning and the distribution of resources (financial, human, technical, physical, or other) is critical for the IAS, the following recommendations are made. These efforts are key in a challenging fiscal environment as the College decides where to invest, reallocate, or look for efficiencies in support of fulfilling the College Mission.

A. Refine roles, including possible integration, of IEAC and BRC. Leadership of the two committees will work on this in fall 2015 and prepare recommendations for the improved integration of these groups by January 2016. This plan will allow the new president of the College the opportunity for full review, input, and implementation as appropriate.

B. Revise the timeline of IEAC strategic plan progress-reporting to Cabinet. This will ensure reporting, feedback, and subsequent follow-through to inform the budget presentations to BRC in spring. The IEAC will review the schedule immediately this fall and make recommendations to Cabinet by October 31, 2015.

C. Continue to refine systematic processes for dissemination of information to promote the coordination and integration of major components of the IAS (e.g., standing committees, task forces, etc.). The IEAC will discuss this and have recommendations ready by January 2016.

D. Engage in the process for creation of a new Strategic Plan during 2015-2016, led by President Heidi Macpherson.

Chapter 3: Standard 12 – General Education Assessment

SUMMARY CHART OF INFORMATION CONTAINED IN THIS CHAPTER

TEAM REQUIREMENT	ACTION TAKEN/EVIDENCE	PAGE NUMBER
Continue implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning.	1. New rubrics developed for Fine Arts, Humanities and Social Sciences.	1. Pg. 32
	2. Used new rubric to assess Social Science knowledge area courses.	2. Pg. 32
	3. Administered CLA to first-year students fall 2014 and spring 2015.	3. Pg. 33
	4. Continued College Composition and Mathematics annual assessments.	4. Pg. 33
	5. Continued Scientific Method assessment.	5. Pg. 33
	6. Senior Writing Assessment in Contemporary Issues courses.	6. Pg. 33
	7. CELT sponsored Summer Institute on Integrative Learning with Sessions on Integrative Learning rubric and Senior Writing Assessment Project results.	7. Pg. 37
	8. General Education Innovation Team developed an Integrative Learning rubric for Contemporary Issues courses.	8. Pg. 41
	9. Closing the loop funding for General Education.	9. Pg. 43
Create an oversight structure for general education assessment to enhance the integration of assessment information within the respective institutional learning outcomes.	1. Restructured General Education Administration with four distinct tasks: ensuring access, fidelity, assessment, and innovation.	1. Pg. 40
	2. General Education Assessment Committee develops new assessment plan, tools and resources.	2. Pg. 41
	3. General Education Innovation Team led focus groups and campus discussions around proposed "Essential Learning at Brockport"	3. Pg. 41
	4. General Education Innovation Team piloted Senior Writing Assessment Project and made recommendations for closing the loop actions.	4. Pg. 41
	5. Brockport Team attended AAC&U 2015 Summer Institute on General Education and Assessment.	5. Pg. 42

Monitoring Report Visiting Team recommendation regarding Standard 12:

> The College should continue its implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning. The College should create an oversight structure for general education assessment to enhance the integration of assessment information within the respective institutional learning outcomes.

I. Overview

The College continues the implementation of assessment in the General Education Program (GEP). Since submission of the February 2014 Monitoring Report, the College has made several changes to better sustain and improve assessment processes. Assessment results show that students are making satisfactory progress in several key areas of the GEP requirements, but there are areas to strengthen. Assessment results are being used to enhance teaching and learning, but the College intends to more systematically use results to increase student success. This chapter describes these efforts and concludes with recommendations.

II. The General Education Program (GEP)

The College at Brockport GEP provides a common foundational education experience for all students. Although the GEP has undergone some revision over the years as the College faculty and/or SUNY Board of Trustees reflect on key requirements, the GEP continues to engage students in a number of areas agreed upon by the higher education community of what liberally educated students should know and be able to do.

Currently, the GEP combines seven subject areas and two competencies from the SUNY Trustees' approved General Education Requirements ([SUNY General Education Requirements](#)) with four "local" requirements. The resulting GEP structure emphasizes core skills, foundational knowledge, critical perspectives, and the ability to integrate and apply learning which are central to a quality college education and also enhance student success in the student's major program of study and beyond. The GEP structure is consistent with and reinforces the major goals of the College's mission and SP and specifically the goal of supporting student learning. The following outlines the specific requirements:

SUNY Subject Areas
- Basic Communication (Written and Oral Communication)
- Mathematics
- Foreign Language
- Social Sciences
- The Arts

- Humanities
- Natural Sciences

SUNY Competencies
- Critical Thinking
- Information Management

Brockport Local Requirements
- Academic Planning Seminar
- Perspectives on Gender
- Diversity or Other World Civilizations
- Contemporary Issues Course

Specialized Pathways through the General Education Program
Two specialized pathways through the GEP have been created for students in the Honors
College and Delta College.

Delta College Program
The Delta College Program is an alternative to the College's traditional GEP. Delta College
offers an interdisciplinary approach with specialized courses that integrate across the arts,
humanities, social sciences, and natural science requirements. Selected GEP SLOs are assessed
on an annual basis.

The Honors College Program
The Honors College Program provides an enriched program of study and fosters a dynamic
learning community for academically talented undergraduate students. There are two "tracks" of
Honors curriculum. Both tracks require Honors seminars, which are Honors-specific versions of
General Education courses and satisfy College GEP requirements.

Transfer and General Education Requirements
The College GEP requirements are different for students entering Brockport as freshmen
("native") and those students transferring from another institution to the College. While
freshmen must complete all of the GEP requirements, transfer students can have many General
Education requirements met or waived depending on the evaluation of courses taken at other
colleges. The requirements are summarized in the table "General Education Requirements
Effective Fall 2011." (Brockport General Education Requirements)

All requirements are included in the College's general education assessment process. The
College's high proportion of transfer students and their varied educational backgrounds before
coming to Brockport can present difficult issues in the interpretation of assessments completed
at Brockport and in making meaningful decisions about actions to be taken for improvement.

II. Organizational Changes and Other Improvements Made to Sustain the Assessment of General Education

Listed below are some of the changes implemented since the submission of the February 2014 Monitoring Report to further sustain and strengthen the GEP and its assessment. More detail is provided throughout this chapter's narrative.

    A. Establishment of the Office of Accountability and Assessment to support general education assessment processes.
    B. Created a new General Education Administration model, including the establishment of a faculty General Education Assessment Committee (GEAC) to review and develop a faculty-driven general education assessment plan and supporting processes (i.e., a website, rubrics, forms, etc.).
    C. Initiation of "faculty teams" to design and implement general education area assessment on an annual basis.
    D. Participation (four faculty members/one administrator) in AAC&U General Education Assessment Summer Institute – June 2015.
    E. Created new General Education Assessment website.

IV. General Education Assessment Plan (General Education Assessment Plan)

Formal assessment processes for the traditional GEP have been implemented since 2007 and continue to be reviewed and improved. In 2012-2013 the Honors College and Delta College Programs developed new assessment plans which include General Education Student Learning Outcomes (SLOs) and began implementing them in 2013-2014.

Institutional SLOs and General Education Assessment
The College's institutional goals for academic assessment have long been guided by the Institutional Student Learning Outcomes (ISLOs) and are consistent with the College Mission's focus on student success. Reflecting the College's commitment to best practices to advance that mission, the ISLOs developed in the undergraduate experience are based on the framework of the AAC&U's Liberal Education and America's Promise. These ISLOs are assessed through both the academic program assessment system (see Chapter 4) and assessment in general education.

The College has developed a two-pronged strategy that assesses student learning in the GEP at the course level and across the college career. The assessment strategy emphasizes direct assessment of student performance using final exam performance, artifacts and portfolios of student coursework, and nationally validated instruments (e.g., CLA). Assessment rubrics were developed in fall 2014 for courses that meet the Arts, Humanities, and Social Sciences requirements; rubrics for other requirements are in development. Rubrics are used for rating student work in a number of areas (e.g., the assessment of written communication for both College Composition and a senior writing assessment project—see AAC&U Written Communication VALUE rubric (AAC&U Written Communication VALUE Rubric). Indirect evidence (e.g., NSSE) is used as appropriate.

When assessing student performance with rubrics, a minimum of two faculty evaluators assess student work and participate in norming sessions to ensure the inter-rater reliability of the assessments. In scoring students' work, all general education evaluators use the same framework for assessing proficiency in terms of one of four levels: "exceeded standard," "met standard," "approached standard," and "did not meet standard." In some instances, a numeric score is assigned to each of the four categories. Each standard correlates with proficiency levels determined by the faculty.

Course-Level Assessment
Most of the College's general education assessment measures are course-embedded and include a variety of tools such as projects, essays, oral presentations, and multiple-choice tests. The measures used are tailored to the general education area being assessed. The College has developed annual course-level assessment for student performance in ENG 112 (College Composition) and MTH 112 (College Mathematics). Since 2007, the College Composition Program in the English Department has assessed student writing by evaluating research papers using teams of readers, well-developed rubrics, and a systematic process for closing the loop. Starting in 2013-2014, the Mathematics Placement Coordinator implemented an annual assessment for College Mathematics (MTH 112) that measures students' performance in five distinct areas of mathematical problem-solving skills. Results are evaluated by Mathematics faculty and have been used to adjust content (topics) covered in MTH 112. (See General Education Assessment website: www.brockport.edu/academics/gened)

In 2011-2012 the College began to deploy a periodic assessment process for student learning for other general education SLOs. This process began with assessment of student understanding of the basic principles of the scientific method in Natural Science course offerings of the GEP. Students' understanding of the scientific method has subsequently been assessed in 2012-2013 and 2014-2015. This process was extended in 2014-2015 with an assessment of students' knowledge of core concepts and methods across Social Science course offerings in the GEP. (See General Education Assessment website: www.brockport.edu/academics/gened)

Assessment across the College Career
The College has used a number of nationally validated tests to assess critical thinking skills. Earlier assessment instruments included the California Critical Thinking Skills Test (CCTST) and the Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test. In 2010-2011, the College adopted the Collegiate Learning Assessment (CLA) to assess and compare critical thinking skills at first-year and senior levels. The CLA was administered again in 2014-2015 following the same protocols. (CLA 2014-2015 Report)

In 2014-2015, the General Education Innovation Team piloted an assessment of writing by Brockport Seniors in the Contemporary Issues courses in the GEP using the AAC&U Written Communication VALUE Rubric. The process included the use of random samples of courses and students, norming of readers for inter-rater reliability, and the use of institutional data to identify patterns of difference across types of students. The results of this assessment will be reported to the General Education Committee of the College Senate and reviewed by the GEAC. (Senior Writing Assessment Project Documentation)

V. Assessment Results

Assessment results for those key GEP requirements for which recent results are available show that students have made satisfactory progress in critical thinking, information management, and writing, although more can be done to strengthen these and other competencies and knowledge areas.

SUNY Subject Areas

Basic Communication

- **College Composition:**

    The College's Coordinator of Composition plans the assessment process with the English professors for ENG 112 College Composition. Essays were collected from all students in ENG 112 in both the spring and fall 2014 semesters. At the conclusion of each semester, students provided two versions of the essay. The first version was a draft on which they received feedback from any or all of the following: the instructor of the course, peer writing groups, SLC tutors. The second version was the revised essay in response to feedback. A random sample of 60 essays (both version 1 and 2) were selected for review. The essays were evaluated by three rubrics (one rubric per designated SLO: Basic Communication-Written). Each pair of essays (version 1 and 2) was evaluated by two instructors. The latest ENG 112 results show between 56-71% of students meeting and exceeding each of three SLOs. They are as follows:
    - Produce coherent texts within common college-level written forms
    - Demonstrate the ability to revise and improve such texts
    - Research a topic, develop an argument, and organize supporting detail

- **Senior Writing Assessment Project:**

    The General Education Innovation Team gathered a random sample of 100 student papers from 10 randomly selected Contemporary Issues courses in the 2014 fall semester. The AAC&U Written Communication VALUE Rubric was the assessment instrument used. An interdisciplinary team of 12 readers participated in a norming session and each paper was scored by three readers using the rubric. Student performance data were combined with institutional data on students to identify patterns. Quoting from the final report (SWA Final Report) : "Based on the language of the rubric, we find that [students] tend to…
    - demonstrate 'adequate consideration' or 'awareness' of context, audience and purpose,
    - use 'appropriate' and 'relevant' (and sometimes 'compelling') content to explore ideas,
    - follow appropriate expectations, relative to the writing task,
    - at least attempt to 'use credible and/or relevant sources to support ideas',
    - and use 'straightforward language' or 'language that generally conveys meaning to readers.'"

    However, transfer students generally performed slightly worse than native freshmen.

Mathematics
The 2015 spring semester was the most recent assessment period. Data were collected for arithmetic, algebra, geometry, data analysis and quantitative reasoning. None of these areas met the benchmark of 70% of students meeting and exceeding the accepted threshold. The weakest area of student performance was quantitative reasoning.

Foreign Language
The latest assessment results indicated a significant weakness in the areas of writing and reading. February 2015 (Fall 2014 Language General Education Assessment Results and Closing the Loop Actions)

Social Sciences
Political Science (PLS 112 Comparative Politics – February 2015)(2014-2015 Social Sciences General Education Assessment Results and Closing the Loop Actions)
A multiple choice assessment was given at the end of the semester, unannounced, for information covered during the first three weeks of the course. The assessment results indicated weak student performance.

Natural Sciences
Biology (BIO 111 Principles of Biology – Spring 2015) (BIO 111 Outcomes) The assessment was a quiz administered after the laboratory. Based on the results, a significant number of students approached or did not meet the criterion (10 students did not complete the assignments).

SUNY Competencies

Critical Thinking
The most recent CLA results (Spring 2015 Institutional Report) categorize seniors' mastery level as "proficient." Seniors ranked in the 67th percentile on total CLA+ score, while freshmen were in the 72nd percentile. Seniors' actual CLA+ score was just above the CLA's calculation of an expected score (1159 vs. 1154). Examining scores on the performance tasks provides more specific information. Seniors scored relatively well on "writing mechanics" (on a scale of 1-6 with 6 being the highest score, 67% scored 4-6) but less so on "analysis and problem solving" (40% scoring same), indicating a potential area to address.

Information Management
The College has required that all students, both first-time, full-time and transfer, pass a computer skills exam developed to validate competency in the basic computer operations as well as Microsoft Word, Excel and Access. Yearly pass rates have traditionally been high with 70% or more students passing the first time they take the exam. Passing the exam is a graduation requirement and all students must retake the exam until they pass. Exam preparation was originally classroom instruction, but in recent years has been tutorial. A recent change from ANGEL to Blackboard LMS has forced the College to suspend this requirement and to reconsider during the 2015-2016 academic year whether it continues to be useful.

VI. Using General Education Assessment Data to Improve Student Learning

Many of the assessment reports cited above recommended a variety of actions to improve student learning. These recommendations will be fed back into the assessment system to close the loop. Organized by GEP requirement, they include the following:

Basic Communication
College Composition: The Composition Coordinator's final report on the spring and fall 2014 assessment recommended the following based on assessment results:
Recommended Actions
- During the fall 2015 English faculty orientation, the Composition Coordinator will discuss the 2014 assessment results and focus discussion on communication of the SLO: Basic Communication-Written via the following:
  o the course syllabi;
  o class time devoted to teaching the principles and practices of writing revision; and
  o inclusion of SLO 1 (Students will demonstrate the ability to produce coherent texts within common college level forms) should be explicitly mentioned on the assessment sheet to remind students of the importance of achieving this outcome on all assignments.
- Spring semester 2016 workshop will be held by the Composition Coordinator regarding refutation and responding to secondary sources for ENG 112 faculty.

The Senior Writing Assessment Project Report made the following recommendations based on the results of the Senior Writing Assessment Project. The report will be reviewed by the GEAC.
Recommended Actions
- Articulate the particular skills and levels of achievement for writing expected of students throughout the relevant part of the General Education curriculum. To facilitate this, the College Senate General Education Committee will develop specific outcomes for written communication to attach to knowledge area and contemporary issues courses during the 2015-2016 academic year. These outcomes will be derived from the AAC&U Written Communication VALUE Rubric.
- Anticipate the needs of students admitted with lower GPAs (particularly transfers). The College will pilot a program to offer writing-intensive courses for first-semester transfer students with transfer GPAs in the lowest quartile. The vice provost's office will oversee a committee that will identify a pool of majors for the pilot project, appropriate courses, and necessary faculty development with a goal of launching the pilot in the 2016 fall semester. Reaching out to sending institutions to potentially extend this developmental model may also prove useful.
- Provide instructors across the curriculum with training on the roles of different general education courses in teaching written communication and the features of assignments that address the different skill areas. CELT (in collaboration with colleagues from the College Composition Program and Drake Library) was able to create faculty development programs and events to support this recommendation. Recent activities include the following:

- o March 27, 2015 CELT Brown Bag Discussion: "Using Senior Writing Assessment Project Results to Improve Writing Assignments" with 26 participants from 15 academic departments and 4 schools.
- o April 17, 2015 CELT Brown Bag Discussion: "How can we help students learn to use and cite evidence successfully?" with 17 participants from 8 academic departments and 4 schools.
- o June 9, 2015 Summer Institute on Integrative Learning Session: "Senior Writing Assessment Project Results" with 20 participants from 11 academic departments and 4 schools.
- o June 10, 2015 Summer Institute on Integrative Learning Workshop: "Writing to Learn" led by Curt Nehring-Bliss of Finger Lakes Community College and Bard College's Institute for Thinking and Writing.
- o 2014-2015 Faculty Learning Community on "Writing and Learning in the Disciplines" extended for a second year with 13 participants from 9 academic departments and 4 schools (~50% of faculty registered for 2015-2016 are new participants).
- o CELT will develop "Learning to Write, Writing to Learn Resources" online ("Learning to Write, Writing to Learn Resources" documentation)
- o Additional faculty development opportunities will be offered in 2015-2016.
- Consider the assessment model used in this writing project for measuring other key general education outcomes. Central features of this model include: collecting authentic student work, using a well-designed and validated rubric, norming an interdisciplinary team of raters, use of random selection of courses and students, and use of institutional data on students to look for patterns in student performance. During 2015-2016 the GEAC will identify three other General Education SLOs that should be addressed as students approach graduation and create a plan for conducting senior assessments on each over the next three years.

Mathematics
  Recommended Actions
- As a result of the assessment findings, the Mathematics Department will reconfigure the MTH 112 College Mathematics course to better meet the needs of students in this general education course.
- An action plan (scheduled for the 2015 fall semester) recommends the removal of two topics: set theory and graph theory (these topics are comprehensively covered in upper division courses for mathematics and mathematics education majors).
- The remaining course will include the following areas: general problem solving, statistics, logic, probability, and financial math. These topics will be suitable to measure the revised mathematics SLOs.

Foreign Language
  Recommended Actions
- Implement more guided practice for reading and writing in all 111 classes (Spanish, French, Japanese, Arabic, Italian and Chinese).
- Provide students with clear expectations for reading and writing skills.

- Collect data from all exams offered during the semester instead of the final exam. This will result in formative and summative assessment measures to better evaluate students' progress and overall achievement across reading and writing skills.

Social Sciences
    Recommended Actions
- Alter the testing mode to include fundamental concepts of political science and provide students an opportunity to demonstrate their knowledge. Develop some questions in a short-answer format.
- Offer students a practicum that would assist them on how to read social science texts and take notes effectively.

Natural Sciences
    Recommended actions
- Targeted models (in Mastering Biology) to enhance performance.
- Additional pre-lab work and homework assignments.
- Request closing the loop funds to create specific, repetitive targeted modules to improve student learning.
- Consider more credit for completion of work to incentivize students.

SUNY Competencies

Critical Thinking
    Recommended Actions
- Results have been reported to the General Education Committee of the College Senate. This group will review the CLA results and can be expected to generate plans to promote and advance critical thinking in the coursework of the General Education Program. This committee can recommend structural changes related to pedagogy of critical thinking in coursework. Due to the importance of critical thinking, it can also be expected that there will be a continued annual emphasis on CELT programming related to teaching critical thinking.
- Previous (2012-2014) closing the loop critical thinking activities have featured a series of workshops sponsored by CELT for faculty ([CELT Critical Thinking Workshops](#))

VII. Ongoing General Education Reform at Brockport

Creating a more cohesive and intentional GEP is a critical College SP goal. The College has devoted consideration attention to it, and the following summarizes major recent reforms.

The Office of the Provost commissioned an external review of the GEP that was completed in May 2012. This review highlighted the need to more clearly communicate the purpose of the GEP to students, faculty, and other stakeholders.   Since fall 2012, the faculty and administration have worked together toward a more integrated and intentional GEP. In support of this goal, the Provost's Office sent teams of faculty and administrators from the College to attend the

AAC&U General Education and Assessment Conference and also to the Summer Institute in 2013. The 2013 Summer Institute Team recommended the following actions:

A. Revise the institutional SLOs to more systematically define the intentions and value of the GEP as part of students' entire college education.

B. Develop authentic assessment processes that adapt the VALUE Rubrics both to assess student learning and to establish shared meaning across the institution.

C. Explore options for e-portfolios as tools to enhance student learning through reflection and feedback, to provide rich artifacts for assessment, and to enable students to communicate their personal growth learning to external audiences such as employers.

Focus on Integrative Learning
Multiple committees and teams on campus have identified the ability to integrate and apply learning to solve problems as an SLO of fundamental importance to the College's educational programs. Integrative learning across knowledge areas (Arts, Humanities, Natural Sciences, and Social Sciences) already features prominently in Contemporary Issues courses, the College's culminating GEP requirement. In response to the challenges of teaching students to integrate across knowledge areas, the College sent a team of faculty and administrators to the AAC&U's Summer Institute on Integrative Learning in July 2014. The 2014 Summer Institute Team recommended the following actions:

A. Enhance and expand offerings in the curriculum to systematically develop students' ability to integrate and apply their learning to solve problems.

B. Adapt the VALUE rubric for integrative learning to the Contemporary Issues courses and use the assessment and general education recertification processes to ensure fidelity to the learning outcomes.

C. Explore the potential for team-based integrative learning projects as interdisciplinary capstone experiences.

New General Education Administration Model
Following the appointment of a new Provost (July 2014) and the hiring of a Director of Assessment (September 2014), the College worked with renewed energy and commitment to continuously improve the GEP. Based on the need to better coordinate general education activities and feedback from Middle States, the College has created a general education administration model with four components. This model, designed to promote a cohesive and intentional program of high quality and incorporating many of the summer teams' recommendations, gives primary attention to the following major areas:

A. Course Scheduling and Communication
B. General Education Course Approval and Recertification
C. General Education Assessment Plan and Results
D. Innovation in Delivery, Assessment, and Communication

Ensuring a Quality General Education Program at Brockport
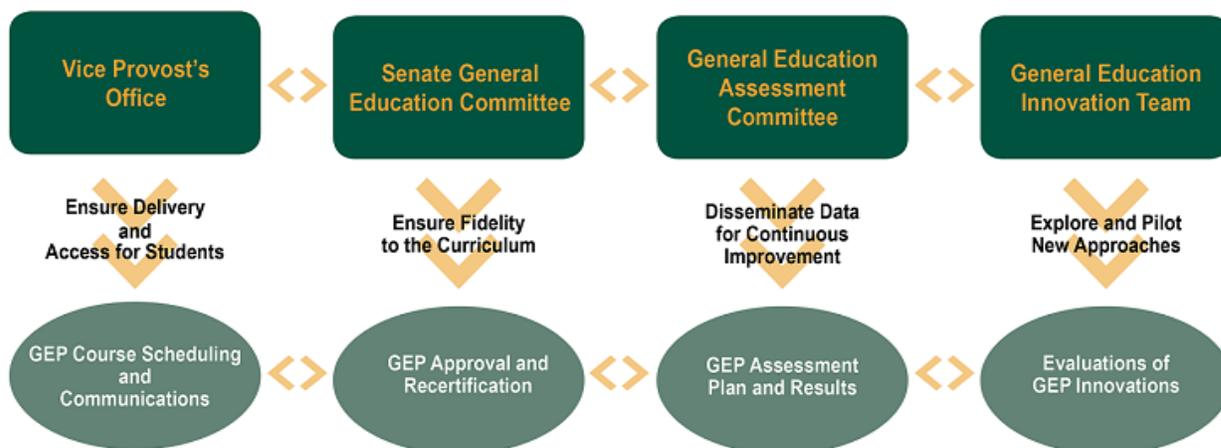
Major Initiatives since Reorganization

Senate General Education Committee
- Developed a recertification schedule of all General Education courses (Completed Spring 2015).
- Will recertify Diversity courses to maintain currency and fidelity to learning outcomes (Fall 2015-Spring 2016).

General Education Assessment Committee
- Designated leadership and developed broad faculty membership for committee. (Completed November 2014)
- Developed a general education assessment plan that emphasizes the role of faculty in assessment implementation, dissemination, and the use of assessment results to make changes that improve student learning. (Completed May 2015)
- Developed the concept of "faculty teams" for assessment design and implementation of general education assessment. (Completed June 2015)
- Develop improved assessment documentation format for General Education Subject Areas, Competencies, and Local Requirements. (Completed May 2015)
- Reviewed and recommended changes to the General Education web site. (Completed June 2015)
- Provide recommendations to the Provost for the improvement of general education assessment. (Review by Provost with feedback to GEAC September 2015)

General Education Innovation Team
- Used focus groups and campus discussion to revise institutional learning values (Completed May 2015, ready for fall review by full faculty) – Essential Learning at Brockport
- Developed a rubric to assess integrative learning in Contemporary Issues courses (Completed April 2015) – Brockport Integrative Learning Rubric

- Piloted Senior Writing Assessment Project using AAC&U's Written Communication VALUE Rubric (Completed March 2015) – Senior Writing Assessment Project Report

During 2013-2014 the Provost's General Education Team created a document entitled "Essential Learning at Brockport" which featured three themes and contained 15 learning values among those themes to specify what was important in a Brockport education (following a recommendation made by the 2012 Middle States team that the College clarify and communicate the importance of the general education values). The General Education Innovation Team used focus groups and open forums to receive feedback and make further revisions.

The current draft of "Essential Learning at Brockport" contains 10 broad learning values grouped into three themes: Confident in Yourself, Ready to Solve Problems, and Engaged in the World. The "Essential Learning at Brockport" draft will be discussed in campus-wide open forums at the start of the 2015 fall semester, at which time the next steps in the process will be determined.

Revision of Institutional Student Learning Outcomes
The College's current Institutional Student Learning Outcomes (ISLOs) combine the most important GEP SLOs with advanced accomplishment in specialized studies (i.e., majors). The General Education Innovation Team has been tasked with revising the ISLOs to more clearly communicate the overall purpose and value of college education to students and other stakeholders. Central to this task is explaining how the GEP, a major program of study, and engagement in the campus co-curriculum combine to create an overall educational experience.

The GEAC Planning Subcommittee developed the College's formal General Education Assessment Plan. This subcommittee was comprised of faculty members from the School of the Arts, Humanities and Social Sciences; the School of Science and Mathematics; and Delta College. As a result of the plan, the following was accomplished:

A. Analyzed the current state of general education assessment at the College.
B. Established mission and goals for general education assessment.
C. Developed a summary curriculum map for general education skills and areas.
D. Designed a revised general education assessment timeline and rationale.
E. Proposed general education "faculty teams" to design and implement assessments for a given cycle.
F. Designed a revised General Education Program Assessment diagram.
G. Developed a process for data collection, analysis and reporting of results.

Dissemination Mechanisms
As a result of the major work completed and the continuing progress with respect to general education assessment, reform and innovation at the College, the following mechanisms will be used to fully inform the College community of the innovative work and changes with respect to the GEP:

A. General Education Assessment website.
B. Developed a website template.
   o Created a text to assist in the completion of templates and forms required in reports for the collection of general education assessment data.
   o Recommended a list of future directions/action steps to maintain the effectiveness of the website.
   o The website was reviewed and approved by the Provost and activated in August 2015.
C. Daily Eagle (College e-newsletter)
D. Faculty teams to meet with departments.
E. General Education Assessment Committee members to inform respective programs/departments.
F. General Education Assessment Committee members to meet with all departments during the 2015-2016 academic year.
G. Development of General Education faculty forums to review results and action plans (planning to begin fall 2015).

VIII. General Education Professional Development Activities

A. Office of Accountability and Assessment orientation for GEAC members via an instructional notebook and the book *Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education* by B. Walvoord for each member. Each member was requested to read the book and notebook prior to starting work on the plan and other related activities.

B. Attendance for the two GEAC subcommittee chairs and the Director of Assessment at the "Assessing the Assessment" Middle States Workshop in March 2015.

C. Four faculty members from the GEAC and the Director of Assessment attended the AAC&U Institute on General Education Assessment – June 2015. The Brockport team developed an implementation plan and communication strategies to support the General Education Assessment Plan.

In addition to the general education assessment professional development activities listed above, the Provost has supported future professional development for the 2015-2016 academic year by providing release time for a CELT Assessment Fellow. (CELT Assessment Fellow position description)   The Assessment Fellow will collaborate with the Director of CELT and the Director of Assessment to facilitate faculty training throughout the College community. A faculty member who is familiar with both general education and program assessment has accepted the position and plans are being made for a comprehensive assessment training

calendar for faculty and staff. ([CELT calendar](#)) . The CELT Assessment Fellow will also assist with the general education faculty teams discussed earlier in this chapter.

IX. Resource Allocations to Support General Education Assessment 2014-2015

    A. The College allocated funds for General Education assessment, specifically earmarked for closing the loop efforts requiring monetary support and summer faculty team stipends: $9,600. The Provost will provide funding for 2015-2016 for closing the loop efforts.

    B. Provost's office provided funding for several members of the GEAC (four faculty members and one administrator) to attend the AAC&U General Education Assessment Institute in June 2015 for further development of faculty general education practices: $11,220

    C. Provost provides funding for CELT Assessment Faculty Fellow for faculty training: one course release plus stipend - $4,641 per semester.

    D. The College provides faculty stipends for English Composition readers/reviewers – yearly basis: $1,200

    E. The College provides funding for Senior Writing Assessment norming and reading sessions: $4,000

X. Assessing the Assessment Process

The College's General Education Assessment Plan details the plans for "assessing the assessment." A formal audit will be conducted after year one of the plan (2016) to determine the following:

    A. Completed assessments.
    B. Incomplete assessments and opportunities to complete.
    C. Strengths of the plan.
    D. Areas of improvement for the assessment plan.
    E. Student performance in relation to the assessment benchmark.

The GEAC will conduct similar assessment audits every year, although the goals will vary as general education assessment becomes part of the Brockport campus culture. Plan modifications will be implemented by the GEAC as required. These results will be disseminated via the General Education Assessment website.

XI. Accomplishments

    A. Support from CELT for ongoing general education activities (Innovations in Delivery) including assessment.
    B. Implementation of the Senior Writing Assessment via the general education knowledge area Contemporary Issues (fall 2014).
    C. Continuous general education assessment in Delta College and Honors College.

D. Implementation of faculty-driven general education assessment planning by the GEAC and the General Education Assessment Plan (May 2015); development of the General Education Assessment website; recommendations to the Provost; and "faculty teams" to plan and implement the 2015-2016 area assessments.
E. Closing the loop funding provided to general education assessment areas (2015).

XII. Recommendations

A. Implement the General Education assessment plan developed by the GEAC. (GEAC – Summer/Fall 2015).
B. Continue to develop ISLOs which are separate and distinct from the general education outcomes. Assessment of the ISLOs will provide evidence of continued growth/learning of students' knowledge and skills beyond their general education courses. (Provost's designee – Fall 2015/Spring 2016)
B. Continue to share assessment data and provide faculty training in general education assessment to ensure improvements in teaching and learning. (Ongoing)
C. Continue to explore interdisciplinary opportunities with general education courses for solid student engagement. (Director of CELT – Fall 2015/Spring 2016)

Chapter 4: Standard 14 – Assessment of Student Learning

SUMMARY CHART OF INFORMATION CONTAINED IN THIS CHAPTER

TEAM REQUIREMENT	ACTION TAKEN/EVIDENCE	PAGE NUMBER MONITORING REPORT

Documentation of assessment results that provided "sufficient and convincing evidence that students are well achieving program learning outcomes."
 	
Request by Vice President McKitrick (September 2014) to revise program review schedule to a five-year cycle and review programs, not departments.
	1. Establishment of Office of Accountability and Assessment
	   • Director of Assessment
	   • Two staff members
	   • One secretary
		1. Pg. 50

	2. Shift of focus for Periodic Program Review from department to program (Guiding Principles for Program Review revised).	2. Pg. 50
	3. Revised program review schedule to a five-year rotation (previously a seven-year rotation).	3. Pg. 50
	4. Revised program review format to include additional relevant program metrics and assessment documentation.	4. Pg. 50
	5. Year two of Dean's Forums among all schools. Presentation of annual program assessment. Dissemination and discussion.	5. Pg. 57
	6. Established an Academic Program Review Assessment committee comprised of faculty.	6. Pg. 57
	7. Faculty Assessment Fellow appointed to provide assessment training through CELT.	7. Pg. 58
	8. Allocation of program closing the loop funding for assessment action plans.	8. Pg. 58

Chapter 4: Standard 14 – Assessment of Student Learning

Monitoring Report Visiting Team recommendation regarding Standard 14:

> The College should continue its implementation of the program learning outcomes assessment process to use results to enhance teaching and learning.

I. Overview

Since its inception in the late 1980s, the assessment of student learning at the College has been the responsibility of the individual academic departments. Departmental responsibilities have included maintaining a set of departmentally-approved SLOs reflecting the chief learning objectives of the major program(s) housed in the department. Until 2012, the departments had been charged with carrying out assessment of at least one of their SLOs each year and reporting on the assessment to their faculty and to the vice provost's office. Usually the department chair, with the assistance of an assessment coordinator (for larger departments), organized the department's assessment projects. The vice provost's office provided assistance with the writing of SLOs, the selection of direct assessments and developing the forms for collecting and reporting data. The budgetary resources assigned to the vice provost's office also provided financial support for assessment through extra-service funding for faculty to work on assessment projects, travel to assessment conferences, and the purchase of testing instruments. Typically, the nationally-accredited programs were invested in maintaining assessments that would allow them to meet their accreditors' standards.

Following the 2012 Middle States visit, the request by Middle States for a Monitoring Report focused on Standards 7 and 14 brought the College to two realizations: (1) that regional accreditors had moved to significantly raise their standards for program assessment, and (2) that the College would be required to substantially increase investment in assessment processes. As a result, the College engaged in an extensive effort to revise and improve the assessment of institutional and academic outcomes as reported to Middle States in the Monitoring Report submitted in February 2014. Central to those efforts, the College hired Dr. Ruth Andes, a consultant experienced in assessment and knowledgeable in the area of Middle States standards. Dr. Andes carried out an extensive effort, meeting with all the College's academic departments to assist them in the revision of their SLOs and development of better ways to assess them. The revised SLOs in all academic programs were reviewed and approved by the Academic Assessment Subcommittee of the IEAC. New reporting procedures for documenting and disseminating assessment data and analyses as well as closing the loop actions were developed and implemented. Middle States accepted the Monitoring Report and responded by requesting an additional Monitoring Report due September 2015. The September 2015 Monitoring Report was to again focus on Standards 7 and 14 as well as Standard 12 to ensure that the College continued developing and implementing assessment activities and was using assessment data to close the loop.

In its request for the September 2015 Monitoring Report, Middle States requested documentation of assessment results that provided "sufficient and convincing evidence" that students were achieving program learning outcomes. In September 2014, Dr. Sean McKitrick, Middle States Vice President, visited the College and clarified for campus constituents the specifics of additional assessment processes and activities necessary to fully comply with Middle States' requirements.

II. Organizational Changes and Other Improvements to Support Programmatic Assessment

Listed below are some of the organizational changes and other improvements which have been implemented since the submission of the College's February 2014 Monitoring Report to support a comprehensive and sustainable system for programmatic assessment. More detail is provided throughout this chapter's narrative.

A. Establishment of the Office of Accountability and Assessment. This office is currently staffed by the Director of Assessment (full-time permanent); two Assessment Specialists (one full-time permanent and one full-time temporary); and a Secretary (full-time permanent).

B. Offered a series of Open Assessment Forums. These were held for faculty and staff to meet with the Director of Assessment and to provide assessment support. The forums were held in October 2014.

C. Provided monetary resources to fund closing the loop activities for program assessment and general education assessment action plans in the five schools: The Arts, Humanities and Social Sciences (TAHSS), Health and Human Performance, Education and Human Services, Business Administration and Economics, and Science and Mathematics.

D. Revised the Guiding Principles for the Periodic Program Review 2015-2020 cycle.

E. Revised the Periodic Program Review process to shift to a program focus versus the previous departmental focus.

F. Establishment of Academic Program Review Committee.

III. Periodic Program Review (PPR) of Academic Programs

The College's revised PPR is a summative assessment method (based upon SUNY Faculty Senate's revised 2012 guidelines) for assessing the effectiveness of academic programs. (PPR Overview and Guidelines) In direct response to the Middle States' recommendations, the PPR schedule has been revised from a seven-year cycle to a five-year cycle and focuses on program review versus departmental review. The College is currently in the sixth year of its 2009-2016

cycle of reviews (Periodic Program Review Schedule).   The 2015-2016 academic year will be the first year of the next five-year cycle.

Areas addressed include program outcomes and their relation to the College's mission, assessment planning (include direct and indirect measures), implementation, results/action plan, curriculum coherence, faculty, students, and graduation and retention data. Comprehensive assessment documentation will also be included in each PPR. The culminating report also includes program strengths, challenges and recommendations for the future. A course assessment survey is conducted to explore students' perceptions of the program and the extent to which the curriculum is meeting their expectations.

External Reviewer Visits
For each program area assessed, two external reviewers from peer institutions (usually one SUNY institution and one non-SUNY institution) visit the College to examine the self-study report and independently review academic programs. The reviewers' program reports are issued to the department within several weeks of their visit and are circulated to the assessment coordinators, school dean, vice provost, and provost. During the on-campus visit and review of the self-study document, reviewers are asked to investigate and comment on the general status of the academic programs (majors) and to respond to a series of standard questions formulated by the administration in addition to any specific questions that the program faculty may have formulated. (External Reviewers Questions PPR)

Closing the Loop/Joint Action Plan
After receiving the external reviewers' report, and in consultation with the school dean, the department prepares a draft Joint Action Plan which addresses actions for improvements based on assessment results and the reviewers' recommendations. The Provost, Vice Provost, Director of Assessment, and the School Dean meet for a presentation by the department/program chair regarding the proposed Joint Action Plan. When the PPR is concluded, a letter from the Provost to the department confirms completion and acknowledges the ways in which the College administration has agreed to support specified actions. The department/program and school dean are responsible for the implementation of the Joint Action Plan. To ensure a comprehensive closing the loop process, the Director of Assessment will follow up each semester to track the progress of the Joint Action Plan. A yearly progress report on this plan is expected as part of the Department Annual Report.

Using PPR Findings to Enhance Student Learning
The self-study process, assessment results, and reviewers' reports together provide a comprehensive range of data to consider for improving student learning at the course, program and institutional levels. Recommendations emanating from the five-year (previously seven-year) reviews address such areas as student engagement, technology, facilities, curriculum and pedagogy. Several examples of PPR recommendations that have been implemented are as follows:

A. Visual Studies Workshop (Graduate Program)

The Visual Studies Workshop PPR Joint Action Plan 2012 specified the need for the following.

1. Annually allocate funding for technology.
   Response: Visual Studies received the following in equipment replacement funding:

Academic Year	Amount	Technology Updates
2011-12	$2,251	Power-lit Pro Projector
2012-13	$9,816	Web and video broadcast equipment
2013-14	$2,398	Digital projectors
2014-15	$5,551	Two digital video cameras, lighting equipment and microphones

2. Broaden the diversity of the education program through the Visiting Artists/Historians program.
   Response: More than 100 visiting artists have been part of the Visual Studies Workshop programs, presenting critiques, lectures, exhibitions and completed projects since the 2012 Joint Action Plan was issued.

B. Communication (Undergraduate Program)

The Communication PPR Joint Action Plan 2010-2011 specified the need for the following:

1. Discuss and draft major-specific student learning outcomes.
2. Assessment committee to review assessment process and suggest improvements
   Response: In FY 2011-2012 the Communication Department created a comprehensive program assessment plan. An assessment committee was appointed in fall 2011 and charged with the task of reviewing the assessment process and recommending revisions. The revised assessment process included development of measurement tools and execution of assessment including action plans and closing the loop activities. Additionally, the Communication faculty developed rubrics for programmatic courses (2012-2013) and General Education assessment (Fall 2014).
3. Request to reconfigure Holmes Hall Mac Computer Laboratory for improved instructional opportunities and additional equipment.
   Response: Department has submitted a proposal to the Provost's Investment Priorities Plan to fully renovate the broadcast studios in Holmes: $10,000. The department received funding for equipment replacement for the following items:
   a. Field production camera
   b. Camcorders
   c. Character Generator

4. Conduct searches for two faculty lines: Rhetorical Theory and Media Studies. Advocate for faculty lines covering Public Relations, Journalism, Broadcasting and Rhetoric.
   Response: During the past five years faculty were hired in the following areas:

DISCIPLINE	YEAR HIRED	FACULTY STATUS
Rhetoric	2012	Tenure-track
Media Studies	2012	Tenure-track
Journalism	2012	QAR
Public Relations	2013	QAR
Broadcast Journalism	2014	QAR

C. Art Program (Undergraduate Program)

The Art PPR Joint Action Plan 2010-2011 specified the need for the following:

1. Identified need for additional faculty.
   Response: A faculty member was moved from a split position into a full-time position in the Photography area. The department is in the process of searching for a tenure track Graphic Design position.

2. Identified need to close the loop with assessment results.
   Response: In 2011-2012 the department created a comprehensive programmatic assessment plan. Rubrics were developed and implemented for the 2012-2013 programmatic assessment period. During this assessment period, ART 403 Mixed Media (BFA Thesis course) faculty found that the students were proficient in their oral defense and presentations, but were not meeting the benchmark in the area of visual, physical presentation of their work. As a result of the assessment, the action plan featured the need to establish a "clean room" to provide students with a designated space for matting and framing their artwork. The Art faculty applied for and received $6,348 in support though the 2014-2015 closing the loop funding to supply the proper equipment and tools for students. In spring 2015, a designated space was identified and equipped for the "clean room."

Professionally Accredited Programs
Brockport is accredited by 13 professional accreditation organizations: The College at Brockport National Accreditation Bodies in addition to Middle States national accreditation. The College is assessed by these organizations on a regular schedule. (Brockport accreditation schedule) In the event of an extended (beyond a five-year schedule) accreditation cycle, nationally accredited programs will report every five years on both assessment and closing the loop progress. Academic assessment standards are regularly reviewed by the Office of Accountability and Assessment to ensure compliance with Middle States standards. The reaccreditation report serves as the PPR and the accreditation team visit corresponds to the external review process. In fall 2015, all nationally-accredited programs will participate in the Joint Action Plan process.

IV. Annual Program Assessment Process

The College annual program assessment process was revitalized in the 2012-2013 academic year following the complete review and approval of all departments' program learning outcomes (Brockport Program SLOs) with Dr. Ruth Andes, assessment consultant. Each year the five schools (Arts, Humanities and Social Sciences, Health and Human Performance, Education and Human Services, Science and Mathematics, Business Administration and Economics) assess at least one program learning outcome in each degree program. A single, direct measure of student learning is used in these assessments. They include the review of student projects, portfolios, exams, and final course work using departmentally formulated rubrics. Results reflect the extent to which students are meeting, exceeding, or approaching the program standards.

The annual program assessment is implemented during the fall and spring semesters of each academic year. Faculty "Assessment Coordinators" analyze the results and develop an action plan to close the loop. During the following fall semester, the dean of each of the five schools sponsors a Dean's Forum to review and highlight the annual academic assessment efforts using a standardized PowerPoint presentation. Faculty present their assessment plans, findings, results and closing the loop plans to the respective school as well as key College administrators. The plan for program improvement in the offering of the courses(s) supporting that program outcome is analyzed during the following year. This information is thoroughly discussed and department faculty and administrators share ideas on possible improvements. (Annual Program Assessments)   Closing the loop recommendations are also discussed and there is an opportunity to request additional resources, if needed, by completing a form documenting assessment results, dissemination of results, and action plan. (Closing the loop funding template)

The department chairs and deans use the information in their planning and budgeting, identifying any assessment results that indicate the need for funding within the next budget cycle. This information is also available to the Provost and the Director of Assessment for consideration and prioritization.

In fall 2014, the Provost allocated $84,000 for program closing the loop activities based on assessment results. As of June 2015 $65,000 has been allocated for numerous activities in all schools. Several examples of the funded activities are detailed below. (Summary of Funded Activities)

A. **Dance – Spring 2014**
Assessment results regarding development of movement patterns to organize and coordinate movement phrases indicated an opportunity to improve the integrity of the peer and self-assessment model for the analysis of movement patterns. Smart televisions and a state-of-the art camera would allow instructors to actually teach the analysis process more effectively to the student by filming and then analyzing with the student in initial rounds of assessment. The new camera would provide for greater portability, which became an issue in undergraduate assessment of choreography (DNS 430) with site-specific projects. (Dance CLP Funding)

Action Plan

Prior to the end of the spring 2015 semester, the faculty requested and received funds ($6,465) to purchase a Digital SLR camera and equipment, plus a smart television. This equipment will serve as a mechanism to record students' works and pieces and to assess/evaluate their progress visually. New data and information will be collected by the department in spring and fall 2015 to verify the action plan.

B. Anthropology – Spring 2014

Assessment results indicated the need to support and reinforce students' understanding and memory concerning basic concepts and methods in the introductory courses (ANT 201 Introduction to Cultural Anthropology and ANT 203 Introduction to Physical Anthropology) for the following outcome: Define basic concepts and methods in archaeology and biological and cultural anthropology. (Anthropology CLP Funding)

Action Plan

Prior to the end of the spring 2015 semester, the faculty requested and received funds ($2,896) to purchase a variety of skulls and bones in order to assist student comprehension and retention of key concepts. These will be hands-on, heuristic devices for use in the courses to reinforce subject matter contained in the lectures. New data and information will be collected by the faculty in spring and fall 2015 to verify the action plan.

C. Visual Studies Workshop (Graduate Program) - Spring 2014

Visual Studies Workshop students participated in the assessment of three SLOs related to the following:
1. Producing video exercises and a final video
2. Production of a body of photographs
3. Producing book exercises and a final book

Assessment results indicated that students met the benchmark for all three outcomes. However, when faculty met to review the results, they determined that student performance could be further improved. (Visual Studies Workshop CLP Funding)

Action Plan

Based upon the annual program assessment results, Visual Studies Workshop faculty recommended the following action plan:
1. Institute additional broad range technical skill training through the workshops.
2. Provide faculty leadership to time-based media.
3. Expand core curriculum workshop to include more technical training, more consistent faculty presence, and increased expectations for the final critiques.

Closing the Loop Actions

The Visual Studies Workshop faculty has been successful in the following efforts to implement their action plan:

1. Initiated a time-based media workshop in Summer 2014. In Fall 2014, a nine-month, previously one-month) artist-in-residence was hired to teach workshops in film/video and provide a consistent advising presence for students.

2. Applied for and received closing the loop funding in fall 2014 of $8,000. This allocation will fund the following:
    a. Digitization stations with three years of digital storage capacity.
    b. Implementation of a one-day extracurricular symposium, led by digitization experts, to review best practices in software, storage, metadata and copyright issues available to all Visual Studies Workshop faculty and staff. The symposium will be offered in the first month of every semester from fall 2015 through spring 2018.

    A variety of other closing the loop actions have been taken which involve non-monetary resource allocation, with revisions of course materials as the most common. Several examples of these activities are detailed below.

D. Chemistry - Fall 2013/Spring 2014

The Chemistry program faculty selected a series of questions from the American Chemical Society exams for an assessment of five program learning outcomes. The assessment results indicated many students underperformed, especially in lower level courses, specifically CHM 205 College Chemistry I and CHM 206 College Chemistry II. The assessment results for CHM 2015 College Chemistry I in the 2014 spring semester showed 59% of the 64 students assessed did not meet the standard for the program learning outcome: "Students will be able to apply the principles of the states of matter and solutions." Additionally, in CHM 206 College Chemistry II, the highest department (Chemistry and Biochemistry) enrollment in the 2015 spring semester, assessment results for CHM 206 indicated 61% of the 183 students assessed did not meet the standard for the program learning outcome: "Students will be able to apply the principles of reaction dynamics (kinetics and mechanisms)." There was minimal differentiation between chemistry and non-chemistry majors. Evidence of improved student performance for students with extra tutoring was noted in the assessment results. (Chemistry CLP Action Plan)

Action Plan
The action plan is multi-faceted and features the following efforts:
1. Tutoring through the Student Learning Center for underrepresented target group enrolled in Chemistry.
2. Study skills sessions for CHM 205 College Chemistry I, CHM 206 College Chemistry II, CHM 467 Biochemistry I, and CHM 468 Biochemistry II.
3. Concerted departmental effort to schedule office hours distributed over the week.
4. New course CHM 302 Inorganic Chemistry offered for the first time fall 2013. Assessment for positive effects will be conducted in fall 2015.

After additional departmental discussions, the action plan request was amended June 10, 2014 to include two instructors to support students during the lecture sessions for CHM 206. The request was approved for $2,500 for each instructor.

E. Alcohol and Substance Abuse Program - Spring 2014

Assessment results for identifying the various foundations for addiction professionals failed to meet the desired benchmark of 90% exceeding and meeting expectations. The Alcohol and Substance Abuse Studies assessment coordinator and department chair met to review the results and consider the action plan. This plan was presented during the Dean's Forum in fall 2014 to the school faculty for review and discussion.

Action Plan
The action plan featured the following elements:
1. Alcohol Substance Abuse Program assessment coordinator standardized elements of the introductory courses across all instructors (i.e., common textbook and assessments).
2. Review of the 90% benchmark is under consideration.

V. Academic Program Review Committee (APRC)

In September 2015, the Provost will charge a faculty-based committee with sustaining the PPR process. The APRC will implement the revised PPR process and an annual review of PPR Reports (plans, results and actions) with suggestions for program improvement. Specific functions of the Committee will be as follows:

A. Recommend faculty training for the revised program review and annual program review.
B. Develop a rubric to ensure thorough completion of all components of the program review process and annual program review.
C. Recommend an "assessing the assessment" process for PPR and annual program review (including the Deans' Forums).
D. Recommend improvements to the Accountability website for comprehensive dissemination of program review assessments.

Assessing the Assessment Process
Evaluation of program assessment activities is based in the school dean's office. The dean is asked to comment on and rate the departments' yearly efforts on a standardized form with a four-point scale rubric. (Dean's Assessment Feedback)

The College recognizes the need for a more inclusive rating process, including systematic input by assessment coordinators, faculty and students. Given the establishment of the APRC, it is expected that a formal assessing the assessment process will become an annual activity. Since the program review is now focused on the program, the APRC will review and revise the current process for improvements (i.e., focus on the program, consider faculty feedback) to be implemented spring 2016 for the 2015-2016 PPR process.

The Director of Assessment has proposed several improvements regarding the PPR format which have been implemented for fall 2015 on a pilot basis. (PPR Revisions for pilot year 2015-2016).

Additionally, the Dean's Forums (annual program assessments) have revised guidelines and templates for APRC review and action in fall 2015. (Annual Program Assessment guidelines and templates)

Resource Allocations to Support Program Assessment 2014-2015
   A. Tk20 Conference September 2014 - $2,100
   B. Middle States Annual Conference December 2014 - $4,000
   C. PRR Middle States Conference March 2015 - $6,830 (total for A and B)
   D. Assessing the Assessment Middle States Workshop March 2015
   E. CELT Assessment Faculty Fellow 2015-2016 - $4,641 per semester
   F. Closing the Loop Funding for Program Assessment 2014-2015 - $84,000
       The Provost will provide closing the loop funding for 2015-2016.

Program Review Assessment Process
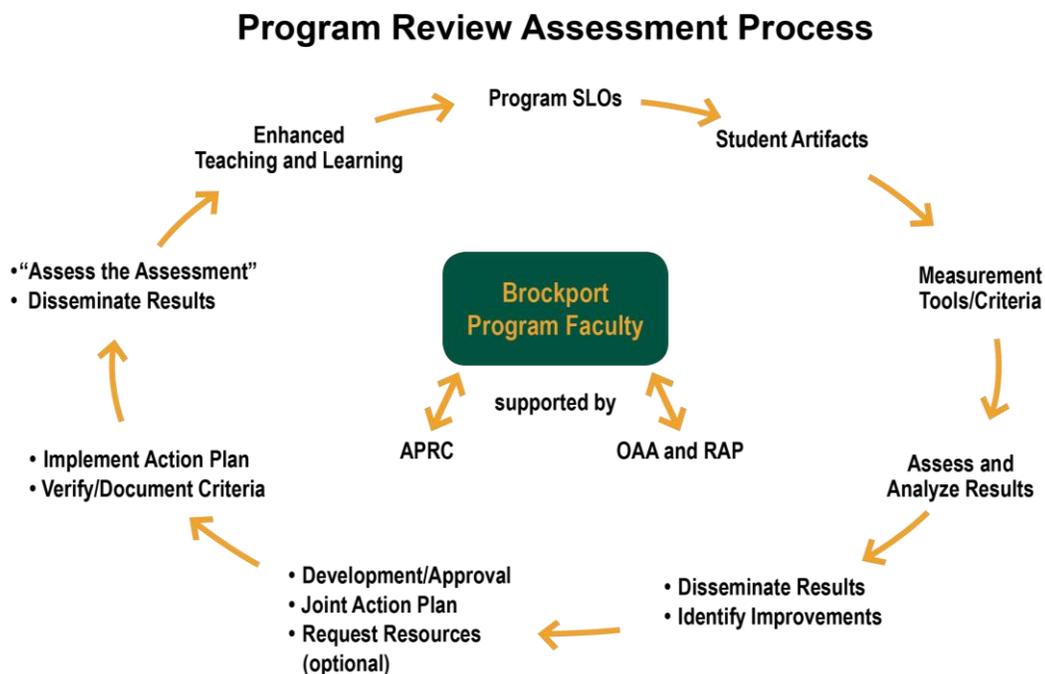
VI. Interactions between Program/Annual Assessment and the Overall Planning Cycle

As discussed earlier, the IAS integrates programmatic assessment results into budget planning, resource allocation, and, ultimately, the process of continuous institutional improvement. Assessment data collected in the fall and spring semester can be used to justify curricular change, new staffing, facilities upgrades and other changes during the subsequent budget process. After the school's assessment forum, the dean may choose to allocate some funds for immediate needs as identified by the departments through their assessment reports. The Provost has access to all of the reports and can also provide funding for short-term or long-term needs at any point in the budget cycle.

As the formal budget process is undertaken, the Provost, informed by these recommendations and other information, prepares the divisional budget for discussion with the BRC. Recommendations from the BRC are reviewed by the IEAC and forwarded to the Cabinet. Thus, there are multiple avenues through which the assessment process can inform planning, budgetary decision-making, and influence the allocation of resources.

VII. Accomplishments

A. History of PPR cycle with external reviewers' feedback.
B. Portfolio of professional accredited programs in excellent standing.
C. Program learning outcome assessment on an annual schedule with dean's forums designed to disseminate assessment information and discussion throughout the designated school.
D. Allocated funding for annual closing the loop activities.

VIII. Recommendations

A. Implement continuous training for program review (five-year cycle) faculty groups at least six months prior to the start of the program's PPR period: Director of Assessment and Vice Provost – Fall 2015.
B. Define the role of Assessment Coordinators. Provide a formal description, training and recognition for Assessment Coordinators: Director of Assessment and CELT Assessment Fellow – Fall 2015/Spring 2016.
C. Establish the role of the APRC to revitalize the role of faculty with program review/assessment: Provost and Director of Assessment – Fall 2015

Conclusion of Report

The College at Brockport has made major strides with respect to continuing to build and refine a culture of assessment on campus. The recommendations made by the Middle States visiting team included that the College:

- further the implementation of its new institutional assessment system with the evidence that assessment impacts planning, budgeting and resource allocation;
- continue its implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning; and
- create an oversight structure for general education assessment to enhance the integration of assessment information within the respective institutional learning outcomes; and
- continue its implementation of the program learning outcomes assessment process to use results to enhance teaching and learning

These recommendations have been and will continue to be the foundation of the collaborative assessment processes being sustained and implemented at the College.

Highlights of the accomplishments and ongoing plans since April 2014 include the following:

- Organizational changes to better sustain the Institutional Assessment System, including creating and staffing the Office of Accountability and Assessment;
- Assessment of high impact practices by committees/task forces resulted in increased funding to support such practices;
- Information from several task force reports contributed to a plan for developing an Academic Success Center;
- Introduced a comprehensive quality and improvement assessment process: Periodic Administrative Unit Assessment for administrative and educational support units;
- Continued progress on Strategic Plan goals and using the assessment results to inform budget and resource allocation decisions;
- Restructured General Education Administration with four distinct tasks: ensuring access, fidelity, assessment, and innovation;
- Created General Education Assessment Committee to develop new assessment plan, tools, and sources;
- General Education Innovation Team piloted Senior Writing Assessment Project and made recommendations for closing the loop actions;
- Brockport Team attended AAC&U 2015 Summer Institute on General Education and Assessment;
- Increased resource allocations to support general education assessment;
- Shift of focus for Periodic Program Review from department to program (Guiding Principles for Program Review revised);
- Revised program review schedule to a five-year rotation (previously a seven-year rotation);
- Revised program review format to include additional relevant program metrics and assessment documentation;

- Faculty Assessment Fellow appointed to provide assessment training through CELT;
- Allocation of program closing the loop funding for assessment action plans;
- Established an Academic Program Review Assessment committee comprised of faculty; and
- Clearly defined a method for closing the loop actions that are communicated to decision-making groups for linkages to the budget and renewal initiatives.

These actions and plans will continue to strengthen and build a stronger foundation for assessment at all levels at the College. The College is committed and prepared to support these efforts to keep assessment at the forefront and as an integral part of academic and administrative decision making. This vision will support the College's mission and ensure that the success of its students remains the highest priority.