Institutional Effectiveness Plan and Guidebook

For the Integration of Planning, Resource Allocation, and Assessment

Institutional Effectiveness
Plan and Guidebook

This document serves as a resource for faculty, staff, and administrators across all campus operations. Included is background information about the integrated processes of planning, budgeting, and assessment; guidance for developing assessment plans at the institutional and unit levels; and suggested practices for collecting, analyzing, and using data for improvement of student learning and college operations. Timelines and responsible parties are highlighted.

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Institutional Effectiveness in Higher Education

A college has a responsibility to uphold a public trust to educate students and prepare them to lead productive lives in a democratic society. Though we at SUNY Cobleskill are confident that we honor this trust, we have an obligation to demonstrate that we do indeed accomplish what we are entrusted to do in a responsible manner. This challenge drives us to continually examine our mission, clarify our goals, make better decisions, and allocate resources to support student learning and success. Institutional effectiveness is about accountability to ourselves, our students, employers, accrediting agencies, the government, donors, and society in general; it is about always striving to improve the College for students, employees, and the community; it is about a continuous process of monitoring and assessing performance in order to improve and enhance operations of the College.

The Purpose and Philosophy of Institutional Effectiveness

Institutional effectiveness is the College's ability to achieve its mission. In order to ascertain its effectiveness, a college must ask itself four basic questions:

1. What are we collectively hoping to achieve? Though all institutions of higher education focus on student learning, each institution has particular purposes based upon its mission. Institutional effectiveness begins with clear, mission-based goals and key performance indicators that are explicitly communicated with all members of the college community.

2. What strategies and actions do we intentionally employ to achieve our mission-based goals? Though a college employs people with expertise in teaching students and providing student support, an integrated and coordinated effort is required to achieve college goals.

3. How well are we collectively doing what we say we are doing? A college must systematically determine that goals are reality, not just intention. Multiple types of assessments are conducted periodically, and assessment data are analyzed to determine what institution-wide and specialized policies and practices work and which ones need modification, development, or discontinuance. Examination of data must ultimately address support of student learning.

4. How do we use results of our assessment processes to improve our operations to better support student learning and success? Interpretation of assessment data are used to change goals, strategies, processes, and resource allocations in order to better support student learning and success. Systematic use of assessment findings results in an ethos of continuous improvement and defies a culture of complacency; even negative results are welcomed as useful tools in the improvement of programs and practices.

Institutional effectiveness (IE) is the mechanism used to answer these questions. The act of seeking answers to these questions leads to the pursuit of many others - questions about cohesiveness, values, priorities, presuppositions, and assumptions. IE, then, is an iterative discovery process that transforms

the college. This is why IE at SUNY Cobleskill is continuous and evolving, not episodic or static. To this end, this *Institutional Effectiveness Plan and Guidebook* will be reviewed and revised as necessary, to reflect improvements made in the College's IE practices themselves and to maintain the greatest level of benefit from the process.

Accreditation and Other External Factors

Genuine, productive IE is driven by a college's unwavering desire to be the best at what it does. But colleges do indeed have a responsibility to be accountable to certain outside entities for its assessment procedures, and these must be taken into consideration in the discussion of IE.

Regional accreditation, a self-regulation and peer review process wherein experts in membership organizations determine the extent to which a college is in compliance with accreditation standards, is a federally endorsed means by which public confidence in higher education is maintained. The Middle States Commission on Higher Education (MSCHE) represents the chief source of external motivation and support for IE efforts at SUNY Cobleskill. The MSCHE's policy document, *Characteristics of Excellence in Higher Education*, places a strong emphasis on mission-driven assessment, use of assessment results, and an integrated approach to planning, assessment, and resource allocation. MSCHE Standard 7 in *Characteristics of Excellence in Higher Education* refers to the need for colleges to engage in institutional assessment: "The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards" (p. 25). The standard also identifies fundamental elements of institutional assessment (which are to be considered in their totality, not as independent components): documented assessment processes that are mission-based, systematic, sustained, and thorough; support and collaboration of faculty and administration for assessment; realistic guidelines, timetables, and resources; simplicity and practicality; periodic evaluation of assessment practices; evidence that assessment results are shared and used in institutional planning, resource allocation, and renewal; and written plans that incorporate assessment results. The continued implementation of SUNY Cobleskill's IE plan will assure that the College periodically reviews its overall effectiveness in planning, resource allocation and institutional renewal processes and that it uses institutional resources efficiently.

Progress in the MSCHE reaffirmation process also cements good standing with various national and regional organizations, including the American Association of State Colleges and Universities, the Association of Council Members and College Trustees of the State University of New York, the Council for Advancement and Support of Education, the Council for Higher Education Accreditation, and the National Collegiate Athletic Association (Division III). In addition, progress in the MSCHE reaffirmation process facilitates evaluation by other programmatic accrediting bodies, including the American Culinary Federation, Associated Equipment Distributors, National Accrediting Agency for Clinical Laboratory Services, National Association for the Education of Young Children, Committee on the Accreditation of Educational Programs for Emergency Medical Services Professionals, Professional Landcare Network, and Accreditation Association for Ambulatory Health Care.

Demonstration of effectiveness, efficiency and overall accountability is also of state and national interest. New York legislators continually debate higher education, and federal Congressional debates in recent years have centered on cost effectiveness, access to higher education, and outcomes. The State University of New York Board of Trustees is committed to the quality of higher education in New York State and provides policy and guidance on institutional assessment. (See Appendix 1, SUNY Policy and Guidance: State University Assessment Policy.)

Integration of Planning, Resource Allocation, and Assessment

Institutional effectiveness is an integrated process that intimately links assessment, planning, and resource allocation through an iterative, ongoing process to support the college's mission and student learning. IE relies on broad campus participation and emphasizes accountability.

Planning

The planning process occurs at multiple levels in a college and is tied to the allocation of resources to support the plans and assessments that inform future actions and modifications of plans. All planning is designed to achieve the institutional vision while honoring the institutional mission and values, improve overall operations while accomplishing specific goals, and maintain financial equilibrium.

The planning process is conducted in collaboration among administration, faculty, staff, and (as appropriate) students. The planning process identifies goals at multiple levels, based upon analysis of collected data; identifies annual priorities for achieving goals at each level; includes decisions on allocating resources to pursue goals and priorities; and implements, directs, and monitors all steps according to an established timeline and sequence.

Planning falls into three categories that progress from broad, mission-driven, college-wide goals to more narrowly-defined objectives:

- The strategic plan is typically a five-year plan of intent and action, involving long-term, visionary goals for the college.

- Master plans are typically three- to five-year, college-wide plans that combine strategic thinking with operational realities and include goals, strategies, and outcomes for broad functional areas of the college.

- Operational plans are the ongoing management plans of college units/programs, involving annual goals, objectives, and outcomes and informed by the college's strategic and master plans.

Though these planning processes appear simple and linear, they are ultimately complex because of their interrelatedness to each other.

STRATEGIC PLANNING. To realize its vision for the future and to fulfill its present-day mission, a college establishes a limited number of broad-based goals along with specific strategies to achieve the goals and short-term objectives for each strategy. Strategic planning indicates actions for college units, programs, and personnel, along with key performance indicators, timelines, and needed resources. Strategic planning is transformative in nature and, though used to inform master and operational planning, does not provide guidance for daily operations of the College.

MASTER PLANNING. To provide coherence and integrity to master areas of the campus, a college engages in master planning. Master planning considers the overall direction of broad areas such as academics, enrollment management, information technology, facilities, and so on. Informed by strategic planning, master planning provides ongoing direction for the College.

OPERATIONAL PLANNING. Day-to-day operations of the College are guided by operational planning, which occurs within smaller units of the College. Operational planning occurs both annually and cyclically and is informed by strategic and master planning.

Resource Allocation

IE is an integral part of the practices and procedures of a college and is meaningful only to the extent that it has influence over the allocation of resources within the College. Resource allocation refers to the manner in which the institution's financial, human, space, equipment, and technology resources are utilized to achieve its mission and goals and to support student learning. Effective resource allocation is inextricably linked to planning and responds to data analysis. Both top-down guidance and bottom-up knowledge and realities inform the allocation of resources.

Budgeting is a perpetual process that includes two essential elements:

1. Annual approval of unrestricted and restricted funds, based upon campus priorities and basic operating requirements. The College adopts a budget model that identifies formulas, metrics, responsible parties, and other pertinent criteria.

2. Continual adjustment to new opportunities and unexpected circumstances. Grant opportunities, new gifts, unexpected revenue shortfalls, disasters, and such may require the institution to modify the annual budget and reallocate funds.

In an era of cut-backs and scarcity of funds, resource allocation is a crucial component of IE. Too often, an institution's plans fail to be implemented not because they lack merit but because they lack funding. However, affordability is often more an issue of priorities than of money. The question is not "Can we afford it?" but rather "Is it important enough?" Institutional effectiveness provides the means for answering this question in a rational and coherent way.

Assessment

Assessment is the systematic and ongoing process of measuring and analyzing information collected from various sources in order to improve student learning and college support services. Assessment informs stakeholders of the current state of the college and its operations, validating that the college is accomplishing its goals. The process of assessment includes defining goals, implementing strategies to achieve those goals, gathering data about accomplishments, analyzing the data, and using the analysis of data to improve programs and services, inform planning, and direct resource allocation decisions.

The following principles must be considered when developing and using assessment plans:

- Assessments measure what really matters and are used to guide self-improvement.
- The institution uses assessment results to make confident, data-driven decisions about improving services, developing programs, and allocating resources.
- Assessments are used to strengthen individual areas of the college, not to compare them.
- Assessment documents and processes continually change to adapt to college goals.
- Plans are developed by the unit/program being assessed.
- Plans are cost-effective and simple, focusing efficiently on a few goals.
- Institutional and unit/program goals and assessment results are clearly and widely communicated.

Interdependent Model of Operations

Full and meaningful integration of these processes of IE require implementation of an interdependent model for college operations. Higher education institutions have traditionally operated as composites of somewhat independent units (e.g., Academic Affairs, academic departments, Student Affairs, Facilities, Business Office, Financial Aid, Admissions, and so on). Each unit has its own responsibilities and competes with other units for college resources. In a more effective model, a higher education institution works as a network of interdependent systems that minimizes boundaries and creates essential relationships among units and the processes of institutional effectiveness (planning, resource allocation, and assessment). The ultimate goal of the interdependent model is to focus on a collective effort to support student success and address college priorities. The IE processes in place and in development at SUNY Cobleskill are designed for this emerging higher education model that emphasizes interrelationships and collaborative efforts. In our interdependent model, the College places student learning and success at the center of all the College's collaborative and integrated efforts; student learning is supported by academic services, academic support services, and institutional services. This model represents functional relationships, not management or governance structures, and demonstrates the interdependent and collaborative nature of all units on campus; that is, each area's functions depend upon people, services, and resources in other areas. Woven throughout the model are the integrated processes of planning, resource allocation, and assessment.

Planning, resource allocation, and assessment come together as interdependent parts of institutional effectiveness that involve:

- Articulating institutional vision and mission;
- Enumerating institutional goals through which the vision will be achieved and mission fulfilled;
- Creating strategies through which these goals are attained;
- Establishing measurable operational objectives that contribute to the attainment of these strategies; are founded firmly upon the institutional mission, goals and objectives; and contribute to our most essential function, student learning;
- Identifying resources (human, materials, facilities, and so) needed and integrating needs into the budgeting process.
- Structuring assessment procedures so that these objectives are regularly assessed, not only in terms of attainment, but also in terms of their connection to the mission, goals, objectives, and student learning; and
- Ensuring that the results of assessment are regularly and directly used to improve our effectiveness and to enhance the quality of our programs and services.

On *all* levels of assessment-based college operations, certain basic stages occur:

- Mission-driven goals and outcomes are established by key personnel.
- Resources are allocated to achieve the goals and outcomes.
- Programs and practices are implemented to realize the goals and outcomes.
- Data regarding programs and practices are generated and aggregated to reveal their effectiveness.
- Data results are analyzed.
- Effectiveness of programs and practices is assessed using that analysis.
- Practices/processes are modified to improve performance and outcomes.

If the process were to stop at that point, the results would be merely linear:

Goals and Objectives	→	Resource Allocation	→	Programs/ Practices	→	Data Collection	→	Data Analysis	→	Effectiveness Assessment
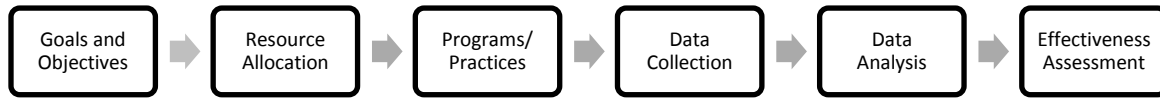
However, when IE is pursued not as an end in itself but rather for its true purpose – when the results of assessment are used to adjust our objectives, correct our allocation of resources, and enhance the quality of our programs and services – a series of linear points becomes a closed loop:

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            Resource
            Allocation
   Goals and              Programs/
   Objectives             Practices

   Effectiveness          Data
   Assessment             Collection

            Data Analysis
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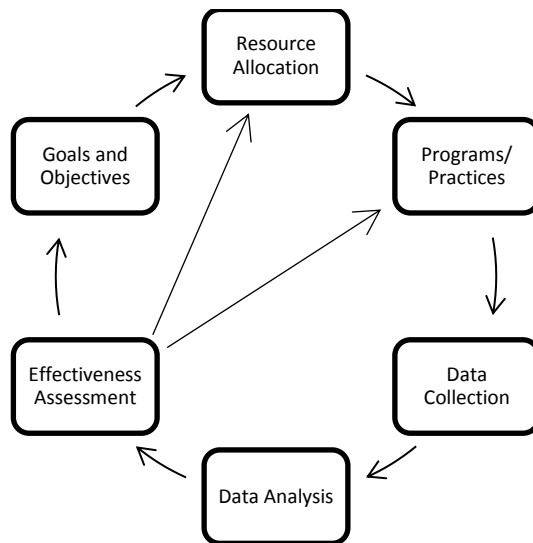
This IE process is characterized by collaboration, impartiality, efficiency, meaningfulness, accountability, communication, data-driven decisions, and continuous improvement.

Elements of Institutional Effectiveness at SUNY Cobleskill

The institutional effectiveness process at SUNY Cobleskill is a continuous cycle of integrated planning, implementing, budgeting, assessing, and improving that is applied at every level of the college. Achievement of the College's mission is central to all components of the IE process.

Mission Statement

In early 2012, the SUNY Cobleskill campus underwent a process to focus and solidify its mission statement. Feedback was sought from across campus, and the President's Cabinet approved the revised statement on March 15, 2012.

With an emphasis on experiential education, SUNY Cobleskill prepares students for successful careers, advanced studies, and engaged citizenship.

This succinct statement captures the essence of the SUNY Cobleskill experience. Each element of the statement is further elaborated below:

"…experiential education"

Academic and co-curricular programs at SUNY Cobleskill emphasize the application of theoretical principles and concepts to real-world situations. Programs of study include hands-on and project-based learning plus field experiences and internships with industry, business, and agency partners. SUNY Cobleskill's programs continually evolve to reflect current and emerging knowledge and infuse new technologies into students' academic experiences. In addition, opportunities for study abroad provide students a foundation for global citizenship.

"…career success"

Because of the experiential nature of the academic programs, students are equipped with knowledge and skills that prepare them for successful entry into the work force. Problem-solving, critical thinking, teamwork, and communication skills, crucial to success in college, are skills highly valued by employers.

"…advanced studies"

Upon graduation from SUNY Cobleskill's bachelor's and associate's degree programs, students who choose advanced studies do so knowing they have a strong foundation for further education. SUNY Cobleskill's supportive environment includes small class sizes, individualized attention from highly qualified faculty, and tutoring services.
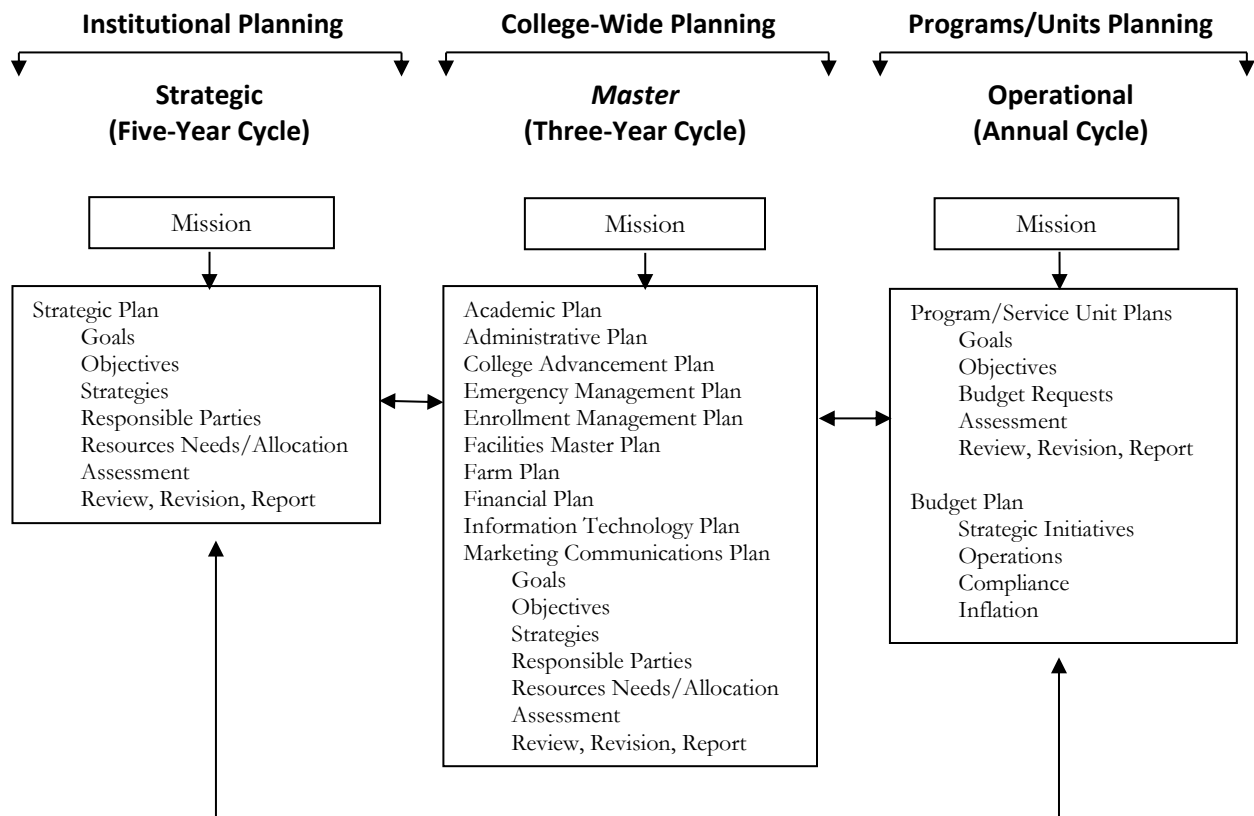
"…engaged citizenship"

Personal growth and development are cultivated through participation in a wide range of student organizations and initiatives, student leadership opportunities, significant engagement in service to the community, and the option of participation in NCAA DIII intercollegiate athletics.

Systemic Relationships

As described in Chapter 1, the IE processes in place and in development at SUNY Cobleskill are designed to emphasize interrelationships and collaborative efforts among college systems in order to more effectively meet the College's mission and support student success. At the core of all we do at SUNY Cobleskill is student learning and success. Learning is defined holistically, with intellectual, physical, emotional, social, and personal elements; success refers to realizing student goals and completing academic programs. Three layers of units surround the core: Academic Services, which include various modes of delivery for a variety of instructional programs; Academic Support Services, which include a range of services to support instruction and student development; and Institutional Support, which includes many infrastructure, behind-the-scenes services that are essential to our mission. Being mindful of these relationships allows us to analyze effects of changes across the model, trace origins of problems, and remain focused on the College's mission.

Planning Levels

SUNY Cobleskill's planning process occurs at multiple levels – strategic, master, and operational – that are interrelated and integrated with resource allocation to support the plans and with assessments that modify plans.

Institutional Planning	**College-Wide Planning**	**Programs/Units Planning**
Strategic (Five-Year Cycle)	*Master* (Three-Year Cycle)	**Operational** (Annual Cycle)
Mission	Mission	Mission

Strategic Plan
  Goals
  Objectives
  Strategies
  Responsible Parties
  Resources Needs/Allocation
  Assessment
  Review, Revision, Report
	Academic Plan
	Administrative Plan
	College Advancement Plan
	Emergency Management Plan
	Enrollment Management Plan
	Facilities Master Plan
	Farm Plan
	Financial Plan
	Information Technology Plan
	Marketing Communications Plan
	  Goals
	  Objectives
	  Strategies
	  Responsible Parties
	  Resources Needs/Allocation
	  Assessment
	  Review, Revision, Report
		Program/Service Unit Plans
		  Goals
		  Objectives
		  Budget Requests
		  Assessment
		  Review, Revision, Report
		
		Budget Plan
		  Strategic Initiatives
		  Operations
		  Compliance
		  Inflation

Strategic Planning, Resource Allocation, and Assessment

Strategic planning at SUNY Cobleskill is an ongoing, participatory, inclusive process, designed to support continual improvement in strategic areas to meet the College's mission and vision. The most recent strategic planning process produced a five-year (2011-2016) plan, *The Second Century Enterprise*, which is visionary and practical as well as representative. Purposeful integration of planning, budgeting, and assessment is a hallmark of the strategic plan, which is reviewed semi-annually and updated annually.

SUNY Cobleskill's strategic plan, *The Second Century Enterprise: 2011-2016*, has eight goals:

I. **STUDENT SUCCESS**: SUNY Cobleskill integrates its hallmark, Real Life-Real Learning, into the fiber of the institution to improve student success.
   A. Cobleskill students are engaged in experiential learning, personal growth, and leadership opportunities as reflected in all institutional practices and policies.
   B. All academic program and service areas demonstrate student success through cyclical and documented assessment.
   C. Current students and alumni have access to a variety of effective resources to enable them to be employed or enrolled in advanced study.

II. **COMMUNITY PARTNERSHIPS**: SUNY Cobleskill is actively engaged in developing synergistic partnerships with local and regional communities.
   A. Synergistic relationships exist with key social service, academic, economic, and political partners. The relationships will be nurtured and new ones will be developed both locally and regionally.
   B. SUNY Cobleskill's financial self-sufficiency is strengthened by leveraging the College's resources across the communities it serves.
   C. Cobleskill is recognized as a center for cultural, educational, and economic development.

III. **CULTURAL COMPETENCE**: SUNY Cobleskill provides opportunities embedded in curricular and extracurricular activities for cross-cultural learning that develops one's ability to understand, communicate, and effectively interact within a diverse society.
   A. SUNY Cobleskill's academic curricula integrate a variety of behaviors that enhance awareness, attitudes, knowledge, and understanding of world-wide cultural practices and views.
   B. Extracurricular activities enrich and extend student experiences and attitudes toward cultural differences at local and global levels.
   C. Campus constituent groups exhibit cultural awareness in their services to students and the campus community.

IV. **EFFECTIVE SCHOLARSHIP**: Scholarship is an integral component of SUNY Cobleskill.
   A. Faculty is keeping current in respective disciplines and pedagogical theory.
   B. Recognition of SUNY Cobleskill faculty scholarly work is institutionalized.
   C. Faculty is engaged with appropriate industry groups and participates more with the greater community in discipline-related activities.

V. **ECONOMIC AND ENVIRONMENTAL SUSTAINABILITY**: SUNY Cobleskill aggressively fosters and promotes economic and environmental sustainability.
   A. SUNY Cobleskill has improved financial stability by identifying cost savings on energy and use of other natural resources (i.e., water, paper, etc.).

B. SUNY Cobleskill works to achieve minimal environmental impact/carbon footprint and becomes a demonstration site for best practices in sustainability.

C. SUNY Cobleskill provides learning experiences as part of relevant courses and programs and involves all students in sustainable experiential learning opportunities.

VI. **MANAGED ENROLLMENT**: SUNY Cobleskill has identified and developed the strategies necessary to enhance the quality and diversity of the student body, improve the student experience and satisfaction, improve student retention and graduation rates, and ensure the delivery of a balance of academic programs that is responsive to a comprehensive needs analysis.

A. The College offers an appropriate mix of academic programs for traditional and non-traditional students reflecting the needs of the workplace and engaged citizenry.

B. SUNY Cobleskill uses a comprehensive recruitment and marketing plan to maximize its enrollment profile.

C. Obstacles to student success have been identified and ameliorated, including assurance that the academic services structure supports the enrollment and retention needs of the College.

VII. **NATIONAL RECOGNITION**: National recognition of SUNY Cobleskill's unique programs and achievements attracts and retains highly qualified students, personnel, and partners.

A. Internal and external awareness of student, faculty, and staff accomplishments are enhanced. Accomplishments of campus constituents are identified and recognized in a coordinated and timely fashion.

B. There exists sufficient and consistent resource support for a variety of professional efforts that result in national recognition.

C. Outside constituents will participate and attend campus academic and athletic events, town hall meetings, and institutional advancement initiatives in greater numbers. The College will conduct increased outreach to the regional and national community to broaden national recognition through aforementioned initiatives.

VIII. **SOLID AND DIVERSIFIED FINANCIAL BASE**: SUNY Cobleskill's financial base is diversified and sound.

A. Categorical state support for SUNY Cobleskill is achieved.

B. Programs are adequately funded through an effectively balanced allocation of resources and assessment of fees.

C. Increased revenue through sponsored programs, extended learning, institutional advancement, and public service.

In order to make the strategic plan a meaningful, working document, strategies and actions are identified for each objective along with the identification of responsible parties, key performance indicators, resource needs, and connections to the State University of New York (SUNY) System's strategic plan, *The Power of SUNY*. (See SUNY Cobleskill's strategic plan in Appendix 2 and SUNY's strategic plan in Appendix 3.)

Master Planning, Resource Allocation, and Assessment

Informed by strategic planning and connected to operational planning, master planning provides ongoing direction for the College in broad areas such as academics, enrollment management, information technology, facilities, and so on. Each master plan is developed by the key personnel in the area for which the plan is directed, often including input from multiple units. Progress on master plans is tracked through *WEAVEonline*, which allows monitoring of actions, resource allocation, assessment

data, and revisions that occur as a result of data analysis. Oversight includes review by key personnel and supervisors as well as vetting at the college level by the Academic Council (comprised of people in leadership positions in academics and key related areas), the Administrative Council (comprised of people in leadership positions that are primarily non-instructional, was implemented in Fall 2012), and the President's Cabinet.

Each master plan is connected to the College mission and has its own mission statement, goals, objectives, and measures of success.

Academic Plan

The Academic Plan is in a nascent stage of development. The College engaged a consultant who led the campus through academic prioritization the Spring 2012 Semester. Through program prioritization, we will achieve:

- Clarity of mission and focus for academic programs
- Program renewal and continuous improvement
- Appropriate funding for programs
- Reallocation of resources for new programs and initiatives

A task force is charged with collecting data for analysis of programs, preparing reports, and making recommendations for prioritization of programs in three categories for actions: invest/enhance (15-25% of programs), maintain/restructure (50-70% of programs), and suspend/eliminate (10-25%) of programs. The results of the academic prioritization process will identify academic areas in which the College can excel while disarming a tendency to "be all things to all people," thereby defining the future direction of academic programs for the College. Upon completion, the academic prioritization process will articulate academic priorities that are aligned with the College mission, will inform the Academic Plan, and will identify short and long range plans, enrollment goals, staffing, delivery modes, pedagogical priorities, equipment, space, other resources, faculty development, support services, technology, and integration with Student Affairs. Completion of the Academic Plan will also result in modifications to related plans – such as Enrollment Management and Information Technology Plans. The Academic Plan was completed in Fall 2012. (See Appendix 4) Currently under review, facilitated by faculty governance (FASP) with input from all academic departments.

College Advancement Plan

The comprehensive College Advancement Plan provides an overview of advancement goals and objectives for the Office of College Advancement and SUNY Cobleskill at large. The plan provides a framework for a more effective, collaborative and synergetic approach to college advancement that invites meaningful engagement of SUNY Cobleskill's various constituent groups. Specifically, this plan identifies a critical need to build a wider and more active "community of interest" that is actively involved in the coordinated effort to advance SUNY Cobleskill, before, during and after its 100th anniversary celebrations.

Emergency Management Plan

The emergency management plan is designed to outline a plan of action so that emergencies can be dealt with immediately in a logical and coherent manner. Emergency situations include but are not

limited to natural disasters, system/utility failures, medical emergencies, criminal actions, civil disturbances, chemical spills, fires, explosions, and bomb threats. This plan provides procedural guidance for the use of the incident command system in organizing, coordinating, and directing available resources toward the control of an emergency. Additionally, the plan is a repository of critical information necessary for the immediate, logical, and coherent response to an emergency situation. The plan does not create a step by step response policy; instead it creates a framework for response and recovery. The plan is managed by the University Police Chief.

Enrollment Management Plan

A successful enrollment management (EM) plan has to not only be linked with the College's strategic plan and financial plan, but it also must be fundamentally linked to the academic and student success plans. The EM plan cannot exist in isolation; but instead must be intertwined with other campus plans. The EM plan at SUNY Cobleskill was originally conceived during the 2010 strategic planning process and was based upon a common enrollment planning model – an environmental scan of current realities facing the campus and higher education in general, assessment of opportunities, analysis of factors, development of strategies and actions, identification of assessment measures, and a plan to analyze the progress of the plan. With a change in administration in Fall 2011, the directive for a no-growth plan was dramatically modified to reflect a continuous growth plan. Therefore, the EM plan was updated and linked to the College's strategic plan, with new strategies and actions identified. The plan has a macro level view of increasing overall enrollment through enhanced recruitment efforts and strategies. The plan is also linked with outcomes addressed in SUNY Excels, including micro-credentialing, enhanced retention efforts, and increased on-line programming. Work is underway to establish new program capacities in light of new buildings and a new academic reprioritization process.

The Chief Enrollment Officer has oversight of the EM plan and communicates the progress of the plan with the offices directly involved, the members of the president's cabinet, and the deans. Enrollment updates are also provided at school faculty meetings once per semester and as appropriate in SUNY Cobleskill's daily online news (CobyNow). The plan's goals, objective, performance indicators, resources, assessment data, and changes will be entered in *WEAVEonline*. The Academic and Administrative Councils, along with the Chief Enrollment Officer, will review the plan annually and prepare a written report (Master Plan Annual Report – MPAR) for the President's Cabinet. The Chief Enrollment Officer will implement changes based upon the MPAR and will use *WEAVEonline* entries to request needed resources in the annual budgeting process.

Facilities Master Plan

The facilities master planning process is designed to assess the campus's physical plant needs, based on enrollment projections, strategic, academic, and student life plans and to develop a blue print for capital improvements which meet those needs. The process includes an assessment of existing conditions, inventory of campus facilities (classroom and lab capacity, etc.), and a comparison of current facilities to future needs for a ten year period. Through research, review of campus long term, consultation with a steering committee composed of key stakeholders, and input from the entire campus community, the consultant identifies plan adaptations and new construction required to ensure that facilities are available to meet the academic and co-curricular mission of the campus. Plans are developed, vetted and prioritized by the consultant following extensive discussions across the campus community. The master planning process is funded and conducted entirely by the State University Construction Fund

through monies allocated by the New York State legislature for this purpose. The most recent Facilities Master Plan was completed in November 2011 with anticipated implementation in 2013 (Currently in process of updating the 5-year plan).

Critical maintenance funding is provided to SUNY Cobleskill by the New York State legislature for a five year capital plan. We are currently in the 2008-2013 Capital Plan, which provides approximately $30 million or $6 million annually. Projects to be included in the plan are determined based on the BCAS (Building Conditions Assessment Survey), a comprehensive evaluation process which involves campus staff and experts from the State University Construction Fund. Projects are prioritized based on need, urgency and importance to the campus' mission and strategic plan. All projects must be critical maintenance; strategic initiatives (new construction and plant adaptation) are not allowed. Funding is fixed but project prioritization and inclusion is flexible in order to accommodate changing campus priorities and needs. Additional funding may be available for states of emergency or for strategic initiatives funded separately by the legislature.

A separate five year Residence Hall Capital Plan is developed by residence life management staff, in collaboration with facilities staff. The plan is reviewed annually and changes are made to reflect new time tables and modification of priorities. Residence Hall capital improvements are funded entirely by the DIFR (Dormitory Income Fund Reimbursable). The DIFR is funded entirely by student room rents. A revolving loan fund and the sale of bonds by the Dormitory Authority of the State of New York (DASNY) provide borrowing ability to the campus to fund large projects.

A small amount of operating funds (approximately $7,800) are set aside for small campus beautification projects to be carried out by Grounds staff and by students under faculty supervision as part of their academic experience. These projects are identified based on campus wide input and are developed and implemented under the guidance of the Beautification Committee. Phase III of the Campus Site Infrastructure Upgrades was completed for the fall start of the 2015 – 2016 school year. The scope of this work included the parking, walkways, loading dock area, site lighting and landscaping around Prentice Hall and the complete upgrade to the Dix, Draper, and Pearson quad. This summer the patio connected to Brickyard Point will be redone with scored concrete, Bluestone seating walls, landscaping and new outdoor furniture throughout. The final piece of the Campus Site Infrastructure Upgrades will be the accessible connection of the walkways between the Dix, Draper and Pearson quad and the entrance to Champlin Hall. This project is scheduled to be done during the summer of 2017.

Farm Master Plan

In order to better connect the various academic programs housed within the School of Agriculture and Natural Resources to the SUNY Cobleskill campus farm laboratory, a comprehensive plan is being developed in conjunction with faculty, staff, students and administration. The outcomes of the plan will facilitate greater student and faculty involvement at the farm, encourage the use of agricultural best practices, and maintain fiscal responsibility.

The SUNY Cobleskill campus farm is comprised of a variety of animal species, many acres of land, a full line of equipment and numerous facilities. With academic stakeholder input, the Farm Coordinator will be tasked with developing a five year comprehensive farm plan to continually assess the optimal levels of resources needed to meet the academic objectives of the School of Agriculture and Natural Resources. Key aspects of the comprehensive plan will be determining the optimal numbers of animals, ensuring that an adequate land base exists, developing a five year crop and pasture plan, and addressing

environmental concerns. Additional aspects of the plan will require the identification of agricultural equipment needed to meet objectives, quantifying labor necessary to perform tasks, maintaining suitable animal housing, and developing multi-year budgets to identify potential financial issues.

To achieve the outcomes of the plan, a more streamlined and delineated farm management structure will be implemented to create four distinct farm enterprises: dairy, livestock, equine, and crops and equipment. With an emphasis on collaboration, each of the managers of the areas will report to the Farm Coordinator who, in turn, will facilitate meeting academic needs outlined by faculty. To further enhance communication between the academic programs and farm operations, a faculty and student farm advisory committee will be created to provide regular input with farm planning and decision making. Additionally, the Farm Coordinator will be charged with attending faculty meetings, participating in academic program reviews, representing the College to the greater agricultural community and providing input for future curricular offerings. The Farm Master Plan has been completed and will be updated as needed.

Financial Plan

The College's budget development and planning process helps the College manage resources efficiently; maintain fiscal control; improve services and processes; and allocate resources effectively.

SUNY Cobleskill is a unit of the larger State University of New York system and is included as part of SUNY's operating budget and financial planning process. Campuses and University-wide programs are listed as separate line items in the state budget; however, the University has flexibility to distribute funding among campuses and programs according to the priorities of the Board of Trustees. Funded enrollment levels are approved by a SUNY Enrollment Planning Group led by the Office of the Provost at System Administration. Campuses are allowed to enroll additional students, supported by tuition dollars alone.

Based upon financial plan revenue and state funding levels, SUNY Cobleskill prepares campus operating budget plans for both state operating and special revenue funds. Details of the campus budgets are submitted to SUNY System Administration and must align with approved financial plan fund targets. To be as prepared as possible for the state's level of unpredictability and high potential for mid-year budget reductions, SUNY Cobleskill also maintains an unrestricted operating reserve of between 20% - 25% of annual operating disbursements, the equivalent of three months disbursements.

FURNITURE/EQUIPMENT REPLACEMENT PLAN

The Financial Plan is supplemented by a comprehensive furniture and equipment plan process, designed to maintain a safe work environment, enhance the College's appearance, and strategically maintain the College's assets. The plan utilizes a transparent and participatory process for decision-making. The College maintains a comprehensive inventory of furniture and equipment in a database that tracks all campus property and the location and condition of each piece. Each fall, all units on campus are invited to submit replacement requests; each request must include a justification for the need. The Business Office personnel then create a comprehensive list for review. Next, the Fiscal Affairs and Strategic Planning (FASP) Committee of faculty governance reviews the requests, making recommendations for funding with special consideration of safety, visibility in high traffic areas, and college goals and strategic priorities.

Those recommendations are then vetted by the President's Cabinet and include further discussion with requesters. Final approval is made by the president.

Information Technology Plan

The SUNY Cobleskill Information Technology (IT) Plan serves as the guiding document for all IT related work that SUNY Cobleskill will undertake during the 2011-2013 timeframe. This plan is reviewed and updated annually to gauge the progress towards the obtainment of goals and objectives. Status reports are also provided periodically throughout each year covered by the IT Plan. The status reports will serve as the primary assessment tool for college management decision-making processes in regards to the projects articulated within the IT Plan.

The SUNY Cobleskill IT Plan is aligned with the mission, College strategic plan, Middle States Accreditation Standards, and SUNY System's *Power of SUNY* strategic plan. The projects identified within the SUNY Cobleskill IT Plan are reviewed, vetted, and approved for implementation via the College's *WEAVEonline* system and in conjunction with the College's executive management and applicable governance structure.

Communications and Marketing Plan

The Marketing and Communications Plan addresses a series of strategies and tactics aimed at the enhancement of SUNY Cobleskill's public image during the strategic plan years (2011-16) and beyond. Activities of the plan explicitly support and enhance the work of SUNY Cobleskill's offices of admissions, alumni, college advancement, and academic affairs. The plan's goals include raising the local, state and national profile; increasing the positive awareness of SUNY Cobleskill; enhancing the academic reputation of SUNY Cobleskill among key constituents, including alumni, donors, parents, students, prospective students, faculty, staff and emeriti; supporting the strategic goals of the Office of Admissions to increase the number of highly qualified students who apply and enroll; building loyalty to SUNY Cobleskill; and fostering a college-wide culture of marketing and outreach strategies. The plan is overseen by the Director of Communications and Marketing.

Operational Planning, Budgeting, and Assessment

The most frequent institutional planning, budgeting, and assessments focus on concrete objectives that are specific to service areas, programs, and personnel within the College. These processes that address day-to-day operations all contribute to college-wide plans and the accomplishment of the strategic plan.

Programs and services across the campus are charged with demonstrating achievement of goals and improvement of operations through an annual process of planning, resource allocation, and assessment. Tracking of progress is done through *WEAVEonline*, and budget requests are made annually based upon *WEAVEonline* data.

Operational units required to have assessment plans include the following:

Academic programs	Admissions

Advancement	General Education
Alumni Office	Grants and Sponsored Programs
Athletics	Human Resources
Business Office	ITS - End User Support
Campus Conferences and Events	ITS – Network/Telecommunications
CASE (Tutoring)	ITS - Information Systems
CELT (Instructional Technology)	Institutional Effectiveness
CEST (Center for Environmental Studies and Technology)*	International Education
	Internship Program
Child Development Center*	Library
Communications	MERITS
CAS: Coby's	Professional and Continuing Education
CAS: College Store	Registrar's Office
CAS: Dining Services	Residential Life
CAS: Vending and Laundry	Student Life
Communiversity Affairs	Student Success Center
DisAbilities Support Center	Study Abroad
Educational Opportunity Program	Title III – Advisement
Facilities	Title III – Assessment
Farm	University Police Department
Financial Aid	Wellness Center
First Year Experience	

Under development or major revision as of September 2016

Academic Program Assessment Plan and Student Learning Outcomes

The assessment of academic programs focuses on student learning (Student Learning Outcomes – SLOs). Program assessment is an ongoing process that allows monitoring of the efficacy of academic programs and making necessary improvements in a timely manner. As student learning is the central, core mission of the College, assessment of academic programs is crucial to ensuring that the College remains true to the mission, provides the best education possible for students, and allows faculty the opportunity to review and reflect on their input to the learning process. (See Appendix 5 for the academic assessment planning steps.)

Non-Instructional Program/Unit Assessment Plan

Just as assessment of academic programs is an ongoing process to ensure the quality of education for students, assessment of all non-instructional programs and units is a continual process that supports the academic mission of the College. Program/unit assessment allows monitoring of the efficacy of programs and services so that necessary improvements can be made in a timely manner. Assessment of non-instructional programs is crucial to ensuring that the College remains true to the mission, provides the best support for student success, and allows staff the opportunity to review and reflect on their contribution to campus operations. Operational plans for programs and units have five parts: mission, goals, objectives, assessment measures, and criteria. Steps for creating an assessment plan for non-instructional program and service areas are:

Integration of the Budget

The decision-making process for college budgets has been revised to be transparent and participatory. The integrated annual budgeting process combines planning, assessment results, and resource allocation to help units develop budgets that are consistent with the College's mission, goals, and assessment results. The budgeting process is conducted on an annual basis and is linked to the annual reports and action plans generated at the strategic, master, and operational levels using the *WEAVEonline* management system. The institutional effectiveness tools are designed to limit the subjectivity involved in resource allocation. Education and training for stakeholders are considered essential elements of the budgeting process.

Funding requests must be tempered with an appreciation for two distinct realities: first, resources are finite, with restoration of state appropriations unlikely; and second, the College cannot be everything to everyone. Therefore, funding is contingent upon the demonstration of explicit connections to college priorities as enumerated in multiple levels of plans plus quantifiable success and actions in relation to plans. Flexibility is inherent in the budgeting process so that funds can be shifted to address college priorities.

The College's Business Office facilitates the annual budgeting process and provides training for groups and individuals. Using forms provided by the Business Office, units request funds for recurring costs, one-time strategic actions, and new initiatives. All requests require justification. Strategic funds require explicit connection to a goal, objective, and strategy of SUNY Cobleskill's strategic plan, *The Second Century Enterprise*. The request for new initiative funds must be explicitly connected to a master plan/assessment report or operational plan/annual effectiveness report and be entered in *WEAVEonline*.

Review of budget requests flow from units to chairs/directors/deans, to the Fiscal Affairs and Strategic Planning Committee of Faculty governance, and finally to the President's Cabinet. Strategic and new initiative projects are selected for funding based on the degree to which they are related to strategic goals and objectives and on whether they are supported by appropriate data. Any differences in requests and allocations are discussed with the requesting units before final decisions are made; an explanation of difference in requests and allocations are provided in the Allocated Budget Report, submitted to each unit in July of the new fiscal year.

Inherent in this process is the responsibility of the faculty governance's FASP Committee and President's Cabinet to prioritize all strategic requests in order to most effectively allocate the College's finite resources. This prioritization process for allocating resources redefines administrative roles and responsibilities by requiring alignment with the College's strategic goals, thereby reinforcing the College's commitment to making those goals a reality. Additionally, the FASP Committee and President's Cabinet have responsibilities to ensure continual funding for college operation, reallocate existing funds according to identified needs, and protect the integrity of the budgeting process from social and political influences. The president and vice president for business and finance are responsible for multiple budget updates and open discussions throughout the year.

Benchmarking and Institutional Research

Comparison Colleges

The use of benchmarks is helpful for institutions when defining success. Benchmarking is a target, a standard against which progress is measured. Benchmarks are of two types:

- Internal benchmarks, for which the college sets targets based upon past performance in such areas as student satisfaction, student behaviors, student learning, and alumni giving;

- External benchmarks, for which the college selects peer institutions for comparison in such areas as graduation rates and retention rates.

Based on a set of quantitative measures established as being germane to SUNY Cobleskill, a group of 38 institutions have been identified as SUNY Cobleskill's comparison institutions for IPEDS, and 48 institutions are used for comparisons in NSSE. Considerations for selection include institutions that have a similar Carnegie Classification, offer academic programs at both the associate's and bachelor's degree levels, are similar in size, are primarily residential, and have technology and agriculture programs. A comparison institution may exist in close similarity to SUNY Cobleskill in some areas but not in others.

The makeup of this group of peer institutions will evolve as they – and SUNY Cobleskill – change through time, but this list does provide a stable comparative pool from which to work in the meantime. While these schools represent the College's comparison institutions in an institutional sense, a particular IE project involving a program unique to the College and/or unusual among our comparison institutions may necessitate the creation of a more specialized set.

Institutional Reports

There are a number of reporting requirements for SUNY Cobleskill to fulfill each year that include pertinent data about the College. SUNY System requires reporting on admissions statistics, student charges, enrollment plans and reports, non-credit courses, students with disabilities, transfer students, and library information. The New York State Education Department (NYSED) requires the College to report on admissions, students with disabilities, off-campus locations, fall degree enrollment, graduation rates, financial aid, and transfer enrollment. The federal Department of Education requires that we report through the IPEDS data system; for some of the IPEDS data, SUNY gathers and uploads the data from their system and the College reviews and locks the surveys. Below is a comprehensive list of the reports completed for SUNY, NYSED, and IPEDS:

- AAUP Faculty Compensation Survey
- IPEDS 12 month Enrollment
- IPEDS Completions
- IPEDS Fall Enrollment
- IPEDS Finance (GASB)
- IPEDS Graduation Rates
- IPEDS Human Resources (EAP, Salaries and Fall Staff)
- IPEDS Student Financial Aid
- IPEDS Institutional Characteristics
- NYSED 1 Admissions & Ability Measures of FT Freshman
- NYSED 2.2 Full-Time Undergraduate Transfer Enrollment

- NYSED 2.4 Fall Degree-Credit Enrollment
- NYSED 2.4A Preliminary Fall Degree-Credit Enrollment
- NYSED 2H-2 Enrollment of College Students with Disabilities
- NYSED 2R Institutional Activity
- NYSED 4.1 Student Financial Aid
- NYSED Basic Student Charges
- NYSED-8 Directory of Off-Campus Instructional Locations
- NYSED CAT College Catalog
- NYSED CTEA and CTEA2
- NYSED-SUR 1 Coordinators Survey
- SUNY Enrollment Form, Spring, Special Auditors
- SUNY Library Expenditures
- SUNY Preliminary Enrollment, Fall
- SUNY Basic Student Charges
- SUNY Enrollment Form, Fall, Special Auditors
- SUNY Instructional Calendar
- SUNY Non-Credit Instructional Activities
- SUNY Non-Credit Remedial Spreadsheet
- SUNY-State Operated Enrollment Plan, 5-year trend
- SUNY Excels

Chapter 3

Collection of Data

E vidence is needed as the foundation for decision-making. Data come in many forms, and a variety of data provide a more holistic perspective. Using multiple measures, to gather data results in a richer pool of data to inform improvement efforts.

Data Collection Measures

Measures are the means by which we gather assessment data. The various types of measures used at SUNY Cobleskill are defined below.

DIRECT AND INDIRECT MEASURES

Direct measures are assessment tools that require demonstration of *actual knowledge* or *skills* in a *particular* topic, discipline or area. Direct means of assessment provide evidence of outcome accomplishment that is observed without the possibility of influence by another source of student achievement. Direct measures for academic assessment may include objective tests, essays, presentations, classroom assignments, juried activities, research projects, and field experience performance. Direct measures for non-instructional assessment may include work orders completed, admissions yield rate, and number of cultural events offered.

Indirect measures are assessment tools that provide opportunities for *self-reflection* and the collection of *perception* data. Indirect evidence of assessment is based upon the perception that an event transpired because it was based on another event. Indirect measures of academic and non-instructional assessment that allow self-reflection may include surveys, questionnaires, focus groups, and interviews. Indirect measures of academic assessment that rely on perceptions may include GPA scores, retention statistics, participation rates, end of course surveys, job placement rates, and NSSE and SOS results. Indirect measures for non-instructional assessment may include satisfaction surveys, event participation surveys, and tutor hours.

QUALITATIVE AND QUANTITATIVE MEASURES

A qualitative measure generates information that is not easily described in numerical form. The traditional letter grading system for academic work is a good example. Students receive an "A" for demonstrating a high level of specific knowledge, skills or attitudes. Such grading is only useful for objective assessment beyond the classroom, however, when it can be related to some form of pre-determined rubric, which interprets the qualitative category. For example, to receive an "A" for a research paper, a student demonstrates clear understanding of the topic, uses relevant evidence from credible resources to back up well-crafted and logical arguments, and presents the information using conventions for the discipline. Other examples of valuable qualitative measures are student, faculty and community comments on surveys and in focus groups.

Quantitative measures generate numerical data and can be readily analyzed statistically. Questionnaires, structured interviews and tests are examples of quantitative measures. Ideally, quantitative measures should generate reasonably large data sets to increase the validity of the statistical analysis. These measures reduce the influence of any single piece of data and allow trends to be more easily identified and interpreted.

FORMATIVE AND SUMMATIVE MEASURES

Formative measures are used to inform a process *as it happens*, rather than reviewing the effect of the process at the end. For example, several short quizzes given to students in a course during the semester can be used to establish what the students have learned and what they have yet to fully grasp. Students and faculty can use this type of formative assessment measure during the delivery of the course to modify teaching and learning strategies.

Summative measures are those assessment tools that are used at the *end* of a process or event to determine whether or not a goal, objective or outcome has been achieved. To continue with our classroom example, the final examination for the course would be a summative measure. At this point, the students are assessed on what they know and can do but there is no further opportunity to rectify any deficits before the final grade is determined because the course is over.

EMBEDDED AND STANDARDIZED MEASURES

Embedded measures are assessment tools and strategies that are an integral part of the *normal operations* of the college. For example, completed evaluation forms collected after every professional development workshop would be a form of embedded measure. Equally, essays or written projects are embedded measures used in academic courses and programs.

Standardized measures are assessment tools that are developed by agencies *external* to the college, such as the National Survey of Student Engagement (NSSE), the SAT or ACT test for graduating high school seniors, or GRE tests for students wishing to go on to graduate school. These standardized measures allow comparisons with other similar organizations and at a state, regional or national level, as appropriate.

Data Collection Instruments

An instrument is any document in a predetermined format that involves collecting data, assessing outcomes, or analyzing results for improvement. Instruments are the paperwork of institutional effectiveness. The instruments described below are used specifically for collecting data.

Portfolios

The portfolio is a programmatic IE instrument for both academic and non-instructional programs. Portfolios are an excellent way of gathering a range of evidence regarding the development of a student's knowledge, skills and abilities as he or she progresses through a program. The portfolio also provides students something tangible to use for future job and graduate school applications.

There are three essential elements of a portfolio – the "what," the "so what," and the "now what." Each entry should provide a student the opportunity to demonstrate knowledge and skills (the "what"), explain/reflect upon the importance of the evidence presented (the "so what"), and postulate on what further information is needed or how the information will be valuable in future endeavors (the "now what").

The key to successful portfolio building is to set clear expectations and goals at the beginning of the program and to use the advising process to check progress at regular intervals throughout. Though students should have the main responsibility for creation of the portfolio, faculty must clearly articulate the learning outcomes for the program of study; courses, assignments, and other opportunities for demonstrating achievement of the learning outcomes should be clearly articulated and discussed at frequent intervals throughout the

programs with the student. For example, one learning outcome for a program might pertain to the development of research skills and methodologies appropriate to that field. Faculty and staff should elucidate the opportunities in multiple courses within the program for gathering evidence of the development of this type of skill. The student could incorporate a research paper from a 200-level course and her research project for a 400-level course to demonstrate development of these skills.

The portfolio can also be used for self-reflection. In the example above, it might be helpful to have the student produce a short reflection paper identifying the key skills and areas in research that they feel they have mastered, as well as those that might benefit from further honing. This kind of qualitative, but more detailed, information can be particularly useful for helping faculty to determine which aspects of the program need refining to help students better achieve the defined learning outcomes.

Portfolios can be created in hard copy or in electronic format. Electronic format is increasingly becoming the preferred format. There are many e-portfolio options now available, but it is also possible to create something very simple in-house. If students are likely to generate significant amounts of large multi-media files as evidence, then a considerable amount of server space may be required. The Director of the Center for Excellence in Learning and Teaching and the Chief Information Officer should be consulted to find the best option for each program.

Results of portfolio assessment are incorporated into the SLO. Portfolios are used to improve upon the effectiveness of programmatic activities at the College, and thus they may be included in program/unit annual effectiveness reports as well.

Course-Embedded Academic Assessment

The most specific and familiar category of academic assessment instruments occurs within a course itself, with writing activities, pre/post tests, common questions in tests/exams across course sections, portfolios, quizzes, presentation evaluations, performances, and other instruments by which student acquisition of knowledge, skills, and competencies are assessed. Collectively, these activities are referred to as course-embedded academic assessment. Though they can be more labor intensive than other types of assessment, course-embedded assessment is more likely to produce real improvement in the classroom. Embedded assessments result in a higher level of reliability because the student is more invested in the assignment rather than a separate, non-graded activity.

Faculty must work collaboratively when using course-embedded assessment to measure program effectiveness. Program faculty must identify specific learning goals for the identified course(s), commit to teaching to the goals, agree upon assessment methods (including when and what will be used such as a final exam using common exam questions), and collectively establish the standards by which the student work will be judged.

Internship Evaluation

There is a capstone, credit bearing internship requirement of 15 weeks for most of the baccalaureate degree programs offered at SUNY Cobleskill. Internships are structured, educational work experiences in a student's career field of interest. The internship integrates knowledge, concepts, and skills associated with the entire sequence of study in a program and provides the student with an opportunity to apply academic knowledge in a hands-on, real world setting and allows the student to explore a specific career field of interest.

All enrolled students at SUNY Cobleskill are encouraged to seek internship opportunities and participate in many internship experiences during their college career. The experience, professional contacts and references gained help to prepare students for entering the work force after graduation. Internships come in many different shapes and sizes. Some are credit bearing, some are not. Some are paid, others are not. Some internships are summer experiences while others may be during college breaks or the academic semester.

After a student is declared eligible for an internship, a student must work with the faculty advisor and site supervisor to establish outcomes and activities for the internship. The Internship Learning Agreement (ILA) provides a template for the student, site supervisor, and faculty supervisor to develop and establish the objectives and activities that the intern will work on throughout the internship. The ILA also lists the broad internship student learning outcomes for the student's major field of study. Faculty and site supervisors in all academic disciplines are required to use common assessment reports that include evaluation of the student's professional competencies and program objectives (specific to each major), work habits, communication skills, interpersonal skills, and professional and career development skills. Students also evaluate the quality of the experience and the internship site. Evaluation results are included in annual effective reports and are used to improve the quality of the academic programs as well as of the internship program itself.

Rubrics

Rubrics are useful scoring tools to evaluate performance on a variety of academic requirements (research papers, oral presentations, portfolios, etc.) and non-academic activities (cultural events, facilities improvement, etc.). A rubric provides detailed descriptions of performance standards and identifies a range in quality. The type of rubric used depends upon the purpose of the assessment:

- Holistic rubrics are useful when a quick assessment of a single dimension is needed. The score is based upon an overall impression of someone's performance.
- Analytic rubrics are useful in the assessment of complex skills. Detailed feedback is provided, using multiple dimensions, allowing an assessment of relative strengths and weaknesses.
- General rubrics are useful in the assessment of reasoning and skills that may be appropriate for many different types of tasks.
- Task-specific rubrics are useful in the assessment of very specific knowledge and skills.

Rubrics can be developed by faculty, supervisors, students, or staff. Often, the most powerful rubrics are created collaboratively by those being assessed and by the assessors. Regardless of who constructs rubrics, there are essential elements and steps to consider:

1. Clearly define the work to be done, the process to be used, and the product expected.
2. Determine the key components to be evaluated. For a writing assignment, key components may be content, organization, and use of conventions. For an event, key components may be planning, organization, safety, and content.
3. Determine the type of rubric to be used.
4. Define key components; e.g., what does organization mean? What does it look like?
5. Establish clear and detailed standards for multiple levels of performance for each component. Avoid comparative language (more or less) for different levels; instead, use unique qualities and descriptors for each level.
6. Develop a scoring scale.

If a rubric is used by multiple raters/supervisors/faculty, then the raters should be trained to assure consistency in scoring. (See Appendix 7 for the Middle States template for the development of rubrics.)

Surveys

Surveys are indirect measures that involve the responses of a target group to predetermined questions. The results of surveys can be qualitative or quantitative, the timing of which can be formative or summative, and the circumstances of which can be embedded or standardized. Surveys are useful tools for the collection of data relevant to the *effect* of a program upon the group in question.

Sampling techniques influence the usefulness of survey results. Use of random, stratified, and cluster sampling techniques allow generalization of results; use of convenience sampling, criterion, and "snowball" sampling techniques result in limited usefulness due to a lack of ability to generalize findings.

MID-TERM AND END-OF-TERM COURSE EVALUATIONS BY STUDENTS (CES)

Course evaluations are currently required for use by faculty seeking reappointment, tenure, promotion, or discretionary salary increases. Both faculty and students benefit from course evaluations that are conducted during a term and at the end of a term. Faculty gain insights of student perceptions, and patterns of student responses provide faculty feedback on ways to strengthen the effectiveness of their teaching. Students are encouraged to reflect on the educational experiences that contribute most to their learning. When midterm student feedback is discussed by faculty in class, students are encouraged to think metacognitively about their learning, be more self-motivated for further learning, and accept responsibility for their own learning. Mid-term discussion about course feedback often results in students providing more sophisticated responses on final course evaluations. When informed of ways courses have been modified as a result of student feedback, students are encouraged to fully participate in the evaluation process as a way of improving their own learning experiences.

There is a substantial body of research that supports the validity and reliability of administering course evaluations. Major findings include:

- Students of highly rated faculty tend to better apply course material, achieve higher grades, and pursue further study of the subject.
- A faculty member's ratings for a course tend to be relatively consistent over multiple years.
- There is little or no relationship between ratings of instruction and students' age, GPA, year in college, personality, or academic ability.
- Ratings can be influenced by class size, discipline, course type, students' grade expectations, and reasons for taking the course.
- Courses that are more difficult or have greater workloads tend to receive higher student ratings.
- Time of day that a class meets has no effect on ratings.

A standard set of procedures for administering course evaluations results in greater validity and reliability of the results. The SUNY Cobleskill process requires the following procedures.

- Announce in advance when course evaluations will occur. Informal mid-term evaluations should be scheduled between the first third and half of the term; end-of-term evaluations should be scheduled in the last two weeks of the semester.
- Discuss the importance of the evaluations and how they will be used by the faculty member, the department, and the college for the improvement of instruction. (A canned statement to be read to the class before the evaluation is distributed is preferable.)
- Forms must be completed anonymously.
- Faculty are not to be present when the evaluations are being completed and should not collect the forms. A student is appointed to gather completed evaluations in an envelope, seal the envelope and write his/her name over the seal, and deliver the evaluations to the respective school dean's office.
- The campus IT Department processes the evaluations and returns them to school offices for distribution to faculty.
- Faculty may not review end-or-term forms until after final grades are submitted.

Informal mid-term evaluations are formative assessments and can be used to adjust the course schedule or teaching strategies. Discussions before and after mid-term evaluations result in more useful feedback for faculty and help students become more cognizant of their own learning. Course evaluations are also useful for assessment at the program level when at least some of the survey questions allude to the learning outcomes for the program(s) associated with the course, as well as to the learning outcomes for the course itself. These surveys can give a good indication of student perception of the efficacy of a course, both in isolation and as part of a larger program. These perception data can be compared with direct measures, such as grades for course assignments and tests, and major discrepancies between the perceptions of the students and the direct measure(s) by faculty may indicate that something needs to change within the course or program. At SUNY Cobleskill, results and analyses of course evaluations are required for faculty seeking reappointment, tenure, promotion, and discretionary salary increases.

The CES at SUNY Cobleskill addresses both the professor's treatment of the course and the student's perception of his or her achievement of the course learning outcomes. The survey contains specific questions pertaining to faculty performance, questions for students to reflect on their learning, open-ended questions addressing learning outcomes specific to the course, and opportunities for students to provide remarks.

When faculty prepare summaries of course evaluations, the following guidelines should be utilized:
- Keep separate data for each course offering, including separate data for multiple sections of the same course.
- Report the response rate.
- Accumulate evaluations for independent courses of seminars with fewer than ten students per term over multiple terms and report when numbers are sufficiently large.
- Prepare summary statistics on the frequency distribution of student ratings for each item, average (mean, median, or mode) response, standard deviation, and (if provided by the college) comparative norms for courses of similar size, level, and type of instruction.

- Summarize the narrative comments by reading all comments about each question, developing categories that group the responses, and recording the number of comments in each category. The summary should reflect the entire range of comments as well as their frequency.

When reviewing end-of-term course evaluations, faculty are encouraged to look for patterns of feedback and distribution of student responses rather than being overly concerned about minutiae or negative/positive comments that are outliers. Consultation with an assessment leader and with faculty peers can help sort out important information, interpret results, and identify possible actions, strategies, or resources for improvement. Faculty are expected to examine results after each semester and to include a summary of data and a discussion of the results in Professional Activity Reports as required for reappointment, tenure, promotion and merit applications. (Note: When presenting evidence of teaching effectiveness, faculty should include course evaluations as one of multiple sources of data such as peer observations, alumni ratings, self-evaluations, course materials, videos, student work, and descriptions of teaching methods and innovations.) Course evaluation results may provide the basis for faculty to conduct scholarship of teaching projects. Academic deans may use an individual faculty's results as the basis for consultation. Academic deans and the vice president for academic affairs may use compilations of department, school, or college course evaluation results as the basis for faculty discussions on professional development needs or educational initiatives. Cumulative overviews of course evaluation results may be viewed by the provost, the Academic Council, and the Fiscal Affairs and Strategic Planning Committee to identify trends in faculty effectiveness and student satisfaction.

GRADUATE SURVEY

The Graduate Survey is a multi-level IE Instrument. The Institutional Research Assistant administers the Graduate Survey annually to all recent graduates. In addition to graduates reporting employment status or activity in advanced studies, graduates provide opinions as to how employment or further education is related to their academic programs at SUNY Cobleskill, the extent to which SUNY Cobleskill prepared them for their current occupations or programs of study, and satisfaction with the quality of education at SUNY Cobleskill. The survey also requests information on educational goals and community service. (See Appendix 8.) Results of the Graduate Survey are incorporated into the Strategic Plan through the Strategic Plan Annual Review (SPAR).

EXTERNAL SURVEYS

Standardized External Surveys are multi-level IE Instruments. While there are a large number of standardized surveys produced by external agencies, which can be administered at the institutional level, the College currently participates in the National Survey of Student Engagement (NSSE) and the SUNY Student Opinion Survey (SOS), each administered every three years. These surveys provide useful information about the operation and efficacy of the various units that constitute the College as a whole, as well as providing various forms of demographic data about our students. This information can be particularly useful for Strategic Planning and external reporting purposes.

Results of the standardized external surveys are widely used across the College. They are incorporated into the Strategic Plan through the Strategic Plan Annual Review (SPAR) and into the Annual Effectiveness Report (AER) for both academic and non-instructional units. Thus, the results of Graduate Standardized External Surveys are used to improve upon the effectiveness of the institution, its units, programs and personnel, thereby impacting the allocation of resources.

Focus Groups

Focus Groups are multi-level IE instruments. Focus groups can be particularly useful for verifying survey data or for taking a more detailed look at a particular aspect of a unit's or program's operations and effectiveness. To get the most out of a focus group, the number of participants is limited to no more than fifteen to allow everyone the best opportunity to participate. Depending on the purpose of the focus group, participants from a statistically random sample or from a specific sub-group may be selected.

Careful attention must be given to how best to generate useful information. Three to five important key questions should be developed, using wording as unambiguous as possible and absent of bias. A facilitator initiates the discussion and ensures that every participant gets the opportunity to give his/her views. The facilitator or a scribe should take notes, and/or the conversation can be audio/video recorded. (If the proceedings are recorded, it is important to let participants know that the discussion will be taped and to ask them not to speak over one another, so that all views are clearly expressed and recorded.) If possible, the questions are to be distributed to participants prior to the focus group session to allow opinions and comments to be more considered and deliberate. Taking a few minutes at the beginning of the focus group session to allow participants to write down responses to the questions before beginning the discussion also encourages each person to develop his/her own ideas.

The results of a focus group are used. They are incorporated into the Strategic Plan through the Strategic Plan Annual Review (SPAR) and into the Annual Effectiveness Report (AER) for both academic and non-instructional units. Thus, results of focus groups are used to improve upon the effectiveness of the institution, its units, programs and personnel, thereby impacting the allocation of resources (including operations and the Capital Campaign).

Using Data

S UNY Cobleskill has determined what will be assessed, who will do the assessments, and when assessments will occur. A culture of assessment has been established, and now the College is intentionally establishing a culture of use of data analysis for decision-making throughout the College.

Institutional Assessment

The basic purpose of institutional assessment is to answer the question: How close are we to where we are going? At its best, institutional assessment moves beyond even that question, interrogating the route we took in getting there and even the destination itself, with its eye always upon the horizon. In short, institutional assessment both recreates and affirms the vision, mission and goals of the College while regularly considering the progress made by its individual units, programs, and personnel. Institutional assessment adjusts the travel plan accordingly through adjustments in College and unit plans and the resources allocated to achieve the vision, mission, and goals.

STRATEGIC PLAN ANNUAL REVIEW (SPAR)

Since all IE instruments on the unit, programmatic, and personnel levels make use of the College's mission and goals as central criteria for effectiveness, an internalization of the Strategic Plan (and an understanding of the relationship between the various levels of college planning) is essential to assessment activities. SUNY Cobleskill's *Second Century Enterprise* goals, objectives, actions, responsible parties, key performance indicators, resource requests/allocations are entered in and tracked by *WEAVEonline*. In addition, *WEAVEonline* links the *Second Century Enterprise* with SUNY System's strategic plan, *The Power of SUNY*, and the 14 standards of Middle States Commission on Higher Education. Oversight of the strategic plan is facilitated by the President's Cabinet and the Director of Institutional Effectiveness, who monitor the status of the colleges' goals and strategies. This group seeks the "pulse of the campus" to continually bear on the contents of the plan in two ways: 1.Units are asked to discuss progress monthly, and 2. Quarterly informal sessions are planned to provide opportunities for campus community members to answer questions about progress, successes, challenges, resource needs, and redirection. Formal reports on the strategic plan are made semi-annually to the College Council and campus community, using common meetings and the web as venues for communication:

- Spring (January) reports are generated at the cabinet level with feedback from the Fiscal Affairs and Strategic Planning Committee of faculty governance.

- Fall (August) reports are generated as a result the Strategic Plan Annual Review (SPAR) which includes feedback from the Fiscal Affairs and Strategic Planning Committee and the results of a summer meeting between the President's Cabinet and the Executive Committee of faculty governance to update priorities and make modifications based upon assessment of progress.

The impact of the SPAR can be profound, affecting every IE process and instrument on campus. For this reason, the SPAR is disseminated to all campus constituencies: to the President's Cabinet immediately; to the College Council and campus community semi-annually; to faculty and staff at the Opening Forum in August; to

students throughout the year through campus internal publications and the college web site; and to the external community through publications during the upcoming year.

Oversight of master plans includes annual (MPAR) and triennial review by key personnel and supervisors plus vetting at the college level by the Academic Council (comprised of people in leadership positions in academics and key related areas), the newly formed Administrative Council (comprised of people in leadership positions in primarily non-instructional units, became functional in Fall 2012), and the President's Cabinet. Funding requests for master plan initiatives are made during the annual budget process and require justification for funding to explicitly reference the master plan objectives and/or assessment results. Master plans are managed through *WEAVEonline,* allowing us to track each plan, identify resource needs, enter assessment data, revise the plan, and generate reports.

The impact of the MPARs can be profound, affecting multiple IE processes and instruments on campus. For this reason, the MPARs are disseminated to all campus constituencies: to the President's Cabinet; to the College Council annually; to faculty and staff at the Opening Forum in August; to students throughout the year through campus internal publications and the college web site; and to the external community through publications during the upcoming year.

Unit Assessment

At some point, institutional vision must result in, and be measured against, everyday results. Unit assessment is where this begins to happen. College units administer programs, form curricula, orchestrate activities, deliver courses, pursue initiatives, and supervise personnel. At the unit level, intent is transformed into action, mission into learning.

In assessing programs, *do…*

- Create clear and measurable outcomes.
- Use multiple and different measures to assess outcomes.
- Set sensible criteria by which to judge whether or not the outcome has been adequately met.
- Set a timeline for data collection and analysis and stick to it.
- Decide what needs to be improved and changed and create an action plan for improvements.
- Share results and decisions with relevant individuals, including students.

In assessing programs, *avoid…*

- Blaming anyone individually (staff, faculty, administrators, or students) for shortcomings in the program.
- Covering up bad results; they are useful.
- Using only indirect measures for assessment.
- Leaving data collection to the end of the academic year.

Detailed Assessment Report – Academic Programs

The DAR for academic programs centers on student learning. The assessment of Student Learning Outcomes (SLO) is an ongoing process that focuses on the core mission of the college – student learning. Assessment of academic programs is crucial to ensuring that the college remains true to its mission, provide the best education possible for students, and allow faculty the opportunity to review and reflect on their input to the learning process. In the preparation of academic program DARs, the following steps are essential:

1. GATHER ASSESSMENT DATA

Gathering data requires the cooperation of several faculty involved in teaching the program, working together throughout the year rather than trying to gather everything at the end of the academic year. Assessment data may be stored in electronic format, and though it may not be necessary to keep copies of actual assessments completed by students on file, the grades and the grading rubric information should be retained. However, it is useful and advisable to keep a selection of actual examples of student work and examine them periodically for consistency in grading according to the criteria. Assessment data are entered into *WEAVEonline.*

2. ASSESS THE COLLECTED ASSESSMENT DATA

At the end of each academic year, collate student learning outcome data in *WEAVEonline* and examine the data for trends and potential areas of pride, interest, or concern. Report how the data match up with the criteria for attainment of each learning outcome. Identify what needs to be looked at, improved, used as examples of best practice, or shared with others. Enter results into *WEAVEonline*.

3. DECIDE WHAT NEEDS TO BE DONE

Working with other program faculty after review of the data, determine what needs to be done. Does the structure of the program need to be reviewed? Are there courses that need modification - in content or delivery? Do improvements need to be made in what/how data are gathered to rigorously assess a particular outcome? Are the learning outcomes and criteria for attainment still valid? Enter into *WEAVEonline.*

4. WRITE IT ALL DOWN

By June 15 of each year, each program should produce the annual DAR report using *WEAVEonline* with the following components:

1. Mission statement, Goals, Objective/Outcomes, Measures, Targets and Findings.
2. Progress on SUNY Cobleskill's strategic plan and initiatives, using details from *WEAVEonline*.
3. Action plans for improvements or modifications based on targets and findings; action plans must include:
   a. Action items
   b. Time frame
   c. Person responsible
   d. Resources needed
   e. Expected impact on the unit and on the college strategic plan

5. SHARE RESULTS

Discuss the results and the intended actions at department meetings. Let students know what changes are being made, why, and how their input helped to reach these conclusions and actions. An electronic

copy of the report, run by the Assessment Coordinator and the provost, will be reviewed by the Academic Council.

Results of the DAR are used to make improvements on the effectiveness of academic programs. This can occur in a variety of ways. The department chair looks to his or her department's SLOs for objectives to include in the DAR (which, in turn, affects such decisions as the allocation of resources). The department chair also uses the results of the SLOs in cyclical Program Reviews (PR) and initiates the curricular modification process from within the department based on its results. Finally, the Academic Council and/or the provost may suggest changes based upon the DAR.

Program Self-Study (PSS)

Each academic program must complete a comprehensive Program Review on a regular basis for SUNY and NY State Education Department. The Program Self-Study (PSS) process serves several purposes:
- Ensure the academic program remains true to the mission of the College and provides a quality education for students.
- Monitor and analyze how well the program prepares students to be successful in future careers and further studies.
- Consider whether the program remains relevant to current trends.
- Establish whether the program is delivered as efficiently and effectively as possible without compromising quality.

Although Program Self-Study documents are produced only once every five years, the process of gathering the data to be included in this document is a continuous process. The SLOs provide a significant amount of information for the Program Self-Study process. However, other information is also required and may take some time and effort to acquire. The list below indicates some of the most common types of data required, but it is not exhaustive and each Program Self-Study Leader may have additional sources of information that he or she may wish to include that are pertinent to the discipline. The use of external peer reviewers is an excellent source of objective feedback and suggestions; the College has compiled a template for external reviewers to focus their questions and comments.

Information required and/or useful to write the Program Self-Study includes:

- All AERs for the program since the last Program Self-Study
- National accreditation standards or professional licensure/certification requirements, as appropriate
- Benchmark data about similar programs in other institutions
- Enrollment figures and demographic data about the students enrolled in the program since the last Program Self-Study
- Details of revenue generated by the program each year since the last Program Self-Study
- Revenue generated by the program from general education courses for the College each year
- Information on graduates' success beyond SUNY Cobleskill in graduate studies and/or employment (graduate and employer surveys are useful)

The PSS is a significant undertaking. (See Appendix 9 for a suggested timeline and Program Self-Study documents)

Program Self-Studies are produced at regular, pre-determined intervals by department faculty. Each PSS is discussed and approved by the department and passed to the Assessment Coordinator, and provost for consideration.   If any changes to the program are proposed and agreed upon, instructions for submitting curriculum modification requests detailed in the *Faculty Handbook* should be followed. The Academic Council provides peer feedback and support for improvement action plans.

Each academic program undergoes program review every five years. Given the importance of the process, a rotating cycle ensures that only a manageable proportion of the total program offerings at the College are reviewed in any single year so that each PR can be given full consideration.

Programs	Year for PR Process						
	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Accounting AAS	✓					✓	
Agricultural Business AAS					✓		
Agricultural Business Management BS					✓		
Agricultural Business Management BT					✓		
Agricultural Engineering: Power Machinery AAS			✓				
Agricultural Equipment Technology BT			✓				
Agricultural Science AAS			✓				
Animal Industry AS					✓		
Animal Science BS			✓				
Animal Science BT			✓				
Animal Science: Beef & Livestock Studies AAS			✓				
Animal Science: Dairy Production & Management AAS	✓					✓	
Animal Science: Equine Studies AAS	✓					✓	
Applied Psychology: BS					✓		
Biological Technology AAS	✓					✓	
Biotechnology BT	✓					✓	
Business Administration AAS	✓					✓	
Business Administration AS	✓					✓	
Business Administration BBA			✓				
Child and Family Studies AS				✓			
Communication in Technology BS				✓			
Communications AS			✓				
Computer Information Systems AAS	✓					✓	
Culinary Arts AOS		✓					✓
Culinary Arts Managements BBA			✓				
Diesel Technology AAS				✓			
Early Childhood AAS					✓		
Early Childhood Studies: Birth to Age 5 BS					✓		
Environmental and Energy Technologies BT				✓			
Environmental Studies AAS			✓				
Financial Services BBA			✓				
Fisheries and Aquaculture BT			✓				
Fisheries and Wildlife Technology AAS			✓				
Graphic Design Technology AA			✓				
Graphic Design Technology BS			✓				
Health Science Studies AS			✓				
Histotechnician AAS	✓					✓	
Horticulture			✓				
Information Technology AAS			✓				
Information Technology BT			✓				
Landscape Contracting BT			✓				
Landscape Development AAS			✓				
Liberal Arts & Sciences: Humanities AA					✓		
Liberal Arts & Sciences: Mathematics AS - *Suspended*							
Liberal Arts & Sciences: Science AS			✓				
Liberal Arts & Sciences: Social Sciences AA	✓					✓	
Paramedic AAS			✓				

Programs	Year for PR Process						
	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Plant Science BT			✓				
Restaurant Management AAS			✓				
Sustainable Crop Production AAS			✓				
Turfgrass Management AAS			✓				
Turfgrass Management: Golf Turf Management BT			✓				
Turfgrass Management: Sports Turf Management BT			✓				
Wildlife Management BT			✓				

The uses of Program Self-Study results can be sweeping and can certainly rise beyond the programmatic to the unit and institutional levels. Certainly such results will appear as a prominent factor in the AER of the academic program in question, just as they will be influenced by the results of the Strategic Plan Update. That they impact the allocation of resources is implicit.

Personnel Assessment

Any complete discussion of IE must include the most specific level of institutional activity: the individual fulfilling his or her specific function in contribution to student learning and in support of the institution mission and goals. It should be noted that, regardless of an employee's "performance" in the standard workplace usage of that term, SUNY Cobleskill considers full, forthright, and analytical self-assessment to be an inherently desirable quality in any member of the college community.

PROFESSIONAL ACTIVITY REPORT (PAR)

The PAR is the primary instrument of personnel assessment for faculty. Except for faculty preparing for continuing appointment, tenure, promotion, or merit, annual reports are currently optional. Although the PAR does provide important detail and documentation in support of such administrative employment decisions as the extension of one-year contracts and the approval of promotions and term appointments, its most important function is to provide the faculty member an annual opportunity to assess his or her professional contributions to the College and to use the results of that assessment to improve effectiveness. PARs cover an academic year (fall through summer) and are due on October 1.

The completed PAR is submitted to the department chair, who adds a concise chair response and arranges a brief meeting with the faculty member to discuss the contents of the report. Following this meeting, the faculty member is given the opportunity to add a final faculty response, at which point the PAR is forwarded to the school dean, who also adds remarks. Finally, the PAR along with the chair's and dean's remarks is sent to the Office of Academic Affairs (with a copy retained within the school).

The PAR must use performance criteria and duties/responsibilities described in the Faculty Handbook for teaching, advising, curriculum development, scholarship, and service.

The results of the PAR are used by the department chair to evaluate performance and, working with the faculty member, to establish opportunities for improved effectiveness and professional development. The PAR process also generates avenues for course, curricular and program development.

Faculty Reappointment/Tenure/Promotion (RTP)

The RTP is a periodic faculty evaluation instrument that serves three general purposes: application for reappointment, promotion in rank, and application for continuing (tenured) appointment. The *Faculty Handbook* contains a comprehensive description of college policies involving promotion and term appointment, including assessment instruments, timeline, and sequence of steps.

The most obvious use of the RTP is in the administrative decision to grant or deny faculty application for promotion or term appointment. However, the instrument is also a valuable means of self-evaluation on a scope that is broader – more strategic – than the annual PAR. The process itself yields a wealth of valuable discussion between the faculty member and his or her colleagues and supervisors, especially within the department.

EMPLOYEE PERFORMANCE REVIEW

A formal, interactive system for the review of employee performance increases communication, helps to locate both strengths and gaps in our plans for improved performance, protects everyone involved, and is, simply put, just good business. Employee performance review at SUNY Cobleskill provides the opportunity for both supervisory evaluation and self-assessment of non-instructional College employees whose positions do not require a Professional Activity Report (PAR) or who do not hold management/confidential positions. Employment performance reviews are specific to different groups on campus: professionals represented by the UUP (who use the UUP-PRP), classified employees represented by the CSEA (CSEA-PEP), and university police officers (SS-EPR). Like all IE instruments at SUNY Cobleskill, each employee performance review is goals-based and predicated upon improvement and increased effectiveness; its primary criteria for assessment are the employee job description and the annual list of accountabilities, which, combined, create a "living job description" to guide the employee.

The process includes substantive input from the employee, but it is initiated and submitted by the supervisor, who begins by downloading the respective employee performance review instrument, with copies for every employee reporting to him or her who is not faculty. The review period encompasses the academic/fiscal year – that is, July 1 through June 30 – for professionals and management/confidential; for CSEA, the review period is based upon the date of employment. It is important to realize that the processes extend throughout the review year for all employees and move dynamically forward from there. Therefore the Office of Human Resources suggests that the EPR process commence immediately following the beginning of the new review year.

Note that all employee performance review processes take place simultaneously, with no sequencing rising from organizational hierarchy. That is, one employee might be evaluated by his or her supervisor, who is, in turn, being evaluated by his or her supervisor (the "level-up supervisor"). While the ongoing results of each employee performance review process should always be communicated upward – that is, a supervisor engaged in evaluation of an employee should involve his or her level-up supervisor as much as necessary – one review process does not require completion before the other one begins.

The results of the employee performance review are used by the supervisor to evaluate performance and, working with the employee, to establish opportunities for improved effectiveness as per the employee's job description.

All management/confidential employees must complete the MCE, the evaluation period of which encompasses the fiscal year. The MCE serves several purposes vital to the success of the College. First, it prompts reflection on the part of management/confidential employees on the effectiveness of their college units. Second, it instigates discussion about new objectives within the unit for the upcoming year. Third, it encourages discussion about the relationship between the individual's effectiveness and the effectiveness of his or her unit. And fourth, it provides the president of the College and other MC supervisors with an opportunity not only to evaluate the college's chief administrative officers, but also to guide them as they work to fulfill the College's mission and achieve its goals.

The results of the MCE are used by the president and other supervisors to evaluate performance and to establish opportunities for improved effectiveness and professional development. The MCE process also yields important information for the MC employee in the unit AER. Perhaps most importantly on an institutional level, the MCE affects objectives of the cabinet-level units that naturally impact the ongoing SPAR process.

Oversight and Documentation of Integrated IE Processes

Monitoring and Decision-Making

The Assessment Coordinator oversees and tracks achievements for all units. Goals, objectives, key performance indicators, and budgets for strategic, master, and operational plans are entered and tracked through *WEAVEonline*. Decision-making and monitoring of planning, resource allocation, and assessments are coordinated by the Assessment Coordinator and includes multiple inputs, all working to make their work transparent and to ensure information is disseminated within and across groups, including the following:

INSTITUTIONAL ASSESSMENT COMMITTEE
The Assessment Committee plays a major role in guiding and implementing the College's assessment of institutional effectiveness. The group provides support for academic areas of the College in developing and assessing outcomes and plans for constructive responses to assessment results that close the loop of planning, assessment, and resource allocation. May and August workshops on assessment are organized by the Academic Assessment Committee. The committee's specific charge from the provost includes the following responsibilities:

- Review best practices locally and nationally and provide samples for academic and non-academic assessment processes
- Gather information on all college assessment activities
- Provide support for data collection efficiencies
- Advocate for changes by faculty governance committees which will encourage/enhance assessment on campus
- Work with the Curriculum Committee to encourage and support the inclusion of course/program outcomes in new course proposals and course outlines
- Identify and provide professional development workshops on assessment
- Maintain SUNY Cobleskill Assessment website with links to all above information

- Assist both academic and administrative areas with the assessment of their plans

PRESIDENT'S CABINET
The membership of the President's Cabinet includes the Provost, Vice President for Student Affairs, Chief Advancement Officer, Vice President for Business and Finance, Vice President for Operations, and Chief Enrollment Officer and President's Chief of Staff. The President's Cabinet has collective responsibility for all college functions and works collaboratively to fulfill the College's vision and mission, integrate college operations and decision-making, advance strategic and master plans, and make final recommendations to the president on all college matters.

DEANS AND DIRECTORS and ALL DEPARTMENT CHAIRS W/DEANS AND PROVOST
The purpose of these two standing groups meetings is to make recommendations to the provost in matters pertaining to academic affairs and to serve as a liaison between the provost and the school/faculties and academic affairs cabinet area for consultation and communication. Specifically, they assist in matters related to:

- Development and evaluation of instructional programs and courses therein
- Enrollment management
- Faculty recruitment, selection, and evaluation
- Academic standards and regulations
- Academic advisement
- Short and long-range academic and budget planning
- Registration, scheduling, and final examinations
- Assessment of academic computing and equipment
- Areas where programs should be re-evaluated in light of SUNY Cobleskill's mission
- Programs that should develop exit strategies so that funding can be shifted to more mission-critical programs
- Opportunities for potential growth in programs
- New initiatives that align with the college's mission and strategic vision

Members of the Deans and Directors include all of the direct reports to the Provost, as well as the Director of Admissions. Members of the All Department Chairs with Deans and Provost include deans of academic schools and all department chairs.

ADMINISTRATIVE COUNCIL
The Administrative Council membership consists of directors from across campus, the President's Cabinet, presiding officer of the Faculty, chair of the Fiscal Affairs/Strategic Planning Committee, SGA president or designee, and a Residence Life representative. The purpose of the Administrative Council is to advise and make recommendations to the president in matters relating to administrative functions and to serve as a liaison between the president and the unit offices for consultation and communication. Specifically, the Administrative Council will assist in matters related to:
- The development and evaluation of processes and services
- Utilization management
- Staff recruitment, selection and evaluation

- Procedural standards and regulations
- Short and long-range planning and budgeting

The council will request the assistance of other academic offices and/or faculty committees when appropriate.

EXECUTIVE COMMITTEE of FACULTY

The Faculty at SUNY Cobleskill includes teaching faculty, instructional support service personnel, and professional personnel. The Executive Committee's membership includes the presiding officer of the Faculty, secretary, the SUNY Faculty Senator, and chairs of the standing and appointed committees of the Faculty. The Executive Committee acts as a liaison between the president and the Faculty in all matters related to Faculty professional duties and responsibilities and to policies of the College.

FISCAL AFFAIRS AND STRATEGIC PLANNING COMMITTEE (FASP)

A governance committee of faculty and professionals, the FASP Committee's membership includes six teaching faculty, five at-large members, four professional staff members, one CSEA/PBA/Research Foundation member, one Cobleskill Auxiliary Services member, one member representing advancement, the vice president for business and finance, the director or assistant director of Business Affairs, and one student. The committee's purpose is to:
- Act as a liaison between the president and the Faculty (teaching and non-teaching) on financial, strategic, and budgetary matters.
- Participate in the development of procedures and make recommendations concerning strategic planning and budgetary policies on the SUNY Cobleskill campus.
- Monitor the campus fiscal affairs and strategic plan to ensure that priorities and funding reflect the input and needs of faculty as well as administration.
- Make recommendations regarding decisions necessary because of budget modifications.
- Keep the Faculty informed of strategic and financial matters through periodic reports.
- Conduct studies, investigations, and reviews to facilitate the above.

FACILITIES AND SPACE COMMITTEE

The Facilities and Space Committee establishes procedures to allocate space; maintains an up-to-date space inventory that identifies what space is used and for what purpose; and fulfills space requests. After reviewing space requests based on specific criteria, the committee makes final recommendations to the President's Cabinet.

Effectiveness Management System

SUNY Cobleskill uses *WEAVEonline*, a commercial software application, for the development and maintenance of assessment and planning processes. The *WEAVEonline* system is managed and supported by the Assessment Coordinator. *WEAVEonline* is used to manage all levels (strategic, master, and operational) and elements of planning (mission, goals, outcomes or objectives, mapping, measures and findings, action plans, budget tracking, annual and special reporting, and document management).

In *WEAVEonline*, programs/units can link assessment plans to the College's strategic and master plan as well as to the following external standards and plans:

- Accreditation Association for Ambulatory Health Care
- American Culinary Federation
- Associated Equipment Distributors
- Association of College and Research Libraries Information Literacy
- Committee on the Accreditation of Programs for Emergency Medical Services
- Foundations of Excellence in the First College Year
- MSCHE 2010* Standards for Accreditation (and Fundamental Elements)
- National Accrediting Agency for Clinical Laboratory Services (NAACLS)
- National Association for the Education of Young Children (NAEYC)
- Professional Landcare Network
- School of Business Universal Student Program Outcomes
- SUNY System's strategic plan, *The Power of SUNY*

WEAVEonline provides the capability of generating reports based on strategic goals for SUNY Cobleskill, strategic goals for the SUNY System, the MSCHE *Characteristics of Excellence*, and any other standards entered into program assessment plans.

WEAVEonline is also used to explicitly link budgeting to planning and assessment. For each outcome that requires an action plan, *WEAVEonline* includes a provision for budget needs. In the College's annual budgeting process, each unit is expected to reference its *WEAVEonline* action plan report to demonstrate alignment of assessment plans and results with requests for additional funding. Additional funding will only be considered if accompanied by a budget manager's justification based on *WEAVEonline* action plan reports.

Training is held on the use of the *WEAVEonline* system bi-annually. Individualized help is also available from the Assessment Coordinator, who also holds additional practical, intensive sessions on the use of *WEAVEonline* during the annual Assessment Day in May of each year.

Assessment Instruments

Planning, budgeting, and assessment occur at the institutional, college-wide, programmatic, and individual personnel levels. All the instruments associated with IE on campus fall into one of these categories, each one based upon objectives that are interrelated with other levels. Assessment plans and the instruments used to measure them are managed through an online database (*WEAVEonline*) and are reviewed by one or more groups. Note: Currently, personnel evaluations remain within operational areas as well as in the Office of Human Resources. Results of evaluations that require additional resources, such as professional development, changes in personnel needs, materials to support personnel performance, and so on, are included in each unit's annual plan and budget.

Documentation of IE assessment instruments are illustrated in Figure 1. These instruments are fully explained earlier in this chapter.

Figure 1. Assessment Instruments

Assessment Level	Operational Areas by Cabinet				Manage-ment System	Reviewing Bodies
	Academic Affairs	**Student Affairs**	**Finance & Administration**	**Advancement**		
Strategic (Institutional)	Strategic Plan Annual Review (SPAR)				*WEAVE online*	FASP Committee; Exec Committee; Cabinet
Master (College-Wide Units)	Academic Plan, Farm Plan, Enrollment Management Annual Reports (MPAR)	Emergency Management, Student Affairs Annual Reports (MPAR)	Financial Plan, IT, Facilities Master Plan Annual Reports (MPAR)	Communications and Advancement Annual Reports (MPAR)	*WEAVE online*	Academic and Administrative Councils; Cabinet
Operational (Program and Service Units)	Assessment of Student Learning Outcomes (SLO); Detailed Assessment Report (DAR); 5-year Program Reviews (PR); Planning & Budgeting Report	Detailed Assessment Report (DAR); Planning & Budgeting Report			*WEAVE online*	Academic and Administrative Councils; Deans and Directors
Personnel	Professional Activity Report (PAR); Reappointment and Tenure Reports (RTP)	Management/Confidential Evaluation (MCE); UUP Performance Review Program (UUP-PRP); CSEA Performance Evaluation Program (CSEA-PEP); PBA Employee Performance Review				Supervisors; Academic Personnel Policy Committee; Cabinet

Reporting Responsibilities

Figure 2 below identifies actual reporting responsibilities of SUNY Cobleskill personnel. The responsible parties assure preparation of reports in collaboration with appropriate individuals and units. The reports are reviewed by the parties listed in the chart above. In many cases an individual may have more than one role. However, it is worth noting that personnel assessment is *not* equivalent to, interchangeable with, or supplanted by, unit or programmatic assessment.   Personnel assessment instruments assess the effectiveness of *individuals*, while unit and programmatic assessment instruments assess the effectiveness of operational *components* of the College.

Figure 2. Responsible Parties for Detailed Assessment Reports

Assessment Level	Academic Affairs	Student Affairs	Administration/Finance	Advancement
Strategic (Institutional)	President, Cabinet, Fiscal Affairs & Strategic Planning Committee			
Master **(College-wide Units)**	Provost/Vice President for Academic Affairs; Chief Enrollment Officer; Academic Deans	Vice President for Student Affairs	Vice President for Business Affairs; Vice President for Operations; Chief Information Officer	Chief Advancement Officer
Operational (Program and Service Units)	Chairs of Academic Departments; Dean of Library; Directors of International Education, Assessment Office, Professional and Continuing Education, CASE, Educational Opportunity Program, Admissions, Financial Aid; Registrar	Asst. Vice President of Residence Life; Directors of Student Success, Campus Life, Athletics, Wellness Center, Community Outreach; Chief of University Police	Directors of Communications and Marketing, Human Resources, Facilities; College Webmaster; Chief Information Officer	Director of Alumni Relations; Conferences and Events; Foundation; Alumni Foundation
Personnel	Provost/VPAA; Deans; faculty applying for reappointment, promotion, or tenure; professional and classified staff	VPSA; Chief of University Police; professional and classified staff; police officers	VPBA; VPO; CIO; Director of Facilities; professional staff; classified staff	VPCA; VPC; M/C; professional staff; classified staff

Timelines

5-Year

Academic Program Review
Strategic Plan (and review of College Vision, Mission, Values, Goals)
Facility Master Plan

3-Year

Master Plans

1-Year

Effectiveness Activity	July	August	September	October	November	December	January	February	March	April	May	June
Individual Staff Evaluations and Performance Plans	■	■	■	■	■	■	■	■		■	■	■
Faculty Reappointment, Tenure, and Promotion Process (RTP)			■	■	■	■	■	■	■	■	■	
Data Collection: Units and Programs	■	■	■	■	■	■	■	■	■	■	■	■
Academic Program Reviews (PRs)		■	■	■	■	■	■	■	■	■	■	■
Assessment of Student Learning Outcomes(SLO)			■	■	■	■	■	■	■	■	■	■
Furniture and Equipment Replacement					■	■	■					
Annual Budget Planning and Allocation								■	■	■	■	■
Mid-Point Strategic Plan Check and Report						■	■					
Mid-Point Master Plan Check						■						
Mid-Point Operational Plan and Budget Check						■						
Strategic Plan Review and Report (SPAR)	■	■									■	■
Master Plan Review and Report (MPAR)	■	■									■	■
Academic Annual Effectiveness Review and Report	■	■									■	■
Non-Instructional Unit Annual Effectiveness Review and Report	■	■									■	■
Institutional Effectiveness Update – Fall Forum & College Council		■										
Institutional Effectiveness Update – Spring Forum & College Council								■				
Campus Mini-Conference		■										
Campus Annual Assessment Workshops		■									■	

1. SUNY Policy and Guidance: State University Assessment Policy

Summary
This procedure covers the University's assessment policy, which requires campus-based assessment of institutional effectiveness, academic programs and general education in ways that maintain academic rigor and meet or exceed rigorous, external assessment standards.

Process
- Trustees Resolution 2010-039 updates the University's policy on assessment by acknowledging and affirming the University's strong, longstanding commitment to assessment for enhancing academic and other excellence. Recognizing the gains made and the evolving external standards in the area of assessment, this resolution permits each campus to develop assessment plans that are consistent with its mission and goals within the context of the State University's mission and goals, while maintaining academic rigor and meeting or exceeding external standards for assessment required by federal and state law.

- A campus shall enhance quality by developing and implementing plans for the regular assessment of institutional effectiveness, academic programs and general education, such that the campus meets or exceeds the assessment standards set by the New York State Department of Education, the Middle States Commission on Higher Education and, as appropriate, programmatic accreditation bodies.

- A campus's regular assessment of its registered academic programs shall include, at minimum, the assessment of student learning and external review, to the extent necessary and appropriate.

- A campus's regular assessment of its general education curriculum (or curricula) shall include the assessment of student learning in terms of the student learning outcomes associated with the SUNY General Education Requirement.

- The Provost of the State University of New York shall review the findings of regional and programmatic accreditation bodies related to assessment on State University of New York campuses, and shall assist campuses when needed.

- The Provost of the State University of New York shall work with leadership, faculty and others on campuses to implement this policy, shall provide the resources necessary to ensure regular consultation and assistance, including the formation of an assessment advisory group in consultation with faculty governance, and shall report periodically to the Board of Trustees of any additional steps that may need to be taken to insure the smooth implementation of this policy.

Implementation
A. **Campus Assessment Plans**. A campus shall develop and implement one or more assessment plans that reflect its mission and goals, its curriculum and governance procedures, the State University of New York's policies, and the standards of both institutional and programmatic accreditation bodies.

Such plans shall provide, at minimum, for the regular assessment of institutional and program effectiveness and student learning.

B. **The Assessment of Institutional Effectiveness**. A campus shall develop and implement a plan for regularly assessing its institutional effectiveness – defined as achievement of its mission and goals within the context of the State University of New York's mission and goals – to gauge its own progress in academic and other areas, and to meet or exceed the standards of the Middle States Commission on Higher Education.

C. **The Evaluation of Academic Programs**. A campus shall develop and implement a plan for the periodic evaluation of each of its registered academic programs, and may group programs for this purpose, as appropriate for the campus. The plan shall meet campus assessment and planning needs, and be designed to meet or exceed the standards of the Middle States Commission on Higher Education, and, as applicable, programmatic accrediting bodies.
   i.   **Purpose**. Academic program evaluation shall be designed to enable programs to stay current, assemble and analyze evidence to inform improvement, and provide the best possible education to students within the context of campus mission and goals and the State University of New York's mission and goals.
   ii.   **Components**. Each credit-bearing academic program shall be included in an evaluation plan. The evaluation itself shall reflect the program's mission and goals and, at minimum, include a self-study that refers to assessment of student learning, and external review or programmatic accreditation.
   iii. **Cycles**. Academic program evaluations shall generally occur on a five-to-seven year cycle, or a cycle of programmatic accreditation of ten years or less. Each cycle shall include all programs, except that a Chief Academic Officer may waive full evaluations for:
   - a program with no or low enrollment[1] (e.g. fewer than 10 students);
   - a new program that recently had external review during program development, or whose evaluation will be included in the next cycle; and
   - a program whose evaluation is scheduled for the next cycle due to programmatic accreditation or other scheduling reasons.

   In addition, a Chief Academic Officer may combine program evaluations for programs that involve some or all of the same faculty members or have substantive curriculum elements in common.
   iv.   **Programmatic Accreditation**. Programmatic accreditation by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Secretary of Education that includes the assessment of student learning satisfies the State University of New York's expectation for academic program evaluation.
   v.   **External Review**. Continuing the State University of New York's longstanding practice, the evaluation of academic programs that do not have programmatic accreditation shall include external review, to the extent necessary and appropriate.

- Generally, potential external reviewers should be discussed by the program/department being evaluated, the Dean (where applicable) and the campus Chief Academic Officer or designee, but the Chief Academic Officer should make the final selection.
- In general, at least two external reviewers should be selected who have no significant academic, professional or other relationship to full-time faculty in the program/department, who have no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (i.e., in the same Carnegie class and having a similar program size, scope and statistical, or perceived, reputational ranking).
- Two-year programs may invite a local Advisory Board member to be one of the two external reviewers.
- The Chief Academic Officer may use professional judgment to determine whether one external reviewer would be sufficient to achieve the goals of an external review.
- External review shall conclude with the external reviewers submitting a report, based on a campus visit, to the Chief Academic Officer.

vi. **The Assessment of General Education**. Each campus with one or more general education curricula shall develop and implement a plan for the periodic evaluation of these curricula that meets or exceeds the standards of the Middle States Commission on Higher Education. At minimum, the plan shall indicate how the campus will assess student achievement of the student learning outcomes associated with the SUNY General Education Requirement and use the results to inform planning for improvement. The student learning outcomes are in Guidelines for the Approval of State University General Education Requirement Courses.

vii. **Accountability and Improvement**. A campus shall maintain records of its assessment plans, findings, and resulting actions and their impact, and share them, as appropriate, with campus constituencies, regional and programmatic accrediting bodies, the Provost of the State University of New York, and external auditors. The exchange of information about assessment and its impact on advancing practice and improving programs is highly encouraged.

    i. **Recordkeeping for Institutional Accreditation**. To meet the assessment standards of the Middle States Commission on Higher Education, campuses are encouraged to maintain records for multiple levels – such as the institution as a whole, its major units and its academic and other programs – that provide evidence of their alignment, and, for each level, evidence of:

- statements of mission, goals and expected outcomes, including student learning outcomes;
- the assessment of mission, goals and outcomes; and
- the analysis and use of assessment results to inform planning and, as appropriate, resource allocation.

ii. **Reporting on Accreditation**. Board policy requires the University Provost to "review the findings of regional and programmatic accreditation bodies related to assessment" and "assist campuses when needed." As a result, each campus is asked to:

    i. report to the Provost of the State University of New York, upon request, its schedule for program evaluation and accreditation; and

    ii. submit to the Provost of the State University of New York, at Assessment@suny.edu, an electronic copy of the all official determinations from all accrediting bodies, within 30 days of receipt. This includes determinations from site visits, follow up visits, and periodic review reports, or their equivalents.

2. SUNY Cobleskill's Strategic Plan: Second Century Enterprise 2011-2016

With an emphasis on experiential education, SUNY Cobleskill prepares students for successful careers, advanced studies, and engaged citizenship.

Web link to SUNY Cobleskill's Strategic Plan:
http://www.cobleskill.edu/about/SUNY-Cobleskill-Strategic-Plan.pdf

3. SUNY System's Strategic Plan: The *Power* of SUNY

We have a collective vision for making New York the best it can be. We call it The Power of SUNY and it guides us in order to keep true to our mission.

The Power of SUNY capitalizes on the sum of our parts. As the nation's most comprehensive university system — community colleges, technical colleges, and university centers that specialize in almost every imaginable field — promoting personal growth, business development, and economic revitalization in the community is literally at our fingertips.

Web link to SUNY's Strategic Plan:
http://www.suny.edu/powerofsuny/

4. SUNY Cobleskill's Academic Plan

The academic master plan provides guidance for academic programs for a five-year period. The plan is aligned with the College's mission and strategic goal. The plan is dynamic and may be modified based upon assessment, emerging direction from the SUNY System, and/or changes in business and industry needs.

The academic plan is based upon multiple sources of information:

- SUNY System high needs program areas and non-redundant program expectations.
- Analysis of business, industry, and agency needs.
- Individual program academic plans completed in 2012-2013 subsequent to the approval of the APTF report.
- The academic prioritization plan developed by the Academic Prioritization Task Force (APTF). The APTF, comprised of twenty members plus two co-chairs, commenced work as a group in January 2012 with a charge from the provost and the guidance of a consultant, Larry Goldstein. The group met weekly with addition sub-committee meetings and phone consultations with the consultant as needed. The APTF communicated among itself via email and an ANGEL site that served as a repository of APTF documents, only accessible by members; communication with the wider campus community was via email and a specified SharePoint site. The APTF gather enrollment data, financial data, and substantial qualitative data from multiple campus sources, including the registrar, director of institutional research, Admissions staff, Business Office staff, and faculty. Weighted criteria by which the APTF analyzed programs included:
  - o Program history and congruence with college mission
  - o Demand for the program
  - o Quality of program inputs and processes
  - o Quality of program outcomes
  - o Size, scope, and productivity of the program
  - o Revenue/resources and costs/expenses associated with the program
  - o SWOT analysis of the program

The APTF concluded its analysis and provided recommendations to administration on May 24, 2012. The report was accepted as presented.

The Academic Master Plan addresses the following areas:

A. Academic Programs
B. Curriculum Development
C. Students
D. Technology
E. Facilities and Equipment
F. Professional Development
G. Assessment
H. Collaboration and Partnerships

For each section, see metrics in red print.

A. ACADEMIC PROGRAMS
   a. Elimination: Based on the APTF approved report, the following programs are recommended for elimination:

PROGRAM	RATIONALE
Agricultural Business Mgmt BT – Agricultural Education	• Low enrollment • Recommend folding into one BT program
Agricultural Business Mgmt BT – Equine Business	• Low enrollment • Recommend folding into one BT program
Plant Science BT – Environmental Studies	• Low enrollment • Recommend folding into Plant Science BT
Plant Science BT - Horticulture	• Low enrollment • Recommend folding into Plant Science BT
Mathematics AS	• Low enrollment • Department's focus should be on serving campus needs through excellence in teaching mathematics
Biological Technology AAS	• Low enrollment • Major is redundant to AS Science program and is confusing from marketing standpoint • Students interested in this area of study should enroll in BS Biotechnology program
Early Childhood Studies BS--Leadership Studies	• Low enrollment • Fold some content into a more generalized EC BS program
Computer Information Systems AAS – End User track	• Low enrollment • Fold into one program: Computer Information Systems AAS
Computer Information Systems AAS – Network Support track	• Low enrollment • Fold into one program: Computer Information Systems AAS
Computer Information Systems AAS – Programming track	• Low enrollment; fold into one program Computer Information Systems AAS
Computer Information Systems AAS – Web Design and Dev. track	• Low enrollment • Fold into one program: Computer Information Systems AAS
Business Administration AS	• Low enrollment • Not necessary for transfer, so lacks purpose

b. Maintain/Sustain: Based upon the APTF approved report, the following programs are recommended for maintenance.

PROGRAM	RATIONALE
Agricultural Business AAS	• Enhancement of the BT Agricultural Business Management program will also yield benefits to this program
Agricultural Business Mgmt – BS	• Enhancement of the BT Agricultural Business Management program will also yield benefits to this program
Animal Science BT	• High enrollment
Animal Science BS	• Significantly increasing enrollments • Needs to develop additional upper-level coursework
Dairy Production and Mgmt AAS	• Program on target for two year students studying this curricular area • Strong program review
Agricultural Science AAS – Animal Science	• Continues to serve as a transfer degree to BS degrees (on- and off-campus)
Plant Science BT	• Good enrollment • Recent curriculum consolidations are addressing low enrolled courses
Landscape Contracting BT	• Highly regarded program with accreditation • Need transition plan in anticipation of faculty retirements
Orn Hort: Landscape Development AAS	• Good enrollment • Need transition plan in anticipation of faculty retirements
Communication in Technology BS	• Good enrollment • Retains Communications AS graduates • Good career opportunities; SCHOPEG partnership
Graphic Design Technology AA	• Good enrollment • Good career opportunities • Link with campus needs for graphic design
Communications AS	• Good enrollment • Brings students into BS program
Social Sciences AA—Psychology	• Good enrollment • Will bring students into new BS program
Science AS	• Solid curriculum prepares students for bachelor's degrees and/or transfer
Health Science Studies AS	• Good transfer options available, many career opportunities
Paramedic AAS	• Good enrollment • Excellent career opportunities

Histotechnician AAS	• Accredited program • Excellent career opportunities • Growing enrollment will require additional faculty
Biotechnology BS	• Good fit with college mission • Enrollment has potential to grow • Excellent, new facilities
Early Childhood Studies BS—Curriculum	• Fold in some content from Leadership Studies; remove "Curriculum" from program title • Excellent enrollment • Several articulation agreements in place
Early Childhood AAS	• Excellent enrollment and facilities • Brings students in to the BS program • Strong links with community • Plan to replace retiring faculty soon
Accounting AAS	• Good enrollment • Good fit with other programs in Business department • Excellent career opportunities
Culinary Arts AOS	• Good enrollment; popular field • Good career opportunities • AOS respected in culinary field

c.   Re-engineer: Based upon the APTF report, the following recommended for redesign.

PROGRAM	RATIONALE
Equine Studies AAS	• Department is already working on changes to address recent declines in enrollment • Needs greater coordination with IFR/Equine Facilities and academic program.
Sustainable Crop Production AAS	• Needs to redefine program, faculty retirement provides this opportunity • Should explore collaborations with Natural Sciences and other programs • Low enrollment
Environmental Studies AAS	• Low enrollment; seen as default for students who do not meet requirements for Fisheries & Wildlife • Need to more clearly define program as a way to distinguish from many two-year programs at other institutions • Collaborations with other programs at the college should be explored
Orn Hort: Turfgrass Mgmt AAS	• Low enrollments, but has potential • Good career opportunities • Fits well with other Plant Science programs • Strong alumni support

Turf Mgmt: Golf Turf Mgmt BT	• Golf and Sports should be consolidated • Little/no distinction perceived between 'golf' and 'sport'
Turf Mgmt: Sports Turf Mgmt BT	• Golf and Sports should be consolidated • Little/no distinction perceived between 'golf' and 'sport' • Low enrollment
Orn Hort: Nursery Mgmt AAS	• Low enrollment • Faculty working to merge floriculture, nursery management and crop production into one comprehensive program to help clarify outcomes and reduce low enrolled courses
Humanities AA	• Consider establishing a Liberal Studies AA program incorporating humanities courses; in the meantime, maintain this program
Social Sciences AA	• Consider establishing a Liberal Studies AA program incorporating social sciences courses; in the meantime, maintain this program
Social Sciences AA--Physical Education	• Does not need to be linked to Social Sciences • More clearly defined outcomes need to be developed • May not be viable as a stand-alone program, maybe better suited as a minor • Physical Education is not viewed as an academic program, this needs to be explored
Child & Family Services AS	• Evaluate for consolidation with EC AAS • Possible collaborations with Psychology BS
Business Administration AAS	• Department is refining curriculum to merge AS and AAS
Business Administration AAS/AS--Sports Management	• Consider re-establishing as minor with BBA • May not be viable as a stand-alone program, but may be better suited as a minor
Business Administration BBA	• Program needs focus to help connect students with specified employment opportunities • Should seek accreditation, if appropriate • Quality of internship experiences needs improvement
Information Technology BT	• Good potential for success if improved • Needs certifications (A++, etc.) so graduates are desired by employers • Should be a flagship program because this is an Ag & Tech college

Computer Information Systems AAS	• In process of streamlining programs into one • Needs greater clarity in the marketplace • Goals and outcomes need to be evaluated and made clear to aid in recruitment efforts • Credentialing of students should be explored • Future opportunities in this career area need to be incorporated into curriculum
Restaurant Management AAS	• Substantiate culinary coursework because students need culinary coursework required in the AOS while still meeting the LAS requirements • Recommend name change to include "Culinary" to reflect trend in the field • Important not to eliminate degree because it may lead to phase-out of AOS degree generally
NOTE: The Environmental and Energy Technologies BT program was not reviewed as part of the APTF due to its relative newness. However, when assessing the knowledge of the first program graduates, this program was also recommended for redesign.	

> d. Enhancement: Based on the APTF approved report, the following programs are recommended for enhancement.

PROGRAM	RATIONALE
Agricultural Business Management BT-Agri-Enterprise	• Very high student to full-time faculty ratio • Excellent career opportunities for graduates • Enrollments trending upward • Proposed curricular development requires additional expertise
Agricultural Equipment Tech BT	• Permanent faculty needed to replace temporary faculty • Excellent career opportunities for graduates • Facilities at capacity for current enrollment and they need critical maintenance • Additional upper-level coursework needed as enrollments have grown
Agricultural Equipment Tech: Power & Machinery AAS	• Permanent faculty needed to replace temporary faculty • Facilities at capacity for current enrollment and they need critical maintenance • Greater off-campus collaborations possible
Agricultural Equipment Tech: Power & Machinery AAS-John Deere Ag Tech	• Permanent faculty needed to replace temporary faculty • Facilities at capacity for current enrollment and they need critical maintenance • Recent changes to out-of-state tuition negatively impacting enrollment

Diesel Technology AAS	• Significant growth in enrollment • Permanent faculty needed to replace temporary faculty • Facilities at capacity for current enrollment and they need critical maintenance
Diesel Technology AAS--John Deere Construction Equip	• Permanent faculty needed to replace temporary faculty • Facilities at capacity for current enrollment and they need critical maintenance • Recent changes to out-of-state tuition negatively impacting enrollment • Industry partnership provides substantial benefits to all department programs
Beef & Livestock AAS	• New facility should allow increasing enrollment but need additional resources (animal facilities, etc.) to enhance enrollment and ultimately an additional faculty member
Fisheries & Aquaculture BT	• High student-faculty ratio (50 to 1) • Needs plan to continue as a marquee program • Need to develop an enrollment plan that balances increasing enrollment with faculty capacity and expectations
Wildlife Mgmt BT	• Significant growth in student numbers • High student-faculty ratio (50 to 1) • Needs plan for sustainability as a marquee program • Need to develop an enrollment plan that balances increasing enrollment with faculty capacity and expectations
Fisheries & Wildlife Mgmt AAS	• High student-faculty ratio (50 to 1) • Needs plan for sustainability as a marquee program • Need to develop an enrollment plan that balances increasing enrollment with faculty capacity and expectations
Financial Services BBA	• National recognition needs to be capitalized on • Significant market demand and job opportunities • Room for enrollment growth • Possible candidate for certificate program development
Culinary Arts BBA	• Needs the addition of a chef as a faculty member to enhance relevant industry expertise • Abundant career opportunities

NOTE: Subsequent to the APTF report, modifications to Wheeler Hall have led to reconsideration of the Histotechnician program. Because this is the only Histotechnician program in the SUNY System, expansion is recommended by running a fall cohort and a spring cohort. Additional staff to track accreditation requirements and additional field sites are necessary for success
NOTE: The Paramedic Certificate program was not reviewed by the APTF because it is relatively new. As a result of renovations to Wheeler Hall that created a dedicated space for Paramedic, it is recommended that the certificate program grow along with work force training.
NOTE: Subsequent to the APTF report, the Department of Natural Sciences and Mathematics determined that growth of the biotechnology program is promising if an animal biotechnology professor is added to the faculty to complement the plant biotechnology faculty member.
NOTE: The SUNY Cobleskill Strategic Plan calls for an increase in the number of sustainability courses offered for specific majors as well as for general studies.

e. New Programs: The academic prioritization process did not identify new programs to grow current offerings. However, department academic plans identified areas have great promise for enrollment growth. These programs are ones, which in which we can excel, are unique to the technology sector in SUNY, and increase SUNY Cobleskill's visibility and desirability.

NEW PROGRAMS – TRADITIONAL FORMAT	RATIONALE
Food Systems BT	• Fills a gap in the curriculum • Fills a national need in food production and security
Bio-Informatics BT	• Niche area that combines math, science, technology
Entrepreneurship BBA	• High demand area in business; strong connection to agriculture
Interdisciplinary Studies BT	• Provides an opportunity for students to design programs for specialized purposes
NEW PROGRAMS – DEGREE COMPLETION	RATIONALE
Business Administration	• Non-traditional student need at community colleges
Financial Services	• Non-traditional student need at community colleges
Early Childhood	• Non-traditional student need at community colleges
Communications	• Non-traditional student need at community colleges
Graphic Design	• Non-traditional student need at community colleges
NEW PROGRAMS – ONLINE	RATIONALE
Agricultural Business - BT	• Area of expertise • Need for agricultural business specific to Northeast area of the country
Agricultural Business – Master's	• Requires multi-year approval of change in college status
Information Technology- BT	• Need for a collaborative SUNY degree that packages expertise from multiple campuses
Business Administration - BBA	• Need for non-traditional students who are employed and geographically distant from a campus
NEW CERTIFICATE PROGRAMS	RATIONALE
NEW ACADEMIC MINORS	RATIONALE

    f.   Resources necessary for changes in academic programs
- i. Faculty and staff. As resources for new faculty are made available through faculty retirement and increased enrollment, new faculty positions must be prioritized according to program growth and expansion. In addition, staffing is needed for coordination of degree completion programs offered on community college campuses.
- ii. Technology. Special needs for hardware and software must be communicated with the Technology Committee and the CIO.
- iii. Materials and equipment. Budgets must be built for specialized program needs.
- iv. Space. Reconfiguration and/or dedication of space should be discussed by deans and the Facilities and Space Committee.
- v. Accreditation. Accreditation costs must be communicated to the provost for inclusion in the budget.

    g.   Metrics for "Academic Programs"
- i. Complete 90% of APTF recommendations by May 2015.
- ii. Implement four new majors by 2017.
- iii. Add two degree completion programs each year of the plan.
- iv. Add two online programs by 2017.
- v. Add two new certificate programs by 2017.
- vi. Develop ten minors by 2017.
- vii. Complete initial approval process for offering a graduate degree by 2017.
- viii. Reinvest all salaries from faculty retirees into new positions.
- ix. Include budgetary enhancements for faculty, technology, materials and equipment, and accreditation for all new, enhanced, and re-engineered programs.

B. CURRICULUM DEVELOPMENT
- a. Currency. SUNY Cobleskill is committed to its faculty maintaining currency in their disciplines, general education, pedagogy, first year experience, and assessment disciplines. To that end, faculty are encouraged to:
  - i. Present at and attend state and national conferences and share outcomes of the conferences with their peers
  - ii. Participate in campus and SUNY professional development opportunities
  - iii. Participate in brown bag lunches and book circles to further currency
- b. Industry/business standards and needs. Faculty are expected to be current regarding expectations of business and industry, including standards and changes in expectations for entry level and advanced positions. To that end, faculty are encouraged to:
  - i. Frequently meet with appropriate business and industry personnel to discuss current needs.
  - ii. When available, seek industry and business certifications/endorsements
  - iii. Regularly seek new and monitor existing partnerships for internships and practica
  - iv. Update curricula on a regular basis to reflect changing needs and expectations of business and industry
  - v. Update membership of program advisory councils to reflect the range of businesses and industry connected to each program
  - vi. Regularly seek input from advisory council members regarding program currency and effectiveness

        vii. Review feedback from internship site supervisors regarding preparation of students for their career choices

c. Engaging pedagogies. Faculty employs engaging teaching and learning strategies to improve student success. To that end, faculty are encouraged to:

        i. Seek professional development and work collaboratively with others to infuse engaging pedagogies into teaching practices (e.g., internships, service learning, projects, undergraduate research, problem-based learning, debates, storytelling, creative dramatics, writing to learn, etc.)

        ii. Map curriculum to assure that students in all majors experience a range of engaging pedagogies.

        iii. Map curriculum to assure that general education courses (especially those in first year courses) include engaging pedagogies, including connecting general education courses to student interests (e.g., history of world agriculture, great works of literature with an agriculture theme)

        iv. Utilize the campus as a laboratory for activities, service learning, practica, and internships.

d. Sustainability. To further the college's commitment to continual improvement of sustainability efforts, faculty will infuse the curriculum, as appropriate, with sustainability courses and units of study. To that end, faculty will:

        i. Assure that every major includes one or courses or units of study that address sustainability.

        ii. Assure that a cross section of general education courses or units of study address issues of sustainability.

e. Universal Outcomes. Faculty will assure that students have sufficient opportunities to develop faculty-approved universal outcomes of communication, critical thinking, information literacy, teamwork, and social responsibility. To that end, faculty will:

        i. Complete curriculum maps to assure that universal competencies are infused in general education and majors.

        ii. Seek opportunities to share successes with others on campus and beyond the campus.

f. Internationalization. To demonstrate the college's commitment to a global community, faculty will:

        i. Seek ways to internationalize the curriculum.

        ii. Develop opportunities for students to study abroad, short and/or long term.

        iii. Enhance partnerships with international colleges and universities

g. Interdisciplinarity. To break down silos among academic disciplines and departments, faculty will:

        i. Seek opportunities to create interdisciplinary courses and programs.

        ii. Seek professional development opportunities to learn about/share information about interdisciplinary efforts.

h. Accessibility of courses and programs. To provide access by a greater range of students, the college will:

        i. Increase the number of online programs and hybrid programs. See A.e.

        ii. Increase the number of online courses and hybrid courses.

        iii. Increase the number of "flipped" courses (using class time for interactive components and assigning reading and viewing of taped lectures/demos for time outside of class).

   i.   Metrics for "Curriculum Development"

        i.   Over each two-year period, 85% of full-time faculty will participate in local, state, and/or national professional development regarding their disciplines, pedagogy, assessment, first experience, general education, or interdisciplinary efforts.

       ii.   Engage in substantive discussion (advisory councils, internship site supervisors, etc.) with business/industry representatives at least twice per year per program and record modifications, if any, to programs as a result of the engagement.

      iii.   Review 100% of site supervisor evaluations of BT interns, analyze patterns of responses, and record changes to programs (if necessary) as a result of the analyses.

      iv.   Complete curriculum map for all majors and for general education to show:

          1.   use of engaging pedagogies,

          2.   inclusion of sustainability courses and units of study

          3.   inclusion of universal outcomes

          4.   internationalization of curriculum

          5.   interdisciplinary collaborations.

       v.   Add an average of one new international partner per year.

      vi.   Increase the number of students studying abroad (short and/or long term) by 10% each year.

     vii.   Increase the number of online, hybrid, and flipped courses by 10% each year.

C. STUDENTS

   a. Advising. Through a Title III grant, the College has invested in the improvement of advising to assist students in career development, further study options, and course selection. To maintain and improve student advising, the college will:

       i.   Provide semi-annual professional development on advising for faculty

      ii.   Expand the master faculty advisor program to assure continuity and sustainability.

     iii.   Continue to update the faculty and student advising handbooks

   b. Co-Curricular Activities

       i.   Increase the number of academically related co-curricular opportunities for students (clubs, "Ag Week" type endeavors, honor society service activities, etc.)

      ii.   Increase the number of faculty who serve as advisors to student activities

   c. Academic Support

       i.   Provide/improve/expand/integrate tutoring services

      ii.   Improve success in gateway courses

     iii.   Foster proven initiatives that support learning – CBL in math, learning communities, block schedules

     iv.   Implement strategies to support the success of international students.

   d. Metrics for "Students"

       i.   On an annual basis, 85 % of faculty will participate in professional development for advising, providing support for academic success, and supporting international students' academic success

      ii.   Increase the number of master faculty advisors

     iii.   Annually review faculty and student advising handbooks and modify as necessary

     iv.   Increase the number of co-curricular, academically related opportunities by 20% by 2017.

     v.   Increase the number of faculty who advise student activities by 20% by 2017.

vi. Maintain or increase the Title III level of professional and peer tutors who are trained and certified

vii. Reduce DFWI rates in gateway courses by 50% by 2017.

D. TECHNOLOGY

a. Industry standards. Ensure that industry and business standards are incorporated into instruction.

b. New technologies and software. Provide opportunities for faculty to explore new technologies and software that support instruction.

c. Course management. Continually increase faculty's use of course management tools.

d. Technology replacement. Work with ITS to implement a regular technology replacement plan.

e. Software. Provide software crucial for program improvement and student learning.

f. Professional Development. Provide frequent faculty professional development for technology.

g. Metrics for "Technology"

i. Technology replacements are completed on a triennial basis.

ii. Program assessments reflect changes in industry standards for technology.

iii. Faculty show annual 10% increase in use of course management tools.

iv. Spending on course based software increases each year by 3%.

v. 75% of faculty participate every two years in professional development for existing and new technologies.

E. FACILITIES AND EQUIPMENT

a. Equipment and furniture replacement plan. Annually prioritize and fund equipment and furniture replacement requests as part of college-wide plan. Connect requests to strategic plan, academic master plan, and results of relevant assessments.

b. New academic equipment plan. Annually prioritize and fund requests for new academic equipment. Connect requests to strategic plan, academic master plan, and results of relevant assessments.

c. Space (instructional, storage, office). Annually review space usage and needs and make recommendations for changes and improvements. Work with Facilities Master Plan and Faculty Governance Facilities and Space Committee.

d. Metrics for "Facilities and Equipment"

i. Academic equipment and furniture replacements are reported annually, indicating connection to strategic plan, academic master plan, or results of relevant assessments.

ii. New academic equipment purchases are reported annually, indicating connection to strategic plan, academic master plan, or results of relevant assessments.

iii. Space adjustments are reported annually and connected to strategic plan, academic master plan, relevant assessments, or facilities master plan.

F. PROFESSIONAL DEVELOPMENT
   a. Utilize campus professional development program to fund a variety of faculty PD needs, especially as connected to the Academic Master Plan.
   b. Increase use of Center for Excellence in Teaching and Learning to improve faculty's use of technology, including offering the Online Teaching Academy and ongoing workshops throughout the year.
   c. Engage Faculty Governance Professional Development Committee and Human Resources in determining campus needs for faculty professional development and providing on-campus opportunities during the annual August mini-conference and throughout the year.
   d. Provide mentoring and support for adjuncts and new faculty.
   e. Metrics for "Professional Development"
      i. 50% of faculty utilize professional development program funds every year.
      ii. 50% of faculty participate in on-campus professional development programs and workshops.
      iii. 100% of adjuncts and new faculty participate in orientation and mentoring programs.

G. ASSESSMENT (See Institutional Effectiveness Handbook)
   a. Annually assess Student Learning Outcomes for each academic program and outcomes for academic support services unit. Use results for improvement of programs and services.
   b. Complete a self-study for each academic major every five years. Develop an action plan for improvement based upon analysis of self-study findings.
   c. Metrics for "Assessment"
      i. All programs complete annual assessments and develop action plans with budgetary needs.
      ii. All programs report on action plans when submitting annual assessments.
      iii. All programs complete a self-study every five years.
      iv. All programs implement and annually report on progress of action plan developed as a result of self-studies.

H. COLLABORATION AND PARTNERSHIPS
   a. Interdisciplinary collaborations. Develop courses and programs that cross disciplinary lines.
   b. Experiential learning. Strengthen and augment internship opportunities and service learning opportunities
   c. SUNY transferability. Fully participate in SUNY's seamless transfer program.
   d. Articulation agreements. Develop more community college and graduate school articulations.
   e. P-12 initiatives. Create and enhance work in the P-12 schools, including College in the High School
   f. Academic and Student Affairs. Increase opportunities for academics and student affairs to work together on initiatives.
   g. Metrics for "Collaboration and Partnerships"
      i. Increase interdisciplinary courses by 10% each year and develop 3 interdisciplinary programs by 2017.
      ii. Implement a service learning requirement in 50% of academic programs by 2017.
      iii. Increase internship sites for new programs, identifying at least one for each enrolled student.

iv.   Realize 100% compliance with SUNY's seamless transfer initiative by 2015.

v.   Increase articulations by 5% each year.

5. Academic Program Assessment Plan

Academic Program Assessment Plan and Student Learning Outcomes

1. DEFINE THE PROGRAM'S MISSION.

   The mission statement details what a program seeks to accomplish. The mission statement should be brief and address the following:

   1. Students for whom the academic program is designed.
   2. General purpose of the academic program.
   3. Clear alignment to the College's mission.
   4. Distinctiveness of academic program.

   For example: The Department of Fisheries and Wildlife at SUNY Cobleskill is dedicated to offering broad and challenging B.T. and A.A.S. degree programs to students of diverse backgrounds and academic capacities. Students are challenged to reach their full intellectual and creative potential through a wide variety of instructional formats to accommodate individual differences and learning styles. Hands-on learning in laboratory and outdoor field settings in a variety of natural habitats is the common denominator in all fisheries and wildlife courses. The Department of Fisheries and Wildlife strives to maximize opportunities for students to forge relationships with fisheries and wildlife professionals through placement in (1) jobs and internships, (2) class projects, and (3) attendance and participation in local, regional, national, and international meetings.

2. CREATE GOALS.

   Goals are broad statements that describe long-term general aims of the academic program. Goals are meaningful, realistic and assessable, describing qualities and abilities that we want our students to have. Effective goals provide a clear framework for determining more specific objectives and outcomes.

   Goals can be derived from existing documents such as the college catalog and other printed documents, web page statements, field-based standards, and program reviews. Each academic program should only have three to five goals, which should be prioritized depending on their importance to the College's mission. Each academic program's goals are used as the basis for developing, implementing, and reporting on its assessment of student learning outcomes.

   An example of student learning goals from SUNY Cobleskill's Wildlife Management Program is provided below:

   - Demonstrate an understanding of wildlife management principles from a solid foundation in taxonomy and systematics, natural history, zoology, ecology, and human dimensions.

   - Demonstrate preparation for diverse career opportunities with state and federal government agencies in wildlife management, private industry, or placement into graduate school.

- Meet requirements for NYSDEC biologist positions in wildlife, ecology, and aquatic resources and *The Wildlife Society* Associate Wildlife Biologist certification standards.

- Work independently and in group settings while maintaining professional and ethical standards.

- Develop skills to continue learning throughout careers and a lifetime.

3. WRITE LEARNING OUTCOMES.

Student learning outcomes should reflect the most important outcomes for students and state the desired end result, not the process to achieve the result. Student learning outcomes are precise, specific statements about the intended accomplishments of the students in the academic program. Outcomes are stated as descriptions of what we want students to be able to do; that is, outcomes state expected behaviors.

Outcomes use observable verbs such as recall, demonstrate, perform, explain, increase/decrease, reduce, and compare. They need to e as specific as possible, avoiding vague statements of purpose.   Providing clear achievement points facilitate determining whether outcomes have been achieved. For example, stating the outcome as "Students will understand the use of sterile techniques" is less precise than "Students will demonstrate the mastery of sterile techniques of media preparation for tissue culture."

Outcomes must be measurable and realistic; they should reflect skills and behaviors for which data can be captured using instruments such as those described in Chapter 3. Results for each outcome will be reported and used for program improvement, so articulating clear, straightforward outcomes is crucial in order to set the stage for data collection and use.

In designing Student Learning Outcomes, all of the following should be included:

- Alignment with the mission statement and institutional goals
- Clear description and definitions of expected abilities, knowledge, values, and attitudes of the graduates of the program
- Simple statements for which more than one measurement method could be used
- Focus on the learning results, not the learning process
- Potential for use in program improvement

Examples of Student Learning Outcomes from various programs are:

- Students systematically analyze and solve problems, advocate and defend one's views, and refute opposing views. (Communications Program)
- Students locate information and evaluate it critically for its validity and appropriateness. (Critical Thinking Assessment)
- Students make appropriate inferences and deductions from biological information. (Biology Program)
- Students develop graphic, spreadsheet and financial analysis support for positions taken (Business Administration Program)

- Students demonstrate and apply basic biological principles and quantitative skills in the study of aquatic/marine organisms and complex ecological systems (Fisheries & Aquaculture Program)

4. CREATE A PROGRAM CURRICULUM MAP

Academic Program Assessment Plans should include a course or curriculum map that includes all

Student Learning Outcomes (SLOs). Mapping indicates the intended level of mastery for each student learning outcome in each course and allows the program to check for gaps in knowledge and skills needed for attainment of each student learning outcome.

To create a program curriculum map, begin by listing core course requirements and major elective courses of the program. Indicate which of the core and elective courses relate to each learning outcome. All of the courses in the program should be represented in the map. If there are courses that do not seem to fit, determine whether the learning outcomes need modification or whether the course is essential to the program. Producing a simple table is a useful way to map how the curriculum relates to the learning outcomes. Two examples are provided below.

Example 1.

Course	Objective 1.1	Objective 1.2	Objective 1.3	Objective 2.1	Objective 2.2	Objective 2.3
COMM 105	I				I	
COMM 118		I	I			
COMM 235	P					P
COMM 265	R					R
GART 245				P	P	
GART 280				R	P	

I=Introduced, P=Practiced, R=Reinforced

Note in the above hypothetical example that Objective 1.3 in introduced but not practiced or reinforced, while objectives 2.1 and 2.3 are never introduced but are practiced and reinforced. Such discoveries in the mapping process may prompt faculty to reconsider learning outcomes, course objectives, or the order in which students take courses.

Example 2.

Learning Objective	BIOL 115	BIOL 121	CHEM 115	CHEM 225	PHYS 115	PHYS 116
Objective 1.1	1	0	0	0	1	2
Objective 1.2	1	1	0	0	0	0
Objective 1.3	0	2	0	0	0	0
Objective 2.1	1	0	1	2	1	2
Objective 2.2	1	1	1	2	0	0
Objective 2.3	0	2	1	2	0	0

0=students do not achieve the objective, 1=students achieve some of the objective, 3=students achieve mastery of the objective

Example 3.

Major Field Courses	Biological & Ecological Concepts	Chemical & Physical Concepts	Laboratory & Field Techniques	Theoretical & Empirical Data Applications	Quantitative & Qualitative Data Applications	Classic & Applied Research Methods	Human Dimensions
FWLD101	X	X	X	X	X		X
FWLD115	X		XX		X		
FWLD125	X		XX		X		
FWLD211				X			XX
FWLD221	X		XX	X	XX	X	XX
FWLD220	X	X	X	X	X	X	X
FWLD290/390			X	X	X	X	
FWLD320	XX		X	XX	XX	XX	
FWLD350	X	X	XX	X			
FWLD351				X			X
FWLD352	XX	X					
FWLD450	X	X	X	X	X	X	X
BIOL131	XX		X				
BIOL211	XX	X	X	X	X	X	
BIOL215	XX		X	X	X		
BIOL307/318	XX	X	X	X	X	X	
BIOL316	XX		X				
BIOL317	XX		X	X	X	X	
BIOL400	X	X		XX	X		X

* X = intermediate contribution; XX = heavy contribution

5. IDENTIFY AND SELECT ASSESSMENT MEASURES

Consider which courses seem to relate most directly to each learning outcome and determine what kinds of activities within these courses could provide evidence of achievement of the learning outcome – essays, papers, projects, tests, exams, surveys, presentations. These methods of gathering evidence of achieving learning outcomes are called measures (see chapter 3). There should be at least two different measures per learning outcome and at least one of these should be a direct measure (see chapter 3). There may be appropriate external assessment tools, such as national exam results. NOTE: All course activities that are used to determine a course grade rarely relate directly to a particular learning outcome; therefore, *course grades are not the best assessment tools for program level SLOs.*

6. DEFINE THE CRITERIA FOR ATTAINMENT OF EACH LEARNING OUTCOME

Determine what constitutes a satisfactory level of achievement of the learning outcome for each measure. This achievement level is known as the target or criteria for achievement of the learning outcome. Generally look at the information at the *program level* rather than at *individual students*. For example, if a learning outcome is assessed via a final test in an upper level course in the program, the criteria for attainment of this learning outcome might be that 75% of students in the major will obtain a score of at least 85% on this test. If the assessment tool is evaluated qualitatively, such as a research paper for which students receive letter grades, clear definitions of the characteristics of papers receiving

each grade must be provided in a grading rubric. See Chapter 3 for instructions on the construction of rubrics and rubric examples. Using a rubric or assigning specific exam questions to help assess the SLOs will help the program identify specific areas of weak student achievement.

7. EXPAND THE CURRICULUM MAP TO INCLUDE ASSESSMENT MEASURES, AND CRITERIA

Place learning goals and objectives, course matrix, semester in which assessment will occur, course in which assessment will be conducted, measure/instrument for data collection, and performance expectations for students (collectively, not individually). For example:

Learning Goals and Objectives							When assessed	Assessed in what course	Measure	Performance Criteria
1. [Goal one]										
1.1 [Objective 1]	1	2	0	0	1	2	F11	ASDF 215	lab report	80% students w/85% score
1.2 [Objective 2]	1	2	0	0	1	2	F11	FGHJ 420	oral report	80% students w/4 or higher on rubric
1.3 [Objective 3]	0	0	1	2	0	0	S12	HJKL 335	exam	75% of students w/80% score

8. USE IN ANNUAL EFFECTIVENESS REVIEW AND PROGRAM REVIEW (SEE CHAPTER 4)

The assessment plan will be used to inform data collection to be used in the Annual Effectiveness Review (AER) and the Program Review (PR). See Chapter 4 for more details about the reviews and use of program assessment data to improve programs.

6. Non-Instructional Program/Unit Assessment Plan

1. DEFINE THE UNIT'S MISSION STATEMENT

   The mission statement details what a unit seeks to accomplish. The mission statement should be brief and address the following:

   1. Primary groups (students, faculty, parents, employers, community, etc.) benefiting from services provided.
   2. Primary functions or activities of the unit.
   3. Clear alignment to the College's mission.
   4. Distinctiveness of unit; i.e., what sets the unit apart from other units within the same organizational area of the campus?

2. WRITE GOALS

   Goals are broad statements that emanate from the mission statement and describe the direction a unit plans to take to advance and enhance its purpose. Each unit should only have three to five goals, which should be prioritized depending on their importance to the College's mission.

   Goals are meaningful, realistic and assessable, describing qualities and abilities that we want our stakeholders to be or have. Effective goals provide a clear framework for determining more specific objectives and outcomes.

   Goals can be derived from existing documents such as the college catalog and other printed documents, web page statements, field-based standards, and program reviews. Each unit's goals are used as the basis for developing, implementing, and reporting on its assessment plan.

   Examples of goal statements:

   - The Center will make available internal (handouts, guides, and books on a variety of topics) and external (web site links and contacts) resources that will enhance services. (from the Student Success Center)
   - Staff will be able to interpret academic requirements and assist students with understanding them. Final academic advisement will be done by each student's academic advisor. (from the Student Success Center)
   - Improve the study habits of students. (from CASE)
   - Enhance relationship management and communications with prospective students throughout the admissions funnel. (from Admissions)

3. WRITE OBJECTIVES

   For each goal, state the desired results to be achieved. Objectives are precise, specific, measureable statements about the intended accomplishments of the stakeholders in the unit. Objectives are stated as descriptions of what we want our stakeholders to be able to do or make; that is, they state expected behaviors or outcomes.

Objectives use observable verbs such as recall, demonstrate, perform, explain, increase/decrease, reduce, and compare. They need to as specific as possible, avoiding vague statements of purpose.   Providing clear achievement points facilitate determining whether objectives have been achieved. For example, the objective "Increase participation in campus community service initiatives" is less precise than "Increase participation in campus community service initiatives by 10%."

Objectives must be measurable and realistic; they should reflect skills and behaviors for which data can be captured using instruments such as those described in Chapter 3. Results for each objective will be reported, so articulating clear, straightforward objectives is essential in setting the stage for data collection and use.

Examples of objectives:
- Respond to all inquiries within 48 hours of receipt; all matters will be resolved within this time frame or a course of action and estimate of time required to resolve the matter will be communicated. (Business Office)
- Implement marketing campaign to campus community to increase student awareness and use of Beard Wellness Center services. (Wellness Center)
- Increase the number of students who participate in the housing sign-up process in the spring semester over the previous year's number. (Residential Life)

4. ASSESSMENT MEASURES AND CRITERIA

Consider what experiences relate most directly to each objective and determine what kinds of activities could provide evidence of achievement of the objective. These methods of gathering evidence of achieving objectives are called measures (see chapter 3). There should be at least two different measures per objective and at least one of these should be a direct measure (see chapter 3). There may be appropriate external assessment tools, such as certification exams. Determine what constitutes a satisfactory level of achievement of the objective for each measure. This achievement level is known as the target or criteria for achievement of the objective. Generally look at the information at the *program/unit level* rather than at *individuals*.

7. Rubric Template

Middle States Commission on Higher Education provides the following template to assist in the development of rubrics:

Rubric Template						
(Describe here the task or performance that this rubric is designed to evaluate)						
Label	**Beginning**	**Developing**	**Accomplished**	**Exemplary**	**Score**	**Comment**
score	**1**	**2**	**3**	**4**		
Stated Student Learning Outcome	*Description of identifiable performance characteristics reflecting a **beginning level of performance***	*Description of identifiable performance characteristics reflecting **development and movement towards mastery of performance***	*Description of identifiable performance characteristics reflecting **mastery of performance***	*Description of identifiable performance characteristics reflecting the **highest level of performance***		
Stated Student Learning Outcome	*Description of identifiable performance characteristics reflecting a **beginning level of performance***	*Description of identifiable performance characteristics reflecting **development and movement towards mastery of performance***	*Description of identifiable performance characteristics reflecting **mastery of performance***	*Description of identifiable performance characteristics reflecting the **highest level of performance***		
Stated Student Learning Outcome	*Description of identifiable performance characteristics reflecting a **beginning level of performance***	*Description of identifiable performance characteristics reflecting **development and movement towards mastery of performance***	*Description of identifiable performance characteristics reflecting **mastery of performance***	*Description of identifiable performance characteristics reflecting the **highest level of performance***		
Stated Student Learning Outcome	*Description of identifiable performance characteristics reflecting a **beginning level of performance***	*Description of identifiable performance characteristics reflecting **development and movement towards mastery of performance***	*Description of identifiable performance characteristics reflecting **mastery of performance***	*Description of identifiable performance characteristics reflecting the **highest level of performance***		

Below is an example of a written communication rubric from AAC&U's VALUE rubric inventory:

	Capstone (4)	(3) Milestones (2)		Benchmark (1)
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Other resources for development and use of rubrics are available on the SUNY Cobleskill Assessment website.

8. SUNY Cobleskill's Graduate Survey

Congratulations on your graduation from SUNY Cobleskill! We really appreciate you taking the time to give us your feedback. This information will NOT be linked to your survey responses, it only allows us to collect more demographic information for summary reporting.

Section I

1. SUNY Cobleskill 800-number: _____

2. What was your major at SUNY Cobleskill? _____

3. Date of Birth:_____

4. Name:_____

Section II

1. While attending SUNY Cobleskill, did you participate in any field experiences?

    Yes   No

2. Did you complete a credit-bearing internship while attending SUNY Cobleskill?

    Yes   No

3. If so, please rate your level of satisfaction with your internship:

    ___Very Satisfied
    ___Satisfied
    ___Neutral
    ___Dissatisfied
    ___Very Dissatisfied

4. Did you receive an employment offer at the conclusion of your internship?

    Yes   No

Section III

1. Are you currently employed?
   ___Yes, full-time
   ___Yes, part-time
   ___I'm in the military
   ___No, but seeking employment
   ___No, not seeking employment

2. If so, name of business employed by:_____

3. Your job title:_____

4. City and State you work in:_____

5. Date you started this job (MM/YYYY):_____

6. Current annual salary:

   ___Below $10,000   ___$35,000-39,999
   ___$10,000-14,999   ___$40,000-44,999
   ___$15,000-19,999   ___$45,000-49,999
   ___$20,000-24,999   ___$50,000-54,999
   ___$25,000-29,999   ___$55,000-59,999
   ___$30,000-34,999   ___$60,000 and above

7. Do you receive any of the following benefits through your employer? (Circle all that apply)

   ___Housing
   ___Utilities
   ___Vehicle Use
   ___Commission
   ___Health Insurance
   ___Retirement Funding
   ___Other (Please specify):_____

8. How closely related is your current occupation to your academic program at SUNY Cobleskill?

   ___Highly related
   ___Slightly related
   ___Not related

9. How well do you feel your academic program at SUNY Cobleskill helped prepare you for your current occupation?

   ___Very well
   ___Adequately well
   ___Somewhat well
   ___Not very well

Section IV

1. Are you currently attending college or graduate school?

    Yes   No

2. If so, what is the name of the institution you are attending? _____

3. City and State of institution: _____

4. Academic Major: _____

5. What degree do you expect to earn at the completion of your CURRENT studies?

    ___Associates Degree
    ___Bachelor's Degree
    ___Master's Degree
    ___Other (Please specify):_____

6. What is your anticipated graduation date (MM/YYYY):_____

7. How closely related is your current academic major to your program at SUNY Cobleskill?

    ___Highly related
    ___Slightly related
    ___Not related

8. How well did your academic program at SUNY Cobleskill prepare you for your current program

    of study?

    ___Very well
    ___Adequately well
    ___Somewhat well
    ___Not very well

Section V

1. How satisfied are you with the quality of education you received at SUNY Cobleskill?

    ___Very Satisfied
    ___Satisfied
    ___Dissatisfied
    ___Very Dissatisfied

2. What best describes your most important goal in attending SUNY Cobleskill?

    ___Transfer to another college AFTER earning a degree at SUNY Cobleskill

    ___Transfer to another college WITHOUT earning a degree at SUNY Cobleskill

    ___Earn a degree at SUNY Cobleskill with plans for employment

    ___Enroll in coursework for personal enrichment, enjoyment

___Other (Please

specify):_____

3. Now that you have graduated, did you meet this initial goal, or did it change?

___Met this goal
___Did not meet this original goal
___My goals changed to:_____

4. Tell us about your current volunteer and community services:

Thank you for taking the time to complete this survey. Your feedback is very important to the continuous improvement of SUNY Cobleskill.

If you are seeking another position and need assistance, please contact the Student Success Center at 518-255-5624.

If you have any questions about this survey, please contact Victor Sensenig at 518-255-5408 or institutionalresearch@cobleskill.edu

9. Program Self-Study Timeline

Program Self-Study Timeline and Documentation Guidelines: In order to facilitate the process, the following timeline is suggested:

Month 1 (*e.g., late August*):
- Program Self-Study Leader (PSSL) selected by program faculty.
- Download Program Self-Study template from Assessment webpage.
- Gather data and write Program Self-Study.
  - Request program data from Institutional Research.
  - Program Assessment Plans and student learning outcomes data obtained from department records
  - Departmental faculty contributes according to area of expertise.

Month 3 (*e.g., late November*):
- Complete Program Self-Study document.
- Faculty, chair and dean nominate possible external reviewers and submit short bios (name, title, organization, and relationship to SUNY Cobleskill) to PRL.
- Three external reviewers are recommended, choose among the following categories:
  - At least one academic faculty member
  - At least one professional in the field
  - Former students who have been out of the program for at least 10 years and are employed in the field
  - One Advisory Council member
Note: If reviewers are requested from a distance prohibiting a physical visit, consider an electronic review from their location.
- PSSL forwards all nominations (with bios) to the provost for approval.
- Deans will formally invite approved external reviewers to participate, asking them to contact the PSSL and confirm their intention to serve.
- Once all reviewers have responded affirmatively, the PSSL schedules a date for the visit and begins scheduling required meetings on campus.
- PSSL works with external reviewers to select a Chair of that group. This Chair will be responsible for communication with the PSSL, as well as ensuring the completion of the external reviewers' final written report.

Month 5 *(e.g., late January/early February)*:
- PSSL assembles the External Review Packet to be sent to all reviewers. Packet will include the following unless items were sent electronically:
  - Cover letter from provost
  - Statement that reviewers will receive $150 honorarium and the Chair will receive $200
  - Contact list for external reviewers, PSSL, secretary and the provost
  - Completed Program Self-Study
  - External Reviewer Worksheet
  - Tentative itinerary for visit (updated copy should be given to them the day of the visit)
  - External Reviewers' Final Report Outline with a stated deadline for return
  - Campus parking pass for date of visit along with a Campus map

Month 6 (*e.g., March*):
External Review Team visits campus.
- Suggested itinerary for visit:
  - Welcome meeting with PSSL
    - Team members sign [Honorarium](#) form for payment
  - Team meets separately with:
    - Dean, Office of Admissions, and provost
    - Department and supporting faculty
    - Current students (from a 200-300 level major required course)
    - Alumni (optional)
    - Library, CASE and Student Success Center staff
    - Advisory Council members (optional)
  - Team has private lunch (unless they request to meet with the PSSL). All lunch arrangements need to be preapproved by the provost's assistant.
    - Preferred: lunch in dining hall using CobyCards from provost office
    - Acceptable: order lunch to be delivered from Pizza Shack, can be billed directly to the provost office when calling in the order
    - Last choice: order lunch and put in for reimbursement from provost office
  - Team tours facilities, including classrooms, labs, library and student support areas
  - Team meets privately to summarize their findings and plan final report
  - Exit meeting held with External Reviewer Team and program faculty to discuss preliminary findings, pose clarifying questions, and request more information if necessary

Month 8 *(e.g., late May/early June)*
- External reviewers submit [final report](#) to PSSL.
- Program faculty meets to review final report and respond with action plans.
- PSSL updates the [Program Self-Study document](#) to include responses to the external reviewers report.
- Updated Program Self-Study document and a copy of the external reviewers' report forwarded to the provost.
- Provost will process honorariums upon receipt of the final report.

Month 9 (e.g., late June)
- Program faculty revise program assessment plan based on Program Self-Study outcomes; submit along with annual assessment report to the Assessment Coordinator by the end of June.

Follow-up (within a semester)
- PSS is reviewed by Academic Council and feedback is provided to the Program Self-Study Leaders, department chair, and dean.

The Program Self-Study document has seven sections:
1. Introduction
    A. The College
    B. The Department
2. The Curriculum
    A. Program Mission, Goals, and Learning Outcomes
    B. Program Design (degree requirements, breadth and depth of program, consistency in multiple sections of courses, course offerings scheduled to meet student needs, research opportunities for students in program, internship opportunities for students in program, department procedures for course development and review, student advisement, and the program advisory committee)
    C. Program Assessment (procedure, criteria, and methods for program assessment; student placement/transfer data; student survey data; assessment results for learning outcomes)
3. The Faculty
    A. Faculty Profile
    B. Faculty Teaching and Advising Loads
    C. Effectiveness in teaching
4. The Students
    A. Admission Requirements for Program
    B. Profile of Incoming Class
    C. Placement Procedures
    D. Recruitment Activities for Program
    E. Student Orientation Activities for Incoming Students in Program
    F. Enrollment Summary
    G. Student Retention
    H. Student Support Services
5. Support for the Program
    A. Library Resources
    B. Facilities, Equipment, and Supplies
    C. Access to Technology
6. Summary
    A. Strengths of Program
    B. Action Plan for Improvement (specific improvements, persons responsible, timelines/due dates, and resources necessary)
7. VII. Response to External Review Report

Acronyms

DAR – Detailed Assessment Report for academic and non-instructional units on campus

FASP – Fiscal Affairs and Strategic Planning Committee of SUNY Cobleskill's faculty governance; at SUNY Cobleskill, faculty governance includes teaching faculty and non-teaching professionals

CSEA-Civil Service Employees Association, the union representing facilities and other resource staff

CSEA-PEP – CSEA Performance Evaluation Program

MCE – Management/Confidential Evaluation

MERITS – SUNY Cobleskill's two-semester academic support program for underprepared freshmen
    M entoring
    E ncouragement to join a club
    R eferrals to on and off campus services and agencies
    I nformal counseling and non-academic advisement
    T utoring
    S tructured study hours

MPAR – Master Plan Annual Review

PACE – Office of Professional and Continuing Education

PR – Program Review, a five-year cyclical assessment of academic programs

SPAR – Strategic Plan Annual Review

PBA – Police Benevolent Association (for University Police)

SUNY – State University of New York, a system of 64 colleges and universities led by a chancellor and governed by a Board of Trustees

SUNY Cobleskill – State University of New York College of Agriculture and Technology at Cobleskill, one of eight technology colleges in the SUNY System

UUP – United University Professions, the union representing faculty and professional staff

UUP-PRP - UUP Performance Review Program Council 82 Security Service Employee Performance Review (SS-EPR)