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**Planning, Assessment, and  
Reporting Guidelines and  
Resources for Academic and  
Administrative Divisions**

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**State University of New York at New Paltz**

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*It is not enough to teach or provide a service... We must collect evidence of what the students did or did not learn and how well (or not so well) an office is meeting the students and/or public needs.*



Source: *Assessment of Administrative and Educational Support Departments*, Steven Atkins, Director, Institutional Effectiveness, California University of Pennsylvania

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## Introduction

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SUNY New Paltz (New Paltz), like its higher education peers, functions in an era of external pressures and increasing public attention and regulatory scrutiny on the cost of attendance, student outcomes, and student learning. Colleges and universities, even the most successful ones like ours, are expected to engage in strategic planning and to measure the degree to which we are achieving our mission and goals. In accord, we are committed to using information (data) to understand and improve the ways in which our students learn and to develop and enhance institutional structures and programs that support student learning. Our institutional accreditor, the Middle States Commission on Higher Education (MSCHE), and program accreditation agencies expect us to document how we are meeting institutional and program learning outcomes and to demonstrate how we marshal human and fiscal resources toward achieving that end.

Consistent with our commitment to continuous improvement, we have documented our institutional effectiveness systems and processes in this guide. The information here is intended to inform planning and assessment activities. All programs/departments or units of the College are required to participate in the institutional effectiveness processes through annual outcomes assessment planning and reporting.

Because a variety of readers may choose to read only specific sections of this guide, information is repeated throughout for clarity. The guide's content illustrates that all divisions and levels of the College (e.g., institutional, program, and service-area) provide data that is vital to effective decision-making. Fundamental to this decision-making process is our collective commitment to achieving the College's mission and Strategic Plan.

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## Institutional Planning at New Paltz

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Maintaining our well-earned reputation as an excellent institution requires ongoing planning that connects institutional mission, priorities, faculty, staff, and facilities in a flexible system of evaluation, decision-making, and action. Planning makes more manageable and meaningful the assessment of overall institutional effectiveness goals and objectives, which, in turn, informs decision-making and resource allocation, and measurement of the College's health. Planning also enables the College to maintain a proactive stance toward fulfilling its promises and commitments in the face of changing demands and declining state support.

Elements of institutional planning at New Paltz include treating strategic planning and Strategic Plan implementation as an ongoing, more or less continuous process rather than having a specific start and end date. Planning involves making decisions about our mission and goals, student support, and institutional strengths and opportunities. Planning guides our decision-making regarding who we are, what we do, and why we do it (Society for College and University Planning, 2016, p. 54). Our strategic planning examines response to such broad questions as:

1. Are we achieving our stated mission and goals?
2. Are students meeting institutional and programmatic learning outcomes?
3. Are we ensuring efficient and effective use of resources (i.e., fiscal, physical, human, and technological)?

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## Strategic Plan

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Our current Strategic Plan (2013-2018 and ongoing) was developed through an inclusive process, involving broad input from faculty, staff, administrators, students, and others. President Donald P. Christian, who led the Strategic Plan's development, retained a strategic planning consultant. Following recommendations from the Strategic Planning Steering Committee, the consultant conducted confidential interviews with a range of campus constituents (e.g., students, faculty, staff, administrators, Foundation Board, and College Council members) and external stakeholders (e.g., alumni, SUNY System leaders, and community members). The consultant also facilitated a daylong retreat with 75 campus leaders regarding their sense of direction for the College. During the spring 2013 semester, the Steering Committee developed a first draft of the Strategic Plan that the College's senior leadership reviewed and edited. The Committee presented the revised plan to the college community for input, via open forums, meetings, and online via an email address for collecting comments and feedback. A final draft was submitted to the President, who accepted it in June 2013.

Our Strategic Plan focuses on seven Essential (Strategic) Initiatives. These are based on the themes that emerged from our campus-wide engagement, as areas of focus to position ourselves for continued success in meeting our mission and objectives. The plan originally focused on eight Essential Initiatives, later reduced to seven by integrating "Build Quality Online Programming" into the first stated initiative of "Nurture Innovation and the Learning Environment." The essential initiatives are:

ESSENTIAL INITIATIVE I: Nurture Innovation and the Learning Environment  
ESSENTIAL INITIATIVE II: Establish an Engaged Living and Learning Community  
ESSENTIAL INITIATIVE III: Strengthen Philanthropic Relationships and Success  
ESSENTIAL INITIATIVE IV: Engage Alumni in the Life of the College  
ESSENTIAL INITIATIVE V: Market New Paltz Internally and Externally  
ESSENTIAL INITIATIVE VI: Improve Internal Processes and Address Institutional Capacity  
ESSENTIAL INITIATIVE VII: Strengthen Regional and Community Engagement

The Strategic Plan's Essential Initiative "Improve Internal Processes and Address Institutional Capacity" includes advancing many elements of sustainability—a theme that cuts across our curriculum and institutional operations, is deeply tied to our values, and is reflected in the second institutional priority that we developed for our 2020-2021 Middle States Self Study. The four institutional priorities – developed through a process of consultation and reflection – are:

1. Nurture a learning environment founded on critical thinking, creativity, and the growth and sharing of knowledge
2. Cultivate sustainability in all its forms, including institutional, social, economic, and environmental sustainability
3. Forge community and enhance our commitment to diversity, equity, and inclusion
4. Increase accessibility of undergraduate and graduate education in the region.

During 2018-2019, the Strategic Planning & Assessment Council (SPAC) became interested in the United Nations Sustainable Development Goals. The SPAC believed that these goals provide a lens into the Strategic Plan, help employees see how their work supports and advances the Strategic Plan, and give us new ways to approach our ongoing planning and communication about the plan. With the President and

Cabinet’s endorsement, the SPAC has engaged the campus in extensive discussions about the goals and their relationship to the Strategic Plan.

As 2018, the final year of our Strategic Plan, approached, the President’s Cabinet and the SPAC evaluated our progress in accomplishing the plan’s Essential Initiatives and decided our continued progress would be best served by extending the current plan, rather than using sequential fixed terms. The College has therefore continued to use the seven Essential Initiatives to guide our approach to continuous planning and assessment.

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### **Who directs planning at New Paltz?**

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The President’s Cabinet drives planning. The Cabinet is made up of the President and the Provost/Vice President for Academic Affairs; Chief of Staff and VP for Communication; VP for Human Resources, Diversity, and Inclusion/Chief Diversity Officer; VP for Enrollment Management; VP for Student Affairs; VP for Administration & Finance; and VP for Development & Alumni Relations and Executive Director of the SUNY New Paltz Foundation. The President sets the goals and priorities for the year and discloses them to the campus via the State of the College address each fall semester. Prior to that, the President meets weekly with the Cabinet and during the summer, in a retreat where VPs discuss divisional goals for the year based on strategic and operational needs.

The President and Cabinet measure the College’s well-being annually, in conjunction with the SPAC and the Associate Provost for Strategic Planning & Assessment. The annual Strategic Plan goals are evaluated using data from a variety of sources such as academic and administrative departments, annual assessment reports, financial reports, Integrated Postsecondary Data System, National Survey of Student Engagement, Graduating Senior Survey, and Alumni Survey. Other planning documents such as the Facilities and Master Plan, Instructional Technology Plan, Advancement Plan, and Sustainability Plan are used to measure the College’s health. See Appendix A for additional “Planning and Assessment Information Available from Institutional Research.” The President updates the campus on the College’s accomplishments and well-being in the annual State of the College address. The VPs and Associate Provost for Strategic Planning & Assessment also update the campus on college achievements.

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### **Fundamentals of Planning and Assessment**

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The assessment cycle has four parts: setting student learning outcomes (measurable goals), offering learning opportunities (courses and activities), measuring learning opportunities (direct and indirect), and closing the loop or applying results to continuous improvement. A more detailed description of the assessment cycle is provided later in this document, under “Key Elements of the Annual Assessment Cycle.”

Barbara Walvoord defines assessment of student learning as:

“The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning.” p. 2

Source: Barbara Walvoord (2010, 2<sup>nd</sup> ed.). *Assessment Clear and Simple*, Jossey Bass.

### Examples of Assessment Questions

- What do you want students/customers/users to know/do/value because they completed your program, etc.?
- How do you know whether your students/customers/users know/do/value these things?
- If they know/do/value these things ... great.
- If NOT, you have useful information to guide changes to improve learning, services, processes, etc.

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### What does MSCHE have to say about assessment?

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According to the Middle States Commission on Higher Education (MSCHE) [Standards for Accreditation and Requirements of Affiliation](#), what should we assess? Institutions must assess institutional, programmatic, divisional/unit objectives/outcomes and the College's achievement of its mission and goals, educational programs, programs that support the educational experience, etc.

### Pertinent Requirements of Affiliation

#8 The institution <b>systematically evaluates</b> its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
#9 The institution's student learning programs and opportunities are characterized by rigor, coherence, and <b>appropriate assessment of student achievement</b> throughout the educational offerings, <b>regardless of certificate or degree level or delivery and instructional modality</b> .
#10 Institutional planning <b>integrates</b> goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, <b>and the results of academic and institutional assessments</b> .

Source: MSCHE's *Standards for Accreditation and Requirements of Affiliation*



### Pertinent Standards for Accreditation and Related Criteria

Standard	Final Criterion
<b>Standard 1:</b> Mission and Goals	<b>Criterion 4.</b> “Periodic assessment of mission and goals to ensure they are relevant and achievable.”
<b>Standard II:</b> Ethics and Integrity	<b>Criterion 9.</b> “Periodic assessment of ethics and integrity as evidenced in institutional processes, practices, and the manner in which these are implemented.”
<b>Standard III:</b> Design and Delivery of the Student Learning Experience	<b>Criterion 8.</b> “Periodic assessment of the effectiveness of programs in providing student learning opportunities.”
<b>Standard IV:</b> Support of the Student Experience	<b>Criterion 6.</b> “Periodic assessment of the effectiveness of programs supporting the student experience.”
<b>Standard V:</b> Educational Effectiveness Assessment	<b>Criterion 5.</b> “Periodic assessment of the effectiveness of the assessment processes for the improvement of educational effectiveness.”
<b>Standard VI:</b> Planning, Resources, and Institutional Improvement	<b>Criterion 9.</b> “Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”
<b>Standard VII:</b> Governance, Leadership, and Administration	<b>Criterion 5.</b> “Periodic assessment of the effectiveness of governance, leadership, and administration.”

Source: MSCHE’s *Standards for Accreditation and Requirements of Affiliation*

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### Who should participate in assessment?

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- **Academic Departments/Educational Programs**
  - Student Learning Outcomes–Undergraduate Majors, Graduate Programs, Certificate Programs
  - General Education/Institutional Learning Outcomes
  - [Other] Undergraduate Outcomes
- **Academic and Student Support Units**
- **Administrative Units (Institutional Effectiveness)**

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## Key Elements of the Annual Assessment Cycle

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The key elements of the assessment cycle are:

1. Identification of one or more intended outcomes
2. Determination of the means of assessment (measures, methods, and tools)
3. Determination of criteria for success (targets, thresholds, benchmarks)
4. Collection and analysis of data (assessment findings and results)
5. Determination of ways to use the findings to improve programs, services, or operations (modifications)
6. Implementation of modifications (changes based on assessment findings)
7. Identification of the intended outcome(s) of the modifications and the cycle continues.

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## Academic Planning and Assessment Framework

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Faculty are to work together to design an annual assessment plan, assess the curriculum, determine the implications of assessment results, act on the assessment information, and develop an assessment summary report for submission to the associate dean. Appendix B is an Assessment Plan and Assessment Summary Report Template for Academic Areas. The assessment plan will follow the Academic Planning and Assessment Framework (APAF) outlined in Figure 1.

Figure 1: Academic Planning and Assessment Framework



## What are the components of the Academic Planning and Assessment Framework?

The six components in the APAF are described as follows.

1. (Re)Define school/department/program/unit mission and goals
2. (Re)Identify expected student learning outcomes
3. (Re)Design instruction
4. (Re)Determine appropriate assessment criteria, methods, and analyses
5. Summarize assessment results and provide recommendations
6. Use analyses of assessment results for continuous improvement

### 1. (Re)Define School/Department/Program/Unit Mission and Goals

This component involves the succinct articulation of each School/Department/Program/Unit mission, goals, values, and philosophy with the College's Strategic Plan Essential Initiatives (SPEIs). School/Department/Program/Unit will have their own foci. Thus, they will not necessarily cover all SPEIs. They may also place more emphasis on some SPEIs than on others. Program goals answer such fundamental questions as: What do we expect graduates from this program to be able to know, do, or value? In other words, what are the exit knowledge, skills, and values that we want from these program graduates? Program mission and goals must relate to the College's mission, Strategic Plan Essential Initiatives, Institutional Student Learning Outcomes, and—if applicable—GE program outcomes. Program goals provide a framework for determining the more specific program-level SLOs of a program and should be SMART:

- *Specific* (Use clear and definite terms describing knowledge, skills, and attitudes/dispositions).
- *Measurable* (It is feasible to get data, data are accurate and reliable, and there are multiple methods of assessment. It is advisable to have at least three methods to measure each outcome).
- *Attainable* (The outcome has the potential to improve/move the program forward).
- *Results-oriented* (Describe the expected standard).
- *Time-bound* (Describe a specified time for accomplishing the outcome).

To the extent possible, both full- and part-time faculty should participate in ongoing conversations about the program's mission, goals, and SLOs.

### 2. (Re)Identify Expected Student Learning Outcomes

Each academic program and some academic support units (e.g., Student Affairs, Academic Advising) will have SLOs to be assessed during the next academic year (preferably no more than 2-5 per department/unit). Each SLO should include the criterion for success (e.g., 80% of students will express satisfaction....). They should be stated in an active voice and students are the subjects to facilitate the measurement of observable student knowledge, skills, attitudes, and/or dispositions. Only critical outcomes that effectively define what students should know (cognitive), think (affective), or do (behavioral) should be included. This ensures the development/identification of sound assessment tools and implementation of the assessment process.

SLOs can be assessed at the institutional level, academic program level (e.g., at the introductory, intermediary, or advanced levels), and/or in capstone courses. Assessment should be carried out with some degree of regularity but at least annually. Everyone is responsible for institutional level student outcomes (e.g., assessment of Institutional Student Learning Outcomes and GE), students' readiness for advanced study, careers, and students' social growth. Outcomes are typically assessed using a variety of metrics. These include graduation rates and survey results showing students' degree of satisfaction with their engagement and performance in various college activities (e.g., National Survey of Student Engagement, Student Opinion Survey). Academic program and course level assessments are the responsibility of the program chair and faculty. Programs should include at least one direct measure of student learning in their annual assessments.

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides a format to express SLOs in a way that reflects cognitive skills, affective skills, and psychomotor skills (see <http://www.nwlink.com/~donclark/hrd/bloom.html#cognitive>). You also may find a sampling of SLOs resources at <https://www.learningoutcomesassessment.org/>.

The chair and program faculty should create a **curriculum map** listing the program's learning outcomes and indicating how each course in the program contributes to achievement of those outcomes. Curriculum mapping uses vertical and horizontal alignment to connect outcomes, map outcomes to courses (or learning opportunities), and to illustrate how programs scaffold and assess student learning. See Appendix C for a sample curriculum map. Program faculty are required to review the program's curriculum map periodically.

### 3. (Re)Design Instruction

Broadly speaking, instruction includes all the resources and strategies (e.g., courses, textbooks, curriculum, advising, tutoring, mentoring, and multi-media) used to enhance student learning. For purposes of assessing what students should know and be able to do, this component requires that specific integrative courses or experiences in which the outcomes are most directly manifested are identified. Examples include capstone courses, core courses, internships, clinical experiences, and practical teaching.

### 4. (Re)Determine Appropriate Assessment Criteria, Methods, and Analyses

This component addresses the design or selection of assessment tools or measures that are most appropriate for the stated program outcomes. Assessment tools should help the program to determine, for example, the extent to which students graduating from the major can demonstrate proficiency on expected SLOs. The selection and/or design of the tools is the responsibility of the faculty involved in program delivery. The tools may be quantitative (e.g., test, paper or project scores; survey data; behavioral/performance data) and/or qualitative (i.e., portfolio, public performance, and/or juried competition). Because of inherent inadequacies in assessment approaches, the use of multiple measures, including but not limited to direct assessment measures, is advocated and

expected (Appendix D provides examples of direct and indirect measures of assessment for academic departments). Scoring rubrics serve multiple purposes, including helping to identify areas in need of improvement, areas of strength that should be encouraged, and increasing intra-rater reliability when a single rater evaluates multiple students. Multiple raters/scorers also are used to ensure score inter-rater reliability, especially for subjective assessment tools. Additionally, rubrics allow for the identification of benchmark criteria to clearly articulate the acceptable levels of achievement and performance (e.g., exceeds, meets, approaches, does not meet) for individual students and the program.

#### 5. Summarize Assessment Results and Provide Recommendations

Using the analysis of assessment results and the criteria defined in the fourth component, the fifth component focuses on summarizing the assessment results in a way that meaningful recommendations or conclusions can be made about student learning. The results report might:

- Provide brief statements of each method and the extent to which the outcome or goal was achieved
- Provide a summary of conclusions regarding strengths or opportunities for improvement based on the results
- Identify actions that will be taken because of the data.

If the department makes recommendations that involve a major policy change, it should be reviewed and approved by relevant campus personnel.

#### 6. Use Analyses of Assessment Results for Continuous Improvement

Finally, the sixth component closes the continuous improvement loop by documenting how the assessment results and recommendations are used to effect change. This is the point at which individual program reports can review summary outcome assessment analyses of results and share ways in which those results were used to bring about improvements in student learning, curriculum, etc. Remember that each academic program is expected to implement an annual assessment plan, systematically collect and analyze data, make changes based on the data as necessary, and assess the changes made to determine achievement of desired outcomes. Departments or individuals will be recognized for best practices in Student Learning Outcomes Assessment periodically.

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## Closing the Loop

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<b>CLOSING THE LOOP AND REASSESSMENT</b>	
<p>After conducting assessment this year, consider the program’s previous assessment of this outcome including previous findings and past actions for both measures. Compare the previous findings to current finding if possible. If comparisons are not possible, indicate “not applicable” and the reason why. Also, make sure to revise the planning sections above as appropriate and clearly indicate all changes.</p>	
<p><b>Past Actions</b> What were the program’s actions for unmet achievement targets for this outcome and were these actions implemented? If not, why not?</p>	
<p><b>Reassessment</b> Compare the current findings to the previous findings. Did the implemented actions improve student learning?</p>	
<p><b>Current Actions</b> Provide a specific action for each unmet achievement target. If you assessed the outcome in the past, indicate if you plan to add a new action or enhance the existing action. Use the document on suggested loop-closing strategies.</p>	
<p><b>Actions Implemented Since Last Report</b> Has the program implemented actions for outcomes not being assessed this year since the last report? If so, please report the actions here. If there are no new actions to report, indicate “none.”</p>	

Note: You may use the above template or another.

Taken together, the six components of the Academic Planning and Assessment Framework (APAF) demonstrate a commitment to ongoing inquiry, growth, renewal, and continuous improvement. The APAF conveys that, as a channel for improvement, the **process** of assessment is as important as the **product**. Central to the APAF is the linking of assessment activities to the College’s mission and Strategic Plan. Tying academic planning and assessment to the College’s mission and strategic initiatives conveys our

commitment to creating, sustaining, and demonstrating an organized and visible culture of assessment. Assessment information is used as a medium for marshaling evidence to demonstrate the continuous improvement of the College and its students, programs, and support services.

Of importance to the APAF, is the involvement of our students, faculty, and administrators in the assessment process. Assessment systems are constructed, implemented, maintained, and utilized through the cooperative efforts of several stakeholders, and the success of any assessment system is directly related to the degree to which those stakeholders value the resulting data. We realize that assessment data must be meaningful to all stakeholders, and as such, our students, faculty, and administrators are an integral part of the APAF.

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### **Assessing Learning Outcomes at the Institutional and Program Levels**

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Planning and assessment are inextricably linked and, although addressed separately in this document, should be conceptualized together. An important aspect of strategic planning at New Paltz is assessment of student learning outcomes (SLOs) at the institutional, program, and co-curricular (student support) levels. These multiple levels of assessment foster examination of trends across student performance and experiences, allow inferences about how well students are achieving learning outcomes, and enable departments to act on the information collected. By embracing an approach of overlapping SLOs at the institutional and program levels, and by centering assessment on student learning, the College is able to establish whether students are achieving learning goals. Students who engage in and achieve institutional learning outcomes undertake intellectual explorations within GE and their majors and embrace opportunities encountered outside the classroom (e.g., through Student Affairs, Residence Life, and other co-curricular activities) will graduate from New Paltz prepared to contribute responsibly to society.

Outcomes assessment that attends to both the *process* and *product* of assessment is an essential component of our work with students. This kind of assessment is interconnected to the teaching-learning process as part of a continuous improvement loop that informs institutional effectiveness. The outcomes assessment feedback loop consists of:

1. defining (or re-defining) desired performance levels
2. collecting meaningful data to assess the actual performance levels
3. taking actions based on the assessment data
4. assessing whether these actions achieved the desired results

It is important that programs link SLOs to institutional mission and planning goals as this allows the College to evaluate its progress in meeting its mission and to improve in accord with its vision. It also enables programs to evaluate what students know and are able to do and to make adjustments to enhance students' learning and experiences.

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### **What are New Paltz's institutional learning outcomes?**

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An education at SUNY New Paltz develops knowledge. More than that, it helps our students recognize that life is complex and worthy of endless curiosity. Our students come away from their classrooms, residence halls, and service activities with an understanding of how the thoughtful application of knowledge and

collaborative learning promote active engagement in communities (from local to global), critical reflection, and personal responsibility.

As a student at SUNY New Paltz, you will:

1. acquire a foundation of knowledge that will enable you to engage with different aspects of our world. You will gain exposure to the ways in which artists, humanists, mathematicians, and natural and social scientists address questions about the world and ourselves. You will explore and learn to apply quantitative reasoning, qualitative interpretation, and creative activity as means of addressing those questions.
2. explore questions of identity and community, including reflecting on who you are and your commonality and difference with respect to others. Through interacting with our diverse student body, studying or visiting regions of the world, exploring the activities and communities within and surrounding the university, and learning about diversity within the US and elsewhere, you will become an informed global citizen.
3. learn how to organize, synthesize, and apply many types of information in a variety of formats; make and critique arguments; and express yourself clearly in multiple modes. These analytical, critical, and communicative skills will serve you at the university and beyond.
4. specialize in at least one disciplinary area of knowledge so you can succeed in that field, apply your expertise in other arenas, and/or go on to advanced study prepared to engage confidently with other practitioners or scholars.

As a student at SUNY New Paltz, you will have the opportunity to:

5. apply your learning within and outside the classroom. Through directed research, internships, and service learning, you experience what you can do with what you know.
6. develop the tools to become a lifelong learner and a productive contributor to learning communities, including SUNY New Paltz.
7. attain an understanding of yourself as a citizen and community member with the knowledge and ability to engage others in progress toward a more sustainable world.

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## **General Education and Assessment**

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Many of our institutional ILOs are addressed in General Education (GE). GE is foundational for all academic majors. Consistent with the SUNY Board of Trustees General Education Framework, our GE requirements include ten categories of knowledge and skills and two core competencies.



## **GE Knowledge and Skills Areas**

Communication – Written and Oral  
Diversity: Equity, Inclusion, and Social Justice  
Mathematics (and Quantitative Reasoning)  
Natural Sciences (and Scientific Reasoning)  
Humanities  
Social Sciences  
The Arts  
US History and Civic Engagement  
World History and Global Awareness  
World Languages

## **GE Core Competencies**

Critical Thinking and Reasoning  
Information Literacy

## **Assessing GE**

The goal of GE assessment is to examine what students are achieving and where there are gaps. Identifying and analyzing students' performance enables faculty to design appropriate changes to help students improve. Once changes are implemented, the results should again be assessed.

## **Knowledge and Skills Areas Reflective Direct Assessments in Capstone Classes**

This year (AY 2021/2022) we assessed Basic Communication-Written, Mathematics, Foreign Language, and The Arts. Beginning in AY 2022/2023, knowledge and skills area assessments will be conducted in capstone/ capstone equivalent classes on a four-year cycle (rather than a three-year cycle). As with the cycle for assessing competencies and program goals, spreading out the assessment of the ten knowledge and skills areas over four years allow for more robust closing the loop activities, allowing more time for analysis of and discussions about results, suggestions for changes that would lead to enhanced student learning, and implementation of those changes. We will set aside 2022/2023 for closing the loop activities from the first three-year cycle of knowledge and skills area assessment that was initiated in 2019/2020.

Thus, the cycle for assessing the knowledge and skills areas will be:

2022/2023 – Closing the Loop - All categories from first assessment cycle 2019-2021  
2023/2024 – Assessment - Natural Sciences (and Scientific Reasoning), Social Sciences  
2024/2025 – Assessment - Humanities, US History and Civic Engagement, Communication–Oral  
Closing the Loop – Natural Sciences (and Scientific Reasoning), Social Sciences  
2025/2026 – Assessment - World History and Global Awareness, The Arts, World Languages

Closing the Loop - Humanities, U.S. History and Civic Engagement, Communication–Oral  
2026/2027 – Assessment - Communication – Written, Mathematics (and Quantitative Reasoning),  
Diversity: Equity, Inclusion, and Social Justice

Closing the Loop - World History and Global Awareness, The Arts, World Languages  
2027/2028 – Assessment - Natural Sciences (and Scientific Reasoning), Social Sciences  
Closing the Loop - Communication – Written, Mathematics (and Quantitative Reasoning),  
Diversity: Equity, Inclusion, and Social Justice

**We will adhere to the following process for assessing the Knowledge and Skills areas.**

1. The semester before the assessment, the GE Board will convene a group of faculty who teach in the areas that will be assessed. Each group develops reflective prompts for students to answer in capstone courses. Prompts address all the learning outcomes for the relevant content area. Faculty groups also develop model answers or guidelines for reviewing students' answers to the prompts.
2. Shortly before the semester the assessment takes place, instructors teaching capstone courses receive notices that their students will complete a GE assessment activity. The sample includes approximately 25% of the students taking capstone courses for each content area scheduled for that year. This will typically result in all capstone courses being selected, but they will be selected for only one content area each. By the beginning of the semester, the prompt for the relevant content area and any model answers are provided to capstone course instructors.
3. Instructors explain the purpose of the assessment (as a reflection on student's educational experiences) and provide the required amount of class time (no more than 1 hour) for students to answer the prompt. They will collect students' responses and submit them to the GE Board.
4. A group of faculty assessors review students' responses in each knowledge and skill area. Typically, GE Board members and faculty teaching the relevant content areas will comprise the groups, with each person focusing on one of the areas being assessed. Faculty assessors will use a standard rubric to score students' answers. For each learning outcome, they enter numerical results and answer discursive questions regarding students' work.
5. Results are aggregated, analyzed, and reported back to all faculty, programs, departments, and schools connected to the content area.

**Direct Assessment of the Core Competencies and Programmatic Choice**

Beginning in AY 2022/2023, competencies will be assessed on a four-year cycle rather than a three-year cycle (see below). This will provide increased opportunities for programs to conduct assessments of their own choosing and/or assessments that align with accreditation requirements and for closing the loop activities. As discussed earlier, closing the loop is the process of interpreting the assessment results and identifying interventions for improvement that will address the strengths, weaknesses, or needs identified. Recommending actions, taking actions, and measuring the effects of the actions can take a long time. For

this reason, it is important that careful consideration be given to limiting the number of assessment projects that are carried out each time.

Assessment Cycle: Competencies and Program

2022/2023 - Programmatic Choice

2023/2024 - Information Literacy

2024/2025 - Programmatic Choice

2025/2026 - Critical Thinking and Reasoning

Indirect methods such as grade distributions, course evaluations, student opinion survey, and national student engagement survey are reviewed to gather additional data on student performance.

### **GE Reporting Activities**

Assessment of GE knowledge and skills areas and competencies is guided by the Associate Provost for Strategic Planning & Assessment, the General Education Board, and the associate deans. The associate provost summarizes the spring GE assessment results each year and disseminates the campus summary report to the provost, deans, associate deans, chairs, faculty, GE Board, and Presiding Officer of the Faculty. Departments submit “close the loop” assessment reports to their associate dean (who shares a summary of the reports with the associate provost) in the fall semester immediately following the spring that the assessments were conducted. Reports are to address the findings from assessment, what faculty actually *did* to improve student learning in the year after an initial assessment (e.g., What changes did you make to your course/teaching? Did the changes actually improve student learning? Your teaching? The course?). Administrators, departments, and the GE Board analyze the data collected from direct student assessments to determine what the College’s status is for each of the GE content areas/SLOs and to address recommendations.

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### **What does departmental assessment entail?**

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A necessary first step in assessing students’ performance within a major is developing program learning outcomes (PLOs). PLOs describe what students should know, be able to do, and value by the end of a course or program. At the program level, outcomes are typically written using a stem such as: “*Students who complete this program will ...*” or “*Graduates of this program will be able to ...*” followed by a listing of specific learning outcomes. At the course level, SLOs also are written with a stem such as, “*Students who complete this course will write persuasively using a variety of rhetorical strategies (e.g., expository, argumentative, and descriptive).*”

Discussions about PLOs should include all who are involved in teaching students. Program faculty should describe the PLOs students are expected to achieve upon program completion. Course-level learning outcomes should synthesize across the courses in a program to develop into PLOs that detail the knowledge, skills, abilities, and dispositions a student will have achieved upon program completion. Ideally, faculty should collaborate in developing programmatic and course level outcomes.

Assessment at the departmental level entails gathering evidence of student learning and program effectiveness (see also section on program reviews). The evidence should cover core knowledge and skills that are developed throughout the program's curriculum; involve multiple measures of student performance (both direct and indirect); and be *useful*, verifiable, representative, and actionable.

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### **An Example of Program Assessment from Our MA English Program**

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Below is an example of a program assessment from the SUNY New Paltz MA English program.

**Report of the English Department Graduate Program Assessment, 2019-2020**  
*Submitted January 29, 2021*

Graduate Committee Members (2019-2020):

Cyrus Mulready (Grad Committee Chair)  
Dan Kempton  
Fiona Paton  
Michelle  
Woods  
Jackie George (Committee ex Officio)  
Matt Newcomb (Committee ex Officio)

Overview:

Following a revision of the English MA program's curricular map in 2019, the English Graduate Committee assessed two of our primary SLOs in the spring 2020 semester. In order to measure our students' abilities to demonstrate the skills articulated in these learning outcomes, we devised an assessment that would evaluate a sample of student essays from the graduate courses being offered during that semester.

Methods:

We randomly selected roughly 25% of final seminar essays from the following spring 2020 courses:

ENG501 Introduction to Old English  
ENG504 English Literature of the Sixteenth Century  
ENG505 Shakespeare  
ENG524 Virginia Woolf  
ENG560 Forms of Autobiography  
ENG585 Studies in Contemporary Criticism and Theory  
ENG586 Studies in Contemporary Literature  
ENG593 Contemporary Scottish Novel

We sought equal representation of essays across these courses, selecting roughly four essays from each. From this group of 26 essays, we further sampled the selection to a group of 13 representative essays that had at least one selection from each of these courses. The essays had names of the students removed to insure objectivity. Professors Dan Kempton and Cyrus Mulready (English Graduate Program Director) read and evaluated the essays using the rubric described below.

#### Assessment and Rubric:

The assessment was designed to evaluate two of the learning outcomes in our curricular map:

Graduates from the MA English program demonstrate:

- Mastery of the conventions of discipline-specific academic discourse
- Proficiency in the critical and/or theoretical reading of literary texts

Working with the rubric, Professors Kempton and Mulready evaluated the selected essays independently. Their scores and comments are in Appendices E and F. The conclusions made from the assessments and next steps are summarized in the following section.

#### Conclusions:

There are two main conclusions Professors Mulready and Kempton drew from the assessment exercise:

1. **Need to Revise Program Student Learning Outcomes:** The most significant conclusion drawn from a reading of these essays is that very few meet the rubric guidelines in regard to “conventions of discipline-specific academic discourse.” More specifically, the essays in the sample were unlikely to include “mastery in knowledge of literary conventions, poetics, genres, etc.” as specified in the rubric. We encourage the Graduate Committee (and English department as a whole) to consider either revising this Outcome substantially or removing it from the Curricular Map. There was also a consensus that this second SLO under consideration—proficiency in the critical and/or theoretical reading of texts—might be generalized to the slightly more inclusive category of “critical framework.” Not all courses require a theoretical component, and therefore unsurprisingly we saw few essays with a well-developed theoretical frame.
2. **Gaps in the Program Student Learning Outcomes:** Professors Kempton and Mulready agreed that the essays were difficult to evaluate using the rubric developed from the curricular map. Several essays that we would grade as successful if they were submitted to our seminars (essays deserving of a B+ or higher) did not fare well in the rubric score. This led us to conclude that there should be a component of the Program SLOs that addresses (more broadly) writing, argumentation, and or stylistic development in academic writing.

#### Next Actions:

The findings of the assessment will be shared at the English Department's Feb. 2, 2021 meeting. The English Graduate Committee will convene in the spring 2021 semester to discuss the conclusions of this report and review (and possibly revise) the current Curricular Map and program SLOs.

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## Connecting Institutional/GE and Program Learning Outcomes

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### Why is it important to connect institutional/GE and program learning outcomes?

Information on the relationship between institutional/GE and program learning outcomes can be found at <https://sites.newpaltz.edu/spa/2019/11/20/the-difference-between-institutional-ge-program-and-course-learning-outcomes/>. It is important to examine the relationship among learning outcomes at the institutional (which could be GE SLOs), program, and course levels to ensure that the different elements create a unified whole in educational design. As discussed earlier, it is essential to assess institutional/GE, program, and course learning outcomes on a consistent basis and to use the assessment information to improve curriculum, teaching, and learning.

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## Academic Program Review

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### What is program review?

Program reviews are self-studies of individual programs that allow for a comprehensive evaluation of program goals, objectives, and learning outcomes, building upon the information shared in annual outcomes assessment reports and departmental annual reports. The review of academic programs is directly linked to the assessment of SLOs at the institutional, program, and course levels by serving as a comprehensive process that examines both curricular and administrative components of programs. Academic program reviews are required of all disciplines and are intended to improve program quality, vitality, currency, and effectiveness; ensure proper utilization of resources; and provide opportunities for strategic academic and budgetary planning. Given the centrality of program reviews, we provide the following framework and guidelines to assist departments in conducting academic program reviews.

New Paltz adheres to SUNY's five-to-seven-year cycle for academic program reviews and assessment of student learning in the major. However, specialized program accreditation satisfies SUNY's requirement for program review in the major *if* (1) the accrediting agency is recognized by the Commission on Higher Education Accreditation (CHEA) or the U.S. Secretary of Education and (2) the assessment cycle is ten years or less.

### The Self-Study Process

**The Self-Study:** Programs scheduled for review will conduct a self-study, which is a department's

evaluative summary of its stated mission, programs, students, faculty, services, assessment-based plans for improvement, vision and/or recommendations for the future. The self-study covers all undergraduate and graduate programs offered. The dean will review the self-study and, upon approval, will authorize the department chair to submit it to the Provost/Vice President for Academic Affairs and Associate Provost for Strategic Planning & Assessment for review and approval. The final self-study must be submitted to both administrators prior to emailing it to the external reviewers (at least one month prior to the external reviewers' campus visit).

Although formal program review happens every five to seven years, all programs should continually engage in a self-study process. Assessment data on student performance, student competence, program effectiveness, and student success—for example—should be collected annually, analyzed, reported, and acted upon, informing and shaping curricular content, structure, and delivery to meet students' educational needs. To facilitate the process of preparing the self-study, it is prudent to build on existing resources (such as departmental annual reports and assessment plans—discussed elsewhere in this document) and to draw upon data routinely collected by the department and the College (see the Institutional Research website for common data sets).

**Organizing and Writing the Self-Study:** The following is suggestive rather than prescriptive. As an initial step in the self-study process, after reviewing the last self-study, the chair should meet with the dean to discuss the self-study's focus, design, etc. The SUNY Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) provides a framework and guidelines for the New Paltz program review process. Departments will find the information on pages 17-36 especially relevant to the self-study process. See also Figure 2, which illustrates the progression of the self-study.

The chair or chair designee should take the lead role and assign tasks, remind members of deadlines, provide feedback, and ultimately serve as the lead author of the self-study. A working group representing a cross-section of the department and its programs should be assembled. An important function of the working group is to ensure that *all* faculty are aware of the process and are invited to participate by providing information, reading drafts, and offering feedback at appropriate times in the process. Input should be sought from students, administrators, and colleagues in allied departments. Once the self-study has been drafted, the chair or chair designee should submit it to the dean for review and feedback.

**External Reviewers:** SUNY requires that each academic program enlist the services of external reviewer(s). The chair is responsible for securing the names and CVs of three to five potential external reviewers who can provide an objective critique of the program and suggestions for improvement. The chair and dean will discuss the names and vitae and, following approval from the associate provost, the dean directs the chair (or chair designee) to contact two of the external reviewers. Upon acceptance, the dean sends an offer letter (Appendix G—SUNY External Evaluator Offer Letter or Appendix H—Non-SUNY External Evaluator Offer Letter) and Appendix I—External Evaluator's Payment Process).

In general, external review teams should:

1. consist of at least two individuals who are detached enough from program faculty and the College to provide a critical program review. In selecting program reviewers, conflicts of interest must be avoided.

2. come from a comprehensive institution belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size and programmatic scope or perceived reputational ranking). We recommend inviting one SUNY reviewer and one non-SUNY reviewer.
3. preferably hold full professor rank although associate professor rank is acceptable if full professors are not available to serve. They could be chairs, former chairs, or program directors but not exclusively so.
4. have broad knowledge of the discipline and expertise in a specialization in the program(s) at another institution.

**Payment:** The external reviewer will receive an honorarium of \$500.00, if the report meets departmental expectations. For travel reimbursement, the reviewer will submit original receipts for airfare, car rental, and meals to the chair for submission to the Coordinator, Office of Strategic Planning & Assessment immediately following the site visit. The Office of Strategic Planning & Assessment will process all reimbursement (Appendix I—External Evaluator Payment Process). Payment will be mailed to the address provided by the external reviewer.

**Site Visit:** Prior to the campus visit, the host department should develop an itinerary for the site visit. While the exact schedule may vary depending on the wishes of the external reviewers and the nature of the self-study, the following should be considered:

1. meeting with the dean (and the professional staff, if appropriate) at the beginning and end of the campus visit.
2. individual meeting with the chair and group meetings with faculty and students.
3. if relevant, meeting with faculty in related departments and programs.
4. meeting with the Dean of Graduate, Professional, & Interdisciplinary Studies if graduate programs are involved.
5. examination of relevant support services and facilities (e.g., Sojourner Truth Library, labs, Academic Computing, Center for Student Success, Reading Clinic).
6. meeting with the provost and associate provost (together) near end of the visit.

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## External Reviewers' Report

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External reviewers are to prepare a single written report evaluating the program and curriculum, quality of student learning and achievement of SLOs, faculty, students, facilities, resources, etc. Although we do not prescribe a format for the report, one organizational framework that works well is an executive summary, followed by a fuller discussion of observations, strengths, and weaknesses, a section of recommendations, followed by a conclusion. The report should be submitted to the chair and dean and the dean should forward it to the Provost and Associate Provost for Strategic Planning & Assessment.

External reviewers' may wish to address the following in the report.



**Cover Page:** The external evaluators' report should contain a cover page. For example:

External Evaluators' Report

Name of the Institution

Department

Date of the self-study virtual visit

External Evaluators' Names

### **Introduction**

Describe the date of the campus visit, the people with whom you met, and your overall impression of the visit and of the department. Explain how the rest of the report will be organized and then focus on what you see as the greatest strengths and challenges facing the department. You will then offer recommendations and/or innovative practices that could further strengthen the department.

### **Curriculum**

Describe in detail the department's offerings, including course fill rates, and contributions to other programs. You also could discuss diversity in the curriculum and scheduling issues, faculty/student research and other high-impact practices, and assessment in general education (GE) and the major.

### **Faculty**

Talk about the staffing and how searches are conducted. Is the staffing adequate? Are there any gaps? Describe class size, faculty loads, scholarly productivity, and service (i.e., service to the department, to the school, and to the college as whole).

### **Students**

Talk about the number of majors in the programs; student demographics; opportunities to participate in research, study abroad opportunities, living-learning communities; internships, etc. Here you can also talk about your impression of the students whom you met.

### **Resources and Administrative Support**

Observations may be limited by your not having actually visited the campus/spaces. You could talk about OTPS budget and Foundation account here.

### **Further Discussion**

You could summarize the self-study's own main points and comment on the points.

Notable departmental strengths (number these or use paragraphs):

Weaknesses/Threats, including those external and internal to the College/Department and its programs (number these or use paragraphs):

Examples of external changes may include:

- Changes in the labor market
- Changes in or new licensure or accreditation requirements
- Pool of students and potential students

- Regents policy

Examples of internal changes may include:

- Retention of students in program
- Enrollment changes
- Revisions, additions, and deletions of curricula and courses
- Technology as it impacts teaching and learning and course delivery
- Changes in faculty and staff
- Facilities
- Budget additions and/or deletions

Recommendations/Opportunities/Innovations (describe recommendations/opportunities/innovations for the department and/or administration):

### **Conclusions**

***Following Campus Visit:*** After the formal, comprehensive program review has been completed, the chair should ensure that external reviewers are sent a formal letter of appreciation for their services.

***Closing the Loop:*** After the external reviewers' report has been received, the following actions should occur:

1. The chair and faculty meet to discuss the external reviewers' report, the self-study recommendations, and an action plan for addressing findings and recommendations from the self-study and the external reviewers.
2. The chair discusses the action plan with the dean.
3. The department incorporates elements from the action plan into the annual assessment plan and report findings in "close the loop" assessment report(s).

### **Office of Strategic Planning & Assessment Program Review Responsibilities**

The Office Strategic Planning & Assessment oversees institutional and disciplinary program reviews. The office maintains a timeline for all academic program reviews and assists departments with the steps involved in the process. Departments conducting 5–7-year program reviews will be notified of an upcoming review prior to the academic year the review is scheduled to take place. The Associate Provost for Strategic Planning & Assessment will meet with the department chair/program director (and with new deans) to provide an overview and resources for conducting the program review.

## Self-Study Timetable for Program Review Process

This timetable is an approximation based on an academic year review – the dates provided are benchmarks. All components of the program review process are included, as are the tasks needed to complete them. ***Please note:*** The timetable for calendar-year review of programs may differ from the one presented here (e.g., based on requirements of the accrediting body concerned).

The dates given below are based on an academic year review and are associated with two consecutive academic years:

**AY1** = Academic year *prior to* that in which the self-study and campus visit are completed.

**AY2** = Academic year in which the self-study is completed and the campus visit takes place.

### DATE

### TASKS

**Mid-January, AY1**

- Dean notifies chair/program director of upcoming program review.

**Spring semester, AY1**

- Organize working group(s) (i.e., beginning ~18 months before the self-study is completed). To the degree possible, involve *all* department/program faculty.
- Define working group members' responsibilities.

**Fall semester, AY2**

- Working group(s) conduct self-study, consulting students and others outside the working group(s) at appropriate times in the process. Complete draft by **December 1**.

**Meanwhile:**

**Early November (AY2)**

- Chair/program director submits to dean the names, contact information, and vitae of three to five potential external reviewers.

**Mid-November (AY2)**

- Dean reviews department's recommendations and selects two to three names. Dean notifies chair/program director who then sends selected names and vita to associate provost for approval.

**Early December (AY2)**

- Associate provost notifies dean and chair/program director of final approval, and chair/program director informally invites reviewers to visit campus.

- |   |  |
|---|--|
| <b>Early December (AY2)</b>                                     | <ul style="list-style-type: none"> <li>• Chair/program director submits self-study to faculty for review; document is revised, as necessary.</li> </ul>  |
| <b>Mid-December (AY2)</b>                                       | <ul style="list-style-type: none"> <li>• Chair/program director submits revised self-study to dean for review.</li> <li>• Chair/program director confirms final external reviewers and works with reviewers, faculty, students, dean, associate provost, provost, and other attendees to arrive at campus visit dates.</li> </ul>  |
| <b>Mid-January, AY2</b>   | <ul style="list-style-type: none"> <li>• Chair/program director notifies the dean, associate provost, and coordinator of the campus visit dates. Coordinator notifies Human Resources, Diversity, &amp; Inclusion and Travel of the names and dates.</li> <li>• Dean reviews self-study and recommends revision as needed.</li> <li>• Chair/program director makes necessary revisions and resubmits to dean.</li> <li>• Dean sends self-study to associate provost for review.</li> <li>• Associate provost reviews and authorizes distribution to external reviewers (4-6 weeks prior to campus visit).</li> </ul> |
| <b>Early February, AY2</b>                                      | <ul style="list-style-type: none"> <li>• Coordinator sends the required paperwork for external reviewers to chair/program director. Chair/program director completes paperwork and sends to dean.</li> </ul>   |
| <b>Mid-February, AY2<br/>or 4-5 weeks prior to campus visit</b> | <ul style="list-style-type: none"> <li>• Dean sends self-study, confirmation letter, and required paperwork for stipend and travel reimbursement to external reviewers.</li> </ul>   |
| <b>March/April, AY2</b>   | <ul style="list-style-type: none"> <li>• Campus visit takes place.</li> <li>• <b>Immediately after the campus visit</b>, all remaining external-review expenses must be submitted to the Office of Strategic Planning &amp; Assessment (Appendix I—External Evaluator Payment Process).</li> </ul>   |
| <b>April/May, AY2<br/>(within one month of campus visit)</b>    | <ul style="list-style-type: none"> <li>• External reviewers submit report to department.</li> <li>• Department sends external report to dean, associate provost, and provost, copied to coordinator for</li> </ul>   |

Strategic Planning & Assessment.

**May/June, AY2**

- Department reviews external reviewers' report in conjunction with department self-study.
- Dean and chair/program director discuss external reviewers' report in conjunction with department self-study; chair/program director develops response for dean's, associate provost, and provost's review.
- Department conducts follow-up meeting(s) to address concerns and recommendations and to develop an action plan.

**September 1, AY2**

- Provost's Office files self-study, external reviewers' report, and departmental response for System Administration review upon request.

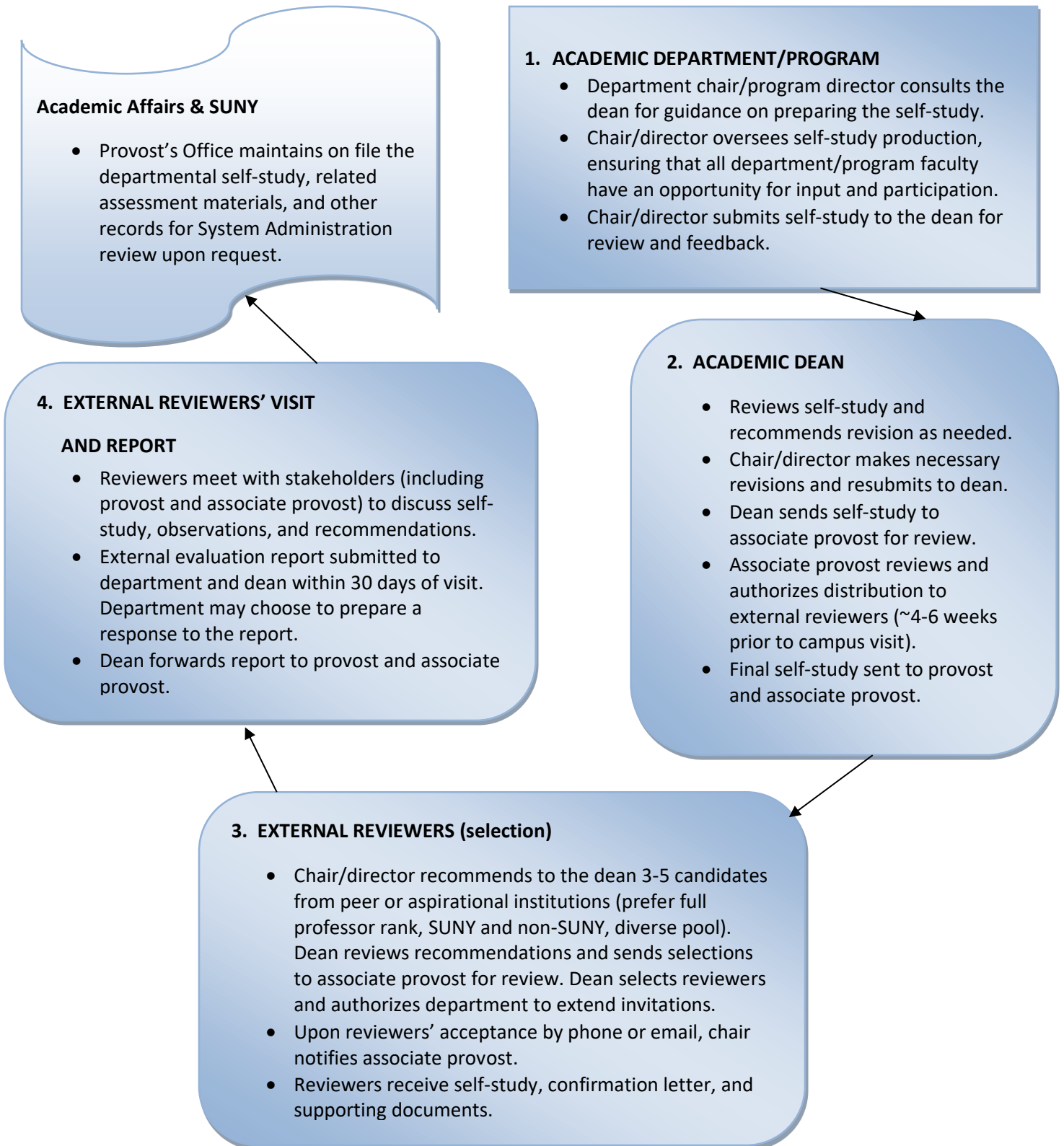
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**Ongoing, with annual reports**

- Department implements improvements and submits annual reports of improvements to dean and associate provost.

Note: The campus-wide budget allocation process will inform when and how resource needs are addressed.

**Figure 2: Progression of the Departmental Self-Study**



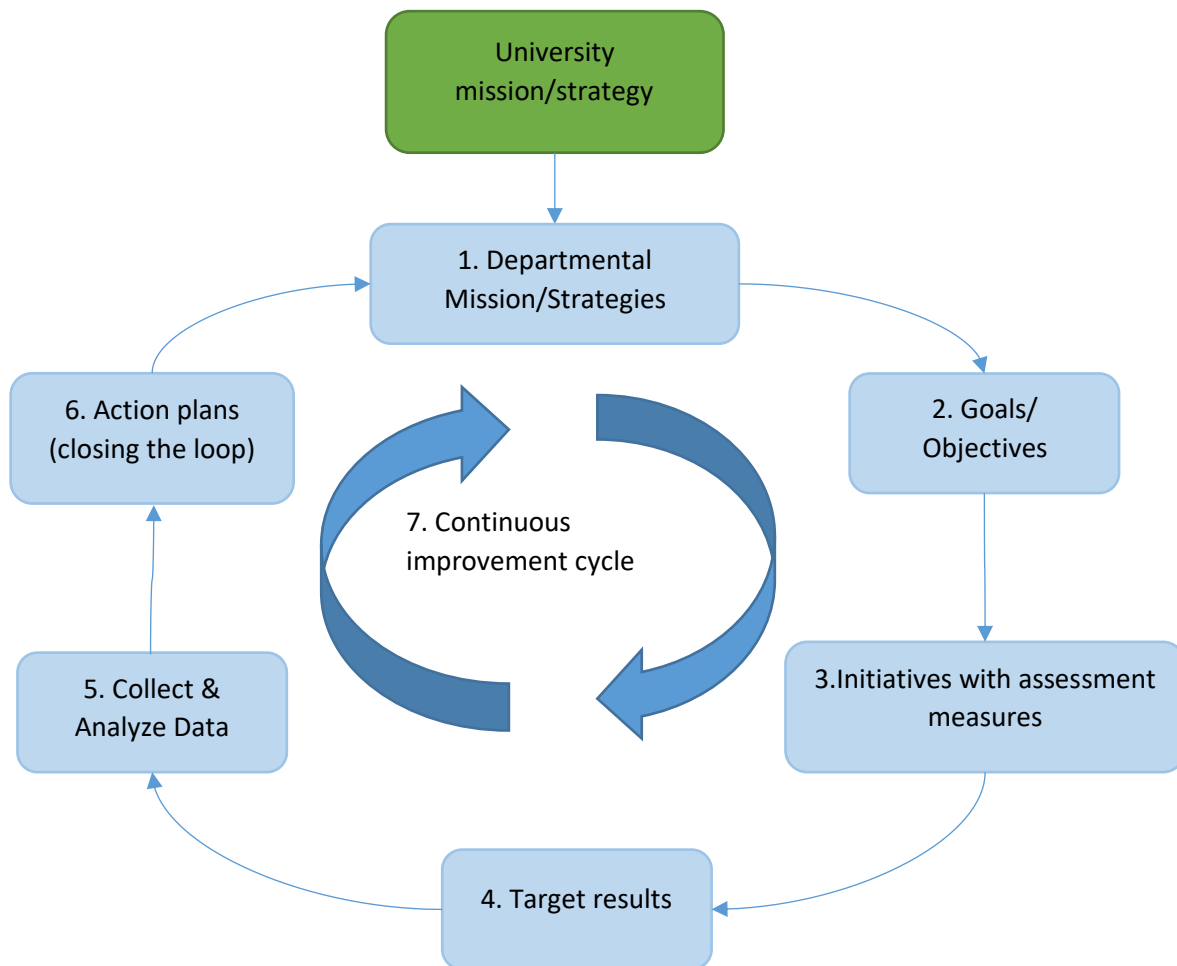
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## Planning and Assessment in Administrative and Educational Support Departments

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Institutional effectiveness at New Paltz also encompasses ongoing planning and assessment within administrative and academic support areas regarding their effectiveness and efficiency. Administrative and educational support areas are those within the College that provide services to students and/or employees. These divisions/units are required to engage in planning and assessment activities annually, following the continuous improvement cycle outlined in Figure 3. The process is designed to benefit the unit, allowing for identification of outcomes and measures that are most useful to accomplish the unit's mission and goals. As data are collected, reviewed, and used, the unit develops strategies for ongoing improvement based on unit level requirements.

Figure 3: Continuous Improvement Cycle



## **The Assessment Process**

Step 1: Develop a unit level mission statement that ensures alignment with the University's mission and strategic goals.

Step 2: Set intended outcomes (goals/objectives)

Step 3: Select and develop assessment measures

Step 4: Identify the level (criterion) to which the goal is to be achieved (expected results)

Step 5: Collect and analyze the data

Step 6: Use the result for improvement (closing the loop)

Step 7: Follow-up on the implementation and impact of the prior-year's action plans

### **What is a mission statement?**

The mission statement tends to be broad and aspirational. It should be clear and succinct (one sentence or a short paragraph), identifying the department's primary purpose (what you do and how you do it), primary activities, stakeholders, and impact. The division or unit's mission statement should align with the institution's mission.

### **What are goals?**

Goals are broad-based descriptions of the fundamental purpose of the division or unit. They outline the general direction of the division or unit's long-term and strategic expectations as reflected in its mission statement. Goals should be specific enough to reflect the division or unit's primary functions and purpose, while broad enough to demonstrate their relevance to the goals and aspirations outlined in the College's Strategic Plan Essential Initiatives. Establishing goals occurs through discussion with key stakeholders, informed by experiences of the department, internal and external data, projections, and direct student feedback. Goals are derived from the needs of the unit, but also with stated consideration of how they relate to the College's mission and Strategic Plan Essential Initiative(s).

### **What are objectives (also referred to as outcomes)?**

Objectives (or outcomes) are the more concrete/specific tasks that need to be accomplished in order to achieve a specific goal. They describe what should occur because of the core services or functions the unit performs. Objectives can address procedural modifications, programmatic changes or implementations, staff development and/or restructuring, etc. It is important to measure the outcomes of various objectives to determine effectiveness in achieving the related goal(s). Objectives for how to accomplish the unit's goals should be established on a more frequent basis than the goals. Criteria for determining the acceptable levels of performance should be specified (e.g., response time for xyz will decrease 10 percent; student involvement in xyz will increase 15 percent).

Non-academic departments sometimes carry out activities and programs that contribute to students' knowledge and skills. Therefore, when appropriate, student learning outcomes (SLOs) should be assessed. SLOs are the knowledge, skills, and attitudes that students will be able to demonstrate after participating in a program or activity. They are specific and measurable, and must be differentiated from measures of student satisfaction and program evaluation. When writing SLOs, it is helpful to use "action verbs" that refer to outcomes that are observable (see Appendix J—Bloom's Taxonomy).



### **Useful Categories for Administrative Outcomes:**

- Behavioral outcomes: Gains you want those you serve to make. What can someone do after interacting with your unit?
- Process statements: Accomplishments of your unit's functions
- Level or volume of activity
- Efficiency with which you conduct the processes
- Compliance with external standards or regulations
- Satisfaction statements: Client satisfaction with your unit's processes or services

A detailed guide to outcomes assessment planning and reporting for administrative and educational support units can be found [here](#).

### **Use Action Verbs for Writing Objectives/Outcomes**

- ... will increase or reduce...
- ...will be satisfied with...
- ...will design
- ...will comply with...
- ...will apply
- ...will complete a process effectively...
- ...will enhance or improve
- ...will complete a project/task by end of...
- ...will assist students with...
- ...students will be able to...

### **Sample Performance Criteria**

- 95% of our users will be "very satisfied or satisfied? With our services
- At least 75% of faculty will attend first-year orientation
- 5 or fewer placement errors
- At least 80% of staff member will participate in training
- 90% of the forms will be processed without errors
- Will meet or exceed the Council for the Advancement of Standards in Higher Education (CAS) for Academic Advising
- Increase total voluntary support from \$2.15 million (FY2021-2023 average) to \$3.5 million
- Students will receive an increased number of New Paltz scholarship awards
- Increase minority enrollments to XX% of the annual student headcount IPEDS
- The College will exceed the mean retention rate of African American first-time, full-time students at Carnegie peer colleges (IPEDS)
- First-year students will demonstrate enhanced knowledge of university resources to help them succeed
- First-year students will demonstrate self-advocacy skills
- Students in learning communities will experience higher academic achievement
- Develop strategies to recruit and retain employees

- Enhance employee satisfaction
- Students will demonstrate increased awareness of financial aid opportunities
- Students demonstrate the ability to navigate registration processes in subsequent semesters

### Sample Unit Criteria for Success

- Increase the number of faculty utilizing the services of the Faculty Development Center by 25%
- Increase the number of students meeting individually with their major advisor by 15%
- Achieve 15% decrease in errors on bill per academic term
- Increase the number of donors and gifts by 10% by FY2021-22

Objectives should be assessed on an annual basis and the information collected and used. To facilitate this process and ensure consideration of results in aggregate, administrative units are tasked with completing assessment plans and assessment summary reports annually (Appendix K--Templates). Below are sample outcomes, assessment reports and other resources to assist you.

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### Sample Outcomes, Assessment Reports, and Other Resources

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- [University of Central Florida Assessment Plans by Year](#)
- [Appalachian State University \(Program Outcomes and Sample Assessment Reports\)](#)
- [Boise State University \(Program Outcomes\)](#)
- [California State University Fullerton \(Academic and Administrative Assessment Showcase\)](#)
- [DePaul University Academic, Support, Administrative Outcomes](#)
- [East Central University \(Program Assessment Reports\)](#)
- [Florida Gulf Coast University \(Archived Program Plans and Reports\)](#)
- [James Madison University \(General Assessment Resources\)](#)
- [Shippensburg State University \(Examples of Assessment Plans\)](#)

Vice presidents are encouraged to review data trends related to divisional/unit operations, discuss alignment with best practices, and engage in any other activities that review the role of the department holistically. Academic and Administrative Assessment liaisons, the Associate Provost for Strategic Planning & Assessment, and the SPAC also support administrative unit assessments. The associate provost and the SPAC are tasked with supporting the assessment efforts of each unit, helping units to synthesize data and to act on the assessment results. These data feed into the planning processes for the unit and the institution as a whole.

## Examples of Direct and Indirect Measures of Assessment for Non-Academic Areas

Assessment measures that can provide meaningful, valid, reliable, and actionable data for each objective should be used. Measures can be direct or indirect, but should always be planned and purposeful, rather than accidental. Direct measures of assessment in non-academic areas are intended to gauge efficiency of services, programs, processes, initiatives, etc., in areas that have objectives/ outcomes that are not immediately related to student learning. Conversely, indirect measures in non-academic areas may focus on students' self-perceptions of their learning, satisfaction in terms of impact of a program or service, or value of programs and services. Indirect measures should be supplemented with direct measures, when possible. Figure 4 provides examples of direct and indirect measures of assessment for non-academic areas.

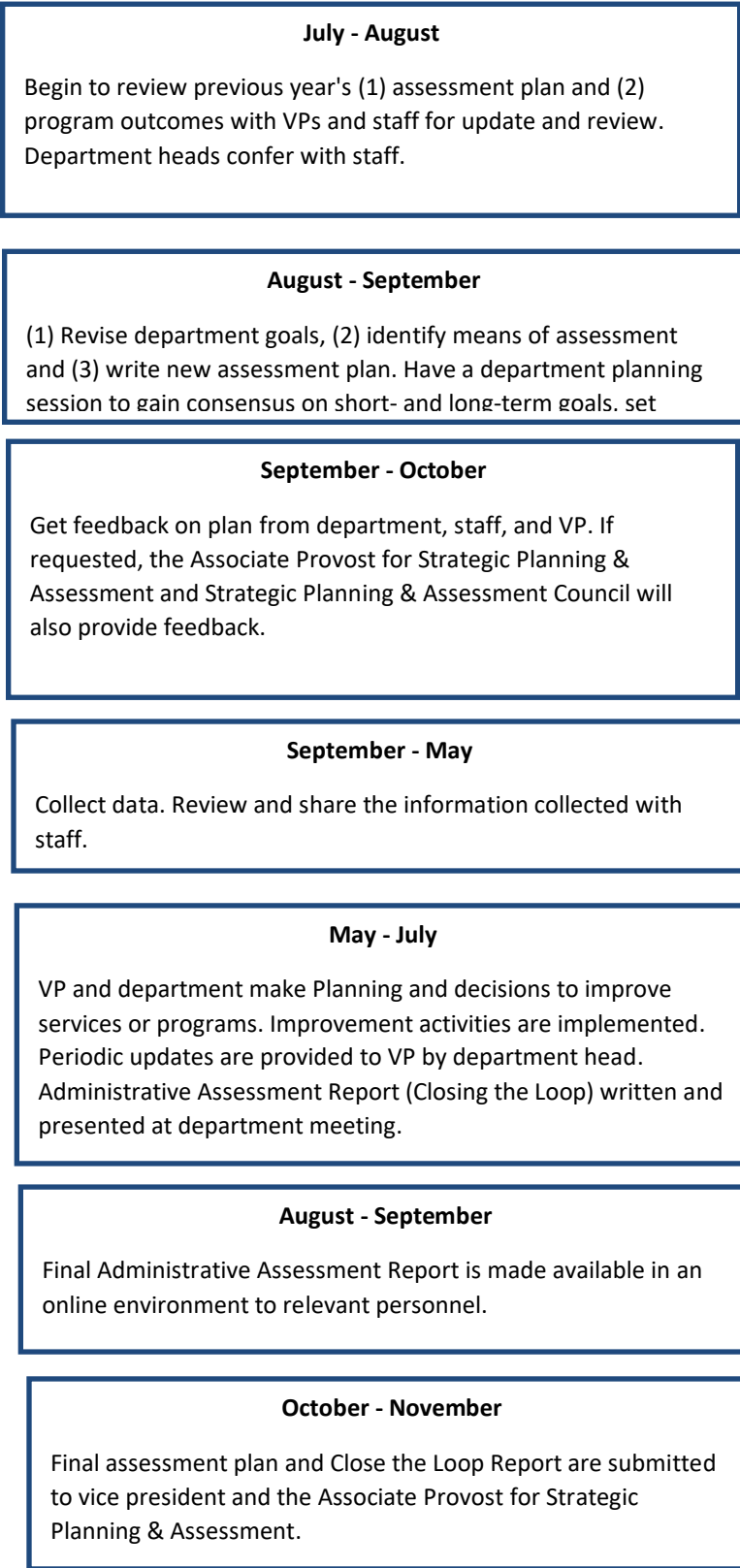
Figure 4: Direct and Indirect Measures of Assessment for Non-Academic Areas

Direct Measures	Indirect Measures
<ul style="list-style-type: none"> <li>Average wait/service time</li> <li>Count of program participants</li> <li>Dollars raised</li> <li>Number of applicants</li> <li>Number of complaints</li> <li>Number of staff trained</li> <li>Number of users</li> <li>Processing time for requests</li> <li>Student participation in clubs or activities</li> <li>Staff training hours</li> <li>Evaluation forms from attendees of a program or training conducted by your unit (e.g., number of new students satisfied with orientation)</li> <li>Unit statistics (e.g., % of requests processed on time, student/staff ratios, % of transcripts evaluated within X days of receipt)</li> </ul>	<ul style="list-style-type: none"> <li>Focus groups</li> <li>Interviews</li> <li>Letters or emails regarding the target outcome (e.g., an email thanking the unit for a job well-done)</li> <li>Opinion surveys</li> <li>Surveys/questionnaires</li> <li>Calculations</li> <li>Banner Reports</li> <li>State and Federal Reports</li> <li>Cline satisfaction measures</li> <li>Direct counts</li> <li>Informal feedback</li> <li>Observations</li> </ul>

### What is the planning and assessment timeline for administrative areas?

Figure 5 describes the assessment timeline for administrative areas. This schedule may vary for some units. Regardless of the schedule, to prevent discontinuity of effort, we require that units conduct assessment on a regular cycle.

Figure 5: Assessment Timeline for Administrative Areas



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## Interrelationship among Planning, Budgeting/Resource Allocation, and Assessment

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Institutional effectiveness places achievement of the College's mission and Strategic Plan Essential Initiatives at the center of the three interrelated dimensions of planning, budgeting/resource allocation, and assessment. Planning involves determining the priorities and initiatives that best support achievement of the College's mission and Strategic Plan Essential Initiatives. Budgeting ensures that financial and other resources are allocated appropriately to support the mission as well as continuous improvement. Assessment involves the regular and consistent review of outcomes and objectives at the institutional, program, and student support levels, summative reporting of assessment results, and use of results to improve programs and services. It also involves examining assessment information from various sources to inform planning and resource allocation decisions at the institutional level. To elaborate, planning and assessment enable the College to evolve a budget process that prioritizes requests and initiatives to advance mission and Strategic Plan goals.

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## Planning and Assessment Support Structures

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Maintaining an organizational structure where administrators, faculty, and staff share participation and ownership of institutional effectiveness is important. Accordingly, our planning and organizational structure includes representation from the administrative and academic divisions of the College. Each member of the College community is responsible for fulfilling the College's mission of educating students. Thus, planning and assessment is everyone's responsibility.

**Presidential and Cabinet Leadership:** The President, supported by his Cabinet/vice presidents, leads planning and assessment efforts at New Paltz. The President has ultimate responsibility to direct fiscal and human resources toward the attainment of the College's mission and priorities. The vice presidents oversee the development and implementation of annual divisional planning and assessment goals and activities. They also integrate assessment and other information into ongoing operational and strategic planning as well budgetary decision-making.

**Associate Provost Leadership:** The Associate Provost for Strategic Planning & Assessment supports and coordinates assessment and strategic planning activities campus wide. She provides leadership and support for the SPAC, with responsibility for recommendations regarding institutional strategic planning and institutional effectiveness assessment. She is the College's Middle States Commission on Higher Education Liaison Officer and in this role she monitors compliance with MSCHE policies and procedures and coordinates the College's MSCHE reaffirmation of accreditation activities. In addition, she serves on and liaises with the General Education (GE) board, is responsible for GE assessment, and oversees program-specific accreditation and academic program reviews.

**Strategic Planning & Assessment Council:** The Strategic Planning & Assessment Council collaborates with the Associate Provost for Strategic Planning & Assessment to provide oversight and support necessary to ensure institutional assessment data are utilized in strategic and operational planning, programmatic, and budgetary decisions. The committee monitors the implementation of all strategic initiatives resulting from these decisions and forwards any recommendations to the Associate Provost for Strategic Planning & Assessment. The SPAC also collaborates with the associate provost to:

- Develop and provide oversight to the institutional and academic planning processes.
- Provide follow-up and accountability for the implementation of plans.
- Oversee the iterative strategic planning process and its implementation.
- Monitor and adjust the ongoing planning processes to meet the College's needs.
- Strengthen and focus the analytics required for planning, assessment, and student success.
- Communicate assessment and planning progresses to faculty, staff, and students on a regular basis
- Share information and assessment results with the Middle States Reaccreditation Committee for possible inclusion in self-study materials.
- Develop recommendations for actions and goals within the broad parameters of the Strategic Plan and the College's mission for submission to the President and Cabinet.

Further, the SPAC works with Cabinet members and other organizational leaders to implement and assess select high-priority Strategic Plan elements. The SPAC receives communication from Cabinet members regarding completed cycles of planning, implementation, assessment, and revision, and utilizes that information to further inform planning, assessment, and reporting. It then provides recommendations as needed or requested regarding the content of the Strategic Plan. The SPAC also assists the Associate Provost for Strategic Planning & Assessment to develop communication and training regarding planning and assessment.

The SPAC includes two members each from the previous Strategic Planning Council, Academic Assessment Committee, and Administrative Assessment Council; one each from Budget and Finance and Student Success; one faculty member from each school; one faculty member selected by faculty governance; one member from the GE Board; one member from Institutional Research; one associate/assistant dean, and additional members as needed based on focus. Membership for most positions is on a rotating basis, with terms of three years and a limit of two consecutive terms. Initial terms range from two-four years to establish a rotational process. Some positions do not rotate or do not have a term limit, as there are few members of campus with the needed expertise (e.g., Institutional Research, Budget and Finance). Additional members may be selected for two-year terms based on issues of particular focus in that period.

**Senior/Mid-Level Administrators and Directors, Deans, Associate/Assistant Deans, and Chairs:** These individuals provide leadership, support, and accountability for assessment. It is the role of these individuals to review annual assessment plans and activities within their units, ensuring completion, accuracy, and effectiveness. These individuals are supported by their deans and the Associate Provost for Strategic Planning & Assessment, who encourages engagement in planning, development, and implementation of annual assessments; use of assessment information to improve student learning, teaching, and/or programs and processes; and submission of annual assessment reports. These activities and reports assist the associate provost to make recommendations to the President and other senior administrators related to institutional effectiveness, planning, and operations.

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### **Expectations for Faculty, Chairs, and Academic and Administrative Liaisons**

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Below are some expectations for faculty, chairs, and academic and administrative liaisons:

- Faculty are responsible for developing syllabi for each course that include [SLOs and other essential components](#).
- Chairs are to review syllabi to ensure SLOs and other essential components are included.
- Faculty or the chair must file a copy of the syllabus with the department.
- Chairs are to support their department to develop an annual assessment plan, to implement the plan, collect and analyze assessment data, use the assessment data for continuous improvement, and to write the department’s summary report of its assessment activities.
- Departments are to actively monitor how well curricular maps link course SLOs to program and institutional learning outcomes and to update the maps, as necessary.
- Chairs or program directors must submit annual assessment plans and annual assessment summary reports to the assistant or associate dean who will provide feedback. Assessment plans and assessment summary reports—including close the loop actions—are to be posted to Blackboard (or elsewhere as directed by the assistant or associate dean) and shared with the associate provost. Information from these reports will be used for planning and budgetary decision-making, close the loop assessment activities, and will be part of required reaccreditation and other internal and external reports.
- Chairs are to lead or designate someone (in consultation with the dean or dean’s designee) to coordinate the 5-7-year program self-study or discipline-specific accreditation.
- Academic and Administrative Assessment Liaisons are to file an annual report for their division with the Associate Provost for Strategic Planning & Assessment, listing each department in the school or administrative division and indicating whether:
  - the faculty and/or chair filed syllabi for all courses taught with the department
  - an assessment plan was completed and submitted
  - an assessment report was completed and submitted
  - the program’s curriculum map was updated or reaffirmed
  - the Program Learning Outcomes are published on the program’s website
  - the program assessed the GE Competencies
  - there are any assessment “points of pride”

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## Concluding Comments

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In closing, a few final reminders. Keep your assessment plan simple, meaningful, manageable, and sustainable. Ask meaningful questions such as: What is the most important thing we want to accomplish? How can we improve students’ experiences in this program? How can I reduce the time it takes to process this application? A well-conceived assessment plan that can be completed under realistic constraints is more sustainable than one that has a complicated design. Use resulting insights from assessments in decision-making about student learning and experiences, programs, and services, and in resource allocation decisions. Be flexible and ask for help when needed. Remember that we are engaging in these activities to advance student learning and institutional effectiveness.

## Appendix A

### Planning and Assessment Information Available from Institutional Research

Department Profiles – information at the department level on trends in expenditures, instructional cost, faculty FTE, courses and enrollment, majors, minors, and degrees awarded. Files are available on the campus H: drive at H:\Institutional Research\Department Profiles.

Enrollment Trends – trends in enrollment by level, race/ethnicity, first-generation, and Pell recipient. Files are available on the Institutional Research website <http://www.newpaltz.edu/oir/facts.html>.

Retention and Graduation Rates – trends in graduation rates by admit type, gender, race/ethnicity, EOP, Pell recipient, and first-generation. Files are available on the Institutional Research website <https://www.newpaltz.edu/oir/facts.html>.

Student Tracker – through the National Student Loan Data Center, New Paltz has access to enrollment data of New Paltz graduates at other institutions. We can use this data to see how many of our students go on to graduate school.

Survey – Alumni. Once a year Institutional Research sends a survey to alumni who graduate 5, 10, 15, 20, 25 and 30 years ago.

Survey – First Destination. This survey goes out every September to alumni who graduated in the past year. The goal of the survey is to find out what our students are doing three-six months after they have graduated from New Paltz.

Survey – Graduating Senior Survey. New Paltz administered a survey every April to students planning to walk in the May commencement ceremony. The survey results are on the Institutional Research website at <http://www.newpaltz.edu/oir/gss.html>. As of spring 2018 the survey administration will change; the survey will go out each semester to students who applied to graduate that semester.

Survey – National Survey of Student Engagement. New Paltz participates every three years in this national survey instrument. The last year we participated was spring 2017. The survey results are available on the campus H: drive at H:\Institutional Research\NSSE.

Survey – Student Opinion Survey. New Paltz participates every three years in this SUNY-wide survey. The last year we participated was spring 2018. As part of the final report, we receive a ranking for each question comparing our results to the other SUNY campuses. The survey results are in the Institutional Research office.



Appendix B

Assessment Plan & Assessment Summary Report Template for Academic Areas

State University of New York at New Paltz

Academic Department/Program Name: \_\_\_\_\_

Assessment Period: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

- I. **Mission Statement:** What is your department's/program's main purpose?
  
- II. **Main Activities:** What are your department's/program's primary tasks, duties, and/or responsibilities?
  
- III. **Goal(s):** Based on your mission and main activities, what are your primary goals for this year? Program goals answer such fundamental questions as: What do we expect graduates from this program to be able to know, do, or value? In other words, what are the exit knowledge, skills, and values that we want from these program graduates?
  
- IV. **College Strategic Plan Essential Initiative(s) Alignment:** (Explain how the department's/program's goal(s) and outcomes support the College's strategic planning constructs. Specify the Strategic Plan Essential Initiative to which each Department/Program goal links).

- V. Student Learning Outcomes:** Describe the SLOs that you plan to assess. SLOs are stated in an active voice and students are the subjects to facilitate the measurement of observable student knowledge, skills, attitudes and/or dispositions (concrete activities or ways of observing goal attainment). Remember to include the criterion for success for each student learning outcome.
- VI. How will you help students achieve the learning outcomes?**
- VII. Measures:** Describe the assessment measures. What will you use to measure the extent to which the student learning outcomes have been met? How will you collect the assessment data?
- VIII. Assessment Findings:** For each student learning outcome that you assessed, summarize the assessment results. In other words, describe the SLOs and tell us about the findings; whether expectations were exceeded, met, or not met; and what you did in response to the findings. What improvements have been made? What has been the impact of improvements?
- IX. Discussion of Key Findings:** With whom were the key assessment findings discussed? What resulted from the discussion of the findings?
- X. Submission of Assessment Plan & Report:** Have you sent your assessment plan and assessment report to your associate or assistant dean? Follow the instructions from your associate or assistant dean about when you are to submit your annual assessment plan and assessment summary report.

## Appendix C

### Curriculum Map for Required Courses: Autism Interdisciplinary with ABA

Introduced = X, Reinforced = R, Assessed for Proficiency = P

Student Learning Outcomes	SPE510 Educating Students w/ ASD	PSY580 Develop- mental Psychology	SPE512 Introduct- ion to Behavior Analysis	SPE513 Single Subject Research	_____ Creative Arts with ASD	CMD____ Augment- ative Alternati- ve Communi- cation	SPE514 Applied Behavior Analysis	SPE515 Ethical Consider- ations in ABA	SOC____ Autism and Human Services	SPE516 Methods of Instructio- n	SPE511 Instructio- nal Strategie- s for Students with ASD	SPE517 Managin- g Severe and Aggressi- ve Behavior- s	SPE518 Practicu- m
Students will describe the characteristics associated with autism spectrum disorders. <sup>1</sup>	X, R	R, P			R	R			R, P		R		
Students will gather information from various sources in order to identify the behavior of concern and plan for interventions. <sup>2</sup>	X		R		R	R	R	R		R	R	R	P
Students will use research-based practices to design, implement, and evaluate interventions. <sup>3</sup>	X		R	R	R	R	R, P	R	R	R, P	R	R	P
Students will describe the history of ASD. <sup>4</sup>	X, R, P	R							R				

Students will describe how having a child with ASD impacts the family structure. <sup>5</sup>	X, R, P	R							R				
Students will work cooperatively in an effort aimed at shared decision-making responsibility. <sup>6</sup>	X				R	R		R	R	R	R	R	P
Students will select appropriate measurement systems and experimental designs to evaluate changes in behavior. <sup>7</sup>			X	R	R	R	R, P			R, P		R, P	P
Students will describe principles governing learned behavior and apply these principles to behavior change programs. <sup>8</sup>			X	R	R	R	R, P	R	R	R, P	R	R	P
Students will make decisions and conduct themselves in compliance with the professional ethical code. <sup>9</sup>			X		R	R	R	R, P		R	R	R	R, P
Students will communicate	X, R, P	R, P	R	R	R	R	R	R	R, P	R	R	R	P

effectively, both in oral and written communication. <sup>10</sup>														
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Alignment with SUNY New Paltz School of Education Conceptual Framework

- <sup>1</sup> Critical Inquiry and Intellectual Development
- <sup>2</sup> Critical Inquiry and Intellectual Development, Professional Skills and Dispositions
- <sup>3</sup> Critical Inquiry and Intellectual
- <sup>4</sup> Critical Inquiry and Intellectual Development, Culturally Responsive Practice and Social Justice Education
- <sup>5</sup> Critical Inquiry and Intellectual Development, Culturally Responsive Practice and Social Justice Education
- <sup>6</sup> Critical Inquiry and Intellectual Development, Professional Skills and Dispositions
- <sup>7</sup> Critical Inquiry and Intellectual Development, Professional Skills and Dispositions
- <sup>8</sup> Critical Inquiry and Intellectual Development
- <sup>9</sup> Critical Inquiry and Intellectual Development, Professional Skills and Dispositions, Democratic Citizenship and Student Advocacy
- <sup>10</sup> Professional Skills and Disposition, Culturally Responsive Practice and Social Justice Education

Assessments

- <sup>1</sup> PSY580: Lead class discussion with assigned readings, SOC\_\_\_\_: Reflection of book or film portrayal of autism
- <sup>2</sup> SPE518: Case summary
- <sup>3</sup> SPE514: Behavior change assignment; SPE516: Instructional procedures; SPE518: Case summary
- <sup>4</sup> SPE510: Modules
- <sup>5</sup> SPE510: Parent Interview, Report, and Discussion
- <sup>6</sup> SPE518: Performance evaluations
- <sup>7</sup> SPE514: Behavior change assignment; SPE516: Instructional procedures; SPE517: Functional Analysis; SPE518: Case summary
- <sup>8</sup> SPE514: Behavior change assignment; SPE516: Instructional procedures; SPE518: Case summary
- <sup>9</sup> SPE518: Performance evaluations
- <sup>10</sup> SPE510: Parent Interview, Report, and Discussion; PSY580: Lead class discussion with assigned readings; SOC\_\_\_\_: Human rights and social issues paper; SPE518: Case summary, Performance evaluations

### Appendix D: Examples of Direct and Indirect Assessments

DIRECT	INDIRECT
Comprehensive examination Course and homework assignments Examinations and Quizzes Performance demonstration for graduating seniors Written proficiency examination Graduate Record Examination Certification examination Licensure examination Locally developed pre- and post-tests Senior thesis/major project Portfolio evaluation Reflective journal Capstone course assessment Internship evaluations Grading with scoring rubric Artistic performances and products	Surveys of graduating seniors Exit interviews of graduating students Alumni surveys Focus group discussions Employer surveys Internship supervisor surveys

## Appendix E: Professor Dan Kempton's Evaluations

### Essay 1

Problems with continuity of the argument, integration of secondary material into argument, MLA format, punctuation (comma splices)

LO #1: meets

LO #2: approaches

Total: 3

### Essay 3

Many basic, and simple, mistakes in punctuation and quotation format. The last sentence of the first paragraph renders irrelevant what has preceded it: does Woolf deconstruct the patriarchal gender hierarchy or sweepingly say that nothing, including the gender hierarchy, makes any difference because everything ends in death? The argument never entirely settles on a thesis. The second half of the first standard lies outside the scope of the essay: there's textual analysis but no address of "literary conventions, poetics, genres." There isn't much theory here, though there is good use of the "practical criticism" of secondary sources.

LO #1: meets

LO #2: meets

Total: 4

### Essay 5

Problems with sentence construction. Unable to explain or apply theory of "quantum realism." Argument has no continuity.

LO #1: fails LO#2:

approaches Total: 1

### Essay 7

Many mistakes in MLA style, esp. quotation format. The word "semiotic" is used freely and only approximately. Problems with sentence construction. Discussion circles about the same points rather than moves toward a conclusion. The argument is framed by theory, but the theory is neither clearly explained nor convincingly applied. A muddle. Again, the second half of standard 1 is not addressed.

LO #1: meets

LO #2: approaches

Total: 3

### Essay 9

Immature prose. Makes an effort to explain the theory being used, though not always successfully (better on "uncanny" than on "abjection"). Consistent effort to apply the theory to the film. No attention to second half of the first standard.

LO #1: meets

LO #2: meets

Total: 4

#### Essay 11

Well-written and actually enjoyable to read. This is a traditional historical study, so I'm not sure how it measures up to the standards in the rubric, especially the second, and like the other essays, there's not much in it that addresses the second half of the first standard. I'm going to count literary history and biographical study as a "pertinent theoretical and/or critical model."

LO #1: meets

LO #2: exceeds

Total: 5

#### Essay 13

Another very readable essay (with some minor glitches). This essay does illustrate an engagement with a literary genre and its conventions. There is a theoretical framework (gender theory), even if it is largely second-hand, via the cited critics, rather than from gender theorists themselves.

LO #1: exceeds

LO #2: exceeds

Total: 6

#### Essay 15

This is probably a good essay, even if more is bitten off than has been chewed. But it doesn't work well when the audience is not the instructor of the course because an intimate knowledge of the literary text is assumed. The essay is reasonably well written (if overwritten) though its exact focus isn't entirely clear to me.

LO #1: Meets

LO #2: Exceeds

Total: 5

#### Essay 17

For better or for worse, does not observe conventions of academic writing and wording is sometimes awkward. Technical problems with punctuation (comma splices) and MLA format (quotations, citation). The argument is not fully developed. This is a very traditional source and analogue study, so the word "theory" in the second standard is a problem. But in any case, there is no real conclusion drawn from the source study. The poem is not put in its early modern literary context.

LO #1: Approaches

LO #2: Approaches

Total: 2



#### Essay 19

Serviceable prose that would be more appropriate for an undergraduate. I'm an insider, so let me say that students were not required to use critical or theoretical materials but were asked to focus on the OE language. A very traditional comparative study, which gains some interest from the fact that the language associated with Grendel, an ostensibly bad character, is much the same as the language associated with the Wanderer, an ostensibly good character. The essay displays some familiarity with A-S epic conventions.

LO #1: meets

LO #2: approaches

Total: 3

#### Essay 21

Serviceable prose with some awkward wording. Traditional comparative study (Grendel and Cain) that displays adequate familiarity with A-S culture. But it's something of an embarrassment that there's not one word of Old English in the paper. There's no theory and no engagement with literary traditions or genre. As noted above in comments on essay 19, the rubric is not entirely appropriate for the assignment.

LO #1: meets

LO #2: approaches

Total: 3

#### Essay 24 (23 and 3 are by same student)

Nicely written and nearly free of mechanical problems. The essay is more or less a sequential running commentary rather than an argument. It incorporates "practical criticism" but no autobiography theory (or theory of any other kind). There's no contextualization in any way (historical, literary). Safe, unremarkable paper.

LO #1: meets

LO #2: approaches

Total: 3

#### Essay 25

Good prose and well-constructed argument. Mature use of secondary material. The argument is essentially an analysis of the fairytale genre, and that analysis is conducted through reference to gender theory.

LO #1: exceeds

LO #2: exceeds

Total: 6

Appendix F: Professor Cyrus Mulready's Evaluations

Essay Number	Rubric Score 1	Rubric Score 2	Total	Comments
1	2	2	4	An attempt at folding genre discussion into analysis, but limited in its scope and depth. Good engagement with Woolf criticism and primary source.
3	1	1	1	Essay is a sophisticated plot summary. This offers some insight to structural questions but little attention given to actual questions of form. Little relevant criticism or theory cited.
5	0	1	1	Attention to theoretical material is central to the essay, if not always fully developed. Very limited engagement with literary analysis.
7	1	2	3	Good integration of Kristeva and the McCarthy novel to illustrate and explore the abject. Analysis of text is mainly summary without specific reference to literary convention.
9	N/A	2	2	Reading of a film performs a smart discussion of Freud and Kristeva. First category unassessed as film technique is, to me, outside the boundaries of the category.
11	1	1	2	Essay presents a kind of source study that is primarily based on the comparisons of plots. Very light integration of criticism and little specific discussion of issues of genre (for instance) that might be relevant to the comparison.
13	2	2	4	Essay integrates secondary sources well, using them to inform a reading of the novels under study. There is some attention to the tropes of the crime novel, too, that reaches toward a generic analysis.

15	2	3	5	Has a good theoretical grounding and presents close readings of texts under study. Not particularly technical or specific in literary analysis.
17	1	1	2	Essay difficult to assess under rubric—more of a personal essay with some research included than a critical research essay.
19	1	2	3	Good integration of translation materials and analysis. A little difficult to place this work in the first rubric, but clearly engages with poems at a close level of analysis.
21	1	2	3	Thoughtful integration of criticism on <i>Beowulf</i> in the essay. Conventional literary analysis is not the focus of the essay.
24	1	1	2	Essay presents a summary of the plot of this autobiography. There is some useful attention given to one critic, but little theorization of form or other treatment of critical material.
25	2	2	4	Engaging essay demonstrates an impressive breadth of engagement with materials from discussed traditions. Nice integration of critical and theoretical sources and attention to the tropes of the fairy tale.

Appendix G

SUNY External Evaluator Offer Letter

Date

Name & Title

Institution (ANOTHER SUNY ONLY)

Street Address

City / State / Zip

Dear \_\_\_\_\_:

On behalf of President Darrell P. Wheeler, I am pleased to offer you an extra-service appointment as an external reviewer for the Department of \_\_\_\_\_ [or the \_\_\_\_\_ Program] at the State University of New York at New Paltz.

This is an appointment letter between the State University of New York at New Paltz organized under the laws of the State of New York located in Ulster County, and you, subject to the policies as outlined in the *SUNY Policies of the Board of Trustees*, the Agreement between the United University Professions, and the State of New York (The Agreement), and SUNY-wide and local SUNY New Paltz policies. A \$500 stipend is offered for this work, which will be paid through New York State payroll. Your allowable travel expenses will be reimbursed in accordance with New York State travel policy.

As you know, SUNY requires periodic review of academic programs, typically on a five- to seven-year cycle. We are grateful for your willingness to support this effort in collaboration with [co-evaluator's name] of [institution], who will serve as a co-evaluator. My colleagues in the Department of \_\_\_\_\_ [or \_\_\_\_\_ Program] and in the campus administration are very interested in your informed view of our program's strengths relative to similar institutions. We also need your frank assessment of areas for improvement. We will benefit greatly from your advice about how we can most effectively move forward to achieve the goals the department/program has identified for itself.

The program review process begins with a self-study in which faculty evaluate their department's/program's mission, programmatic goals and outcomes, student learning and performance, and available resources. New Paltz's institutional mission and Strategic Plan, as well as those of the School/College of \_\_\_\_\_, inform and provide context for the self-evaluation. A copy of the self-study report and relevant supporting materials will reach you by email in advance of your campus visit on [insert dates]. Within the month following your visit, we expect to receive a brief report, written collaboratively with your co-evaluator, summarizing your assessment and recommendations.

Professor \_\_\_\_\_, chair/director of the \_\_\_\_\_ department/program, will serve as your primary contact in the coming weeks and can be reached by email or phone at \_\_\_\_\_@newpaltz.edu or 845-257-\_\_\_\_\_. Professor \_\_\_\_\_ oversaw production of the self-study and is coordinating your meeting schedule.

As a SUNY employee, you are likely already a member of one of the NYS eligible retirement systems. If you are not and wish to enroll, please email the benefits team here at New Paltz at [benefits@newpaltz.edu](mailto:benefits@newpaltz.edu) who can assist you with eligibility and information. You may also contact the benefits team if you would like information on health insurance eligibility. For part-time employees, eligibility can be dependent upon how many courses are being taught, compensation, or FTE. Detailed information about health insurance eligibility can be found in The Agreement under Article 39.9.

We are working with the Office of Human Resources, Diversity, and Inclusion (HRDI) to provide you with the appropriate forms for your appointment. (Please see the list of required forms under attachments.) Many of the forms will look familiar: you completed the same state and federal forms when hired at your home campus. Because SUNY campuses cannot, by law, share personnel records, completion of all enclosed forms is required for your “dual employment” at New Paltz. Instructions for the completion of forms as well as the transmission of social security numbers can be found on the attached SUNY External Evaluator Forms and Instructions sheet.

This appointment letter is contingent upon proper proof of employment eligibility in the United States (for the duration of this appointment) and as outlined in the Department of Homeland Security Employment Eligibility Form (Form I-9). Any changes in status must be reported immediately to HRDI. This appointment letter is effective upon receipt of this signed original. Please note, however, payment can only be initiated upon receipt of the required employment documentation, sent alongside this letter, completed and returned in its entirety.

The Payroll Office is responsible for the timely and accurate payment of all University State employees and Time and Attendance (TAS). Payroll also handles tax withholding, direct deposit, W2 issues, and processing all leave accrual and usage for University State employees. Paychecks and direct deposit stubs are directly mailed to the employee’s address on file. If you have general payroll questions, please contact the Payroll Office located in HAB 301, at either (845) 257-3145 or [payroll@newpaltz.edu](mailto:payroll@newpaltz.edu).

To indicate your acceptance of this extra-service appointment, **please sign this letter (on page 3) and email it before your visit** to [name of coordinator] in the Office of Strategic Planning & Assessment at \_\_\_\_\_@newpaltz.edu. Retain the original for your records.

Please, then, email all completed forms to [name of coordinator] at \_\_\_\_\_@newpaltz.edu. Should you have questions about any of the paperwork, please contact [name of coordinator] for assistance at \_\_\_\_\_@newpaltz.edu.

For any other questions about your visit, do not hesitate to contact Professor \_\_\_\_\_ or me. We are grateful that you have agreed to help us with this important task, and I look forward to meeting and speaking with you.

Sincerely,

\_\_\_\_\_, Dean  
School/College of \_\_\_\_\_

*Attachments:*

Self-Study  
SUNY External Evaluators' Forms and Instructions  
Direct Deposit Form  
Dual Employment / Extra Service Form  
Form I-9  
Form IT-2104  
Form W-4  
Personal Information Form  
RSSL Information & Acknowledgment Form (for public retirees of NYS only)  
Statement of Automobile Travel  
Travel Expense Report

cc: Department chair/Program director  
Department/Program secretary  
School/College secretary  
Coordinator, Strategic Planning & Assessment

I, \_\_\_\_\_, accept these terms and conditions outlined above and understand I am responsible for reviewing and observing all SUNY and SUNY New Paltz policies during my appointment. I attest by my signature that the information I have provided on any forms submitted in connection with employment are correct and true representations and that any misrepresentation or omission may be cause for refusal of employment or termination of employment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix H

### Non-SUNY External Evaluator Offer Letter

Date

Name & Title

Institution

Street Address

City / State / Zip

Dear \_\_\_\_\_:

After appropriate consultation, I am pleased to offer you an appointment as an external reviewer for the Department of \_\_\_\_\_ [or the \_\_\_\_\_ Program] at the State University of New York at New Paltz (SUNY New Paltz). A \$500 stipend is offered for this work, and your allowable travel expenses will be reimbursed in accordance with New York State travel policy.

SUNY requires periodic review of academic programs, typically on a five- to seven-year cycle. We are grateful for your willingness to support this effort in collaboration with [co-evaluator's name] of [institution], who will serve as a co-evaluator. My colleagues in the Department of \_\_\_\_\_ [or the \_\_\_\_\_ Program] and in the campus administration are very interested in your informed view of our program's strengths relative to similar institutions. We also need your frank assessment of areas for improvement. We will benefit greatly from your advice about how we can most effectively move forward to achieve the goals the department/program has identified for itself.

The program review process begins with a self-study in which faculty evaluate their department's/program's mission, programmatic goals and outcomes, student learning and performance, and available resources. New Paltz's institutional mission and Strategic Plan, as well as those of the School/College of \_\_\_\_\_, inform and provide context for the self-evaluation. A copy of the self-study report and relevant supporting materials will reach you by email in advance of your campus visit on [insert dates]. Within the month following your visit we expect to receive a brief report, written collaboratively with your co-evaluator, summarizing your assessment and recommendations.

Professor \_\_\_\_\_ chair/director of the \_\_\_\_\_ department/program, will serve as your primary contact and can be reached by email or phone at \_\_\_\_\_@newpaltz.edu or 845-257-\_\_\_\_\_. Professor \_\_\_\_\_ oversaw production of the self-study and is coordinating your meeting schedule.

To indicate your acceptance of this appointment, **please sign this letter and email it before your visit to [name of coordinator]** in the Office of Strategic Planning and Assessment at \_\_\_\_\_@newpaltz.edu. Retain the original for your records.

All forms or links to forms required to process payment of your stipend are attached. (Please see special instructions for the transmission of social security numbers.) Return the completed forms to [name of coordinator] at \_\_\_\_\_@newpaltz.edu. Should you have questions about any of the paperwork, please contact [name of coordinator] for assistance at \_\_\_\_\_@newpaltz.edu.

For any other questions about your visit, do not hesitate to contact Professor \_\_\_\_\_ or me. We are grateful that you have agreed to help us with this important task, and I look forward to meeting and speaking with you.

Sincerely,

\_\_\_\_\_, Dean  
School/College of \_\_\_\_\_

Attachments:  
Appointment letter  
Non-SUNY External Evaluator Forms and Instructions  
Self-Study  
Consultant/Lecture Reimbursement Requisition  
NYS Substitute Form W-9  
NYS Standard Voucher  
Travel Expense Report  
Statement of Automobile Travel

cc: Department chair/Program director  
Department/Program secretary  
School/College secretary  
Coordinator, Strategic Planning & Assessment

I, \_\_\_\_\_, accept the terms and conditions of this appointment as outlined above and understand that I am responsible for reviewing and observing all applicable policies during my term.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_



## Appendix I

### External Evaluator Payment Process

**PLEASE NOTE that payment processes for SUNY/NYS reviewers differ significantly from those for non-SUNY reviewers.**

**ALL external evaluators will receive by email an appointment/confirmation letter signed by the dean. To accept the appointment, evaluators must *sign and date the letter and email it to the coordinator of Strategic Planning & Assessment before the external program review visit.***

**Other documents required for stipend payment and travel reimbursement are listed below. Submission of all completed forms *prior to the campus visit* will help to expedite processing.**

- **For a reviewer who is *not* from another SUNY or NYS agency (this *includes* CUNY employees), the following forms are required to process the stipend payment (currently \$500) and travel reimbursement:**

- Signed confirmation letter accepting assignment** (this will be returned directly to the Office of Strategic Planning & Assessment)
- [Consultant/Lecturer Reimbursement Requisition](#)** (enter totals for honorarium and travel):
- [NYS Substitute Form W-9: Request for Taxpayer ID Number & Certification](#)**
- [NYS Standard Voucher](#)**
- [Travel Requisition](#)** (to be completed BEFORE travel)
- [NYS Travel Expense Report](#)**
- [NYS Statement of Automobile Travel](#)**, if applicable
- Original receipts (*must show method of payment*)**
- Campus visit itinerary**

***Submit the above items, fully completed, to Strategic Planning & Assessment prior to, or at the start of, the campus visit. Additional forms may be needed such as the Lodging Justification form and Tax Exempt Certificate.***

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- **For a reviewer from another SUNY (or other NYS agency) who is not currently employed by SUNY New Paltz, the following forms are required for stipend payment (currently \$500) and travel reimbursement:**

» **Employment/Travel forms**

- Signed confirmation letter accepting appointment.**
- Personal Information Form**
- [Form I-9 \(Employment Verification Form\)](#): Employee completes Section 1; employer (i.e., a representative of SUNY New Paltz) completes Section 2 and must examine evidence of identity and employment eligibility. Other options include completing the form at the employee's**

human resources department at their home school or at a bank with a notary. *Original documents must be verified in person; a list of acceptable documents appears on Form I-9.*

- RSSL Information & Acknowledgment Form** (for public retirees of NYS only)
- Dual Employment/Extra Service Approval Form:** Employee completes top section; employee's home-agency supervisor completes the bottom section, granting permission for the employee to render service at New Paltz.
- Travel Requisition (to be completed BEFORE travel)**
- NYS Travel Expense Report**
- NYS Statement of Automobile Travel**, if applicable

» **Payroll forms**

- Form W-4** SPA/VPAA will prepare an ARF (for HR records) and a Fee/Extra Service
- Form IT-2104** Payment Authorization (for Payroll).
- Direct Deposit Form**

***Submit the above employment and payroll forms, fully completed, to Strategic Planning & Assessment prior to, or at the start of, the campus visit. Additional forms may be needed such as the Lodging Justification form and Tax Exempt Certificate.***

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» **Travel reimbursement for SUNY/NYS reviewers:** In some cases, *reviewers from another SUNY might submit receipts to their home agency (campus) for processing and reimbursement.* Home campus and New Paltz Accounts Payable staff will consult, the home campus will reimburse the reviewers, and New Paltz will process a funds transfer to reimburse the home campus.

Appendix J

Bloom's Taxonomy

Action Verb List for the Cognitive Domain

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Convert	Apply	Abstract	Advise	Appraise
Describe	Defend	Carry out	Analyze	Arrange	Assess
Identify	Describe	Change	Appraise	Assemble	Choose
Label	Discuss	Code	Audit	Categorize	Compare
List	Distinguish	Comply	Breakdown	Collect	Conclude
Match	Estimate	Demonstrate	Calculate	Combine	Contrast
Name	Explain	Discover	Category	Communicate	Criticize
Outline	Express	Dramatize	Compare	Compile	Describe
Recall	Extend	Employ	Contrast	Compose	Discriminate
Record	Generalize	Follow	Criticize	Conduct	Enforce
Relate	Give example	Follow up	Debate	Construct	Estimate
Repeat	Identify	Illustrate	Determine	Contribute	Evaluate
Reproduce	Infer	Interpret	Distinguish	Coordinate	Explain
Select	Locate	Interview	Edit	Counsel	Interpret
State	Paraphrase	Maintain	Examine	Create	Judge
Underline	Predict	Manipulate	Experiment	Design	Justify
	Recognize	Modify	Identify	Develop	Measure
	Report	Operate	Illustrate	Devise	Monitor
	Restate	Perform	Infer	Establish	Rate
	Review	Practice	Inspect	Explain	Relate
	Rewrite	Predict	Inventory	Formulate	Review
	Summarize	Prepare	Investigate	Gather	Score
	Tell	Produce	Outline	Generate	Select
	Translate	Relate	Point out	Incorporate	Summary
		Respond	Question	Instruct	Support
		Retrieve	Relate	Manage	Value
		Schedule	Review	Modify	
		Screen	Select	Organize	
		Shop	Separate	Plan	
		Show	Solve	Prepare	
		Sketch	Subdivide	Propose	
		Solve	Test	Rearrange	
		Transcribe		Recognize	
		Use		Recommend	
				Reconstruct	
				Relate	

				Review Rewrite Set up Summarize Supervise Tell Update Write	
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Bloom, B. S., Mesia, B. B., & Krathwohl, D. R. (1964). Taxonomy of Educational Objectives (Vol. 2: The Affective Domain & Cognitive Domain). New York. David McKay.

Appendix K

Assessment Plan and Assessment Summary Report Templates for Administrative Areas

Assessment Plan Template

Department Name: \_\_\_\_\_  
 Assessment Period: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_

1. Mission Statement (What is the main purpose of your department?)
2. Main activities (List the primary tasks, duties, and/or responsibilities of your department).
3. Goal(s): Based on your mission and main activities, what are your primary goals for the next year? (Please focus on the goals that are most important to you in the upcoming year. List no more than five goals).
4. Describe the Strategic Plan Essential Initiative to which each goal applies.

Goal (Desired outcome)	Objectives (Concrete activities or ways of observing goal attainment)	Measure (What can I use to measure the extent to which the goal has been met?)	When? (Date to be accomplished)	By whom?
(e.g., Increase students' awareness of outreach programs)	(e.g., Recruit three 3-students from each residence hall to talk about outreach programs)	(e.g., Pre- and post-test surveys of students' awareness of outreach programs)	(e.g., September 2013 - December 2013)	(e.g., Student Services Office administrative assistant)

Planning and Assessment Summary Report Template

NAME OF ADMINISTRATIVE UNIT: \_\_\_\_\_  
 Period Covered: \_\_\_\_\_ (e.g., August 1, 20-- to July 31, 20--)  
 Date Submitted: \_\_\_\_\_

Goals and Objectives:

Data Collected/Findings:

Programmatic and Budgetary Changes/Implications:

Use of Results for Improvements: