**SUNY BROCKPORT**



**OFFICE OF ACCOUNTABILITY AND ASSESSMENT**

**Periodic Program Review Format** **2019-2024 Cycle**

**Academic Year 2021-2022**

# Introduction

The College’s five-year cycle of Periodic Academic Program Review provides academic programs the opportunity to assess curricula, learning outcomes (qualitatively and quantitatively), student demographic and enrollment trends, and other critical academic components, for the purpose of evaluating program effectiveness and identifying possible improvements.

# Purpose

The College at Brockport is actively engaged in assessing its academic programs as part of a comprehensive self-study and review process. This program review process has been developed to serve four major purposes:

* To help the College’s academic programs better support Brockport’s overarching mission to be “an inclusive learning community that inspires excellence through growth, engagement, and transformation.”
* To assist in creating a strong academic culture that embraces continuous improvement for all academic programs and promotes the use of best practices.
* To comply with SUNY’s guidelines for periodic review of all academic programs.
* To ensure compliance with the Middle States Commission on Higher Education’s accreditation standards, which require confirmation of academic quality through assessment.

# Program Review Procedure

All program reviews will begin with a Self-Study written by the program faculty and staff. The Self-Study will also be subject to review by a team of two external reviewers who will come to campus to visit the program. Recommendations for improvement by program personnel and external reviewers will be evaluated for inclusion in a Joint Action Plan developed between the program personnel and the school Dean and, ultimately, presented to the Provost for approval.

Some departments house multiple academic programs. The focus of the Self-Study should be at the program level, and all the programs (majors only) offered by a department must receive individual attention in the Self-Study and in the external reviewers’ report.

This document describes the components of the academic program review and provides instructions to assist departments/programs with the Self-Study. In addition, some sections and/or questions may not be applicable to the program, and this can be stated. Each year, the guidelines will be updated, integrating comments and suggestions received from faculty and staff who have recently participated in program reviews.

The Office of Accountability and Assessment welcomes feedback, as this process continues to be refined to better achieve the goals of the College’s assessment program.

# Role of the Office of Institutional Research and Analysis

The role of the Office of Institutional Research and Analysis in the program review is to supply data for many of the charts included in the Self-Study document. These charts include:

* Entering student cohort and total enrollment (page 11)
* Admissions information (page 12)
* Student diversity (page 13)
* Student financial need (page 13)
* Persistence (page 14)
* Degrees Awarded in Program (page 14)
* Time-to-degree – Degrees Awarded 2020-2021 (Program) (page 14)

NOTE: The data will be broken down to the program level; however, for some charts, data is only available on a departmental level. This distinction will be noted on each chart when programs are provided with their data.

**The program must complete the following chart:**

Faculty numbers and demographics (Department) (page 8

* Faculty academic credentials (page 8)
* Faculty teaching experience in higher education [Total] (Department) (page 9)
* Distribution of program teaching load (page 10)

The program faculty and staff are responsible for reviewing the data, addressing data concerns/questions with the Office of Institutional Research and Analysis, and analyzing/interpreting the data in the program’s Self-Study.

# External Reviewers

Once the program’s Self-Study is completed, two external reviewers will examine the document and visit the campus (one reviewer from a SUNY institution and one reviewer from a non-SUNY institution). These reviewers should be knowledgeable and/or experienced with of the type of program being reviewed. The program faculty and staff will identify potential reviewers no later than the end of the fall semester and forward their recommendations for approval by the school Dean at the beginning of the spring semester. Once the external reviewers have been approved by the school Dean, the Department Chair is responsible for inviting the approved individuals to be reviewers, arranging travel, and providing copies of the external reviewers’ curriculum vitaes to the Provost and Director of Assessment. The Office of Accountability and Assessment will pay for the external reviewers’ food, lodging, transportation, and honorarium. (Refer to the Guidelines for Hosting Self-Study Reviewers updated: April 23, 2021.)

During the external reviewers’ visit to campus, they will meet with program administrators, faculty, staff, and students, and observe a class. The administrators who are to be included in the initial and closing meetings are the Provost, Vice-Provost, and Director of Assessment.

After the external reviewers have visited campus, they will file a written report commenting on the program with the school Dean for his/her approval/comments. The external reviewers’ report, with the school Dean’s comments, is provided to the program Department Chair.

**PPR 2021-2022 Deadlines**

1. Each department should develop deadlines and schedule meetings throughout the fall to complete and review the different sections of the PPR.
2. Notify the Office of Accountability and Assessment to schedule SWOT analysis by October 1 to be completed by November 12.
3. Submit external reviewer recommendations to the Dean by Friday, November 12.
   1. Once faculty send the Dean their choices for external reviewers, the dean will respond to the faculty within two weeks.
   2. When the external reviewers have been approved by the dean, faculty should notify OAA of their names and email their resumes. This is just a courtesy to the reviewers and the administrators meeting with the reviewers.
4. Complete first draft of self-study by January 3 to be reviewed by the Dean’s office and the Office of Accountability and Assessment. **The entire document must be completed prior to the first submission, including all appendix documents**.
5. Submit final version based on feedback to the Dean’s office and the Office of Accountability and Assessment by February 4.
6. External reviewers visit campus no later than April 15and submit their report no later than three weeks after the conclusion of their visit.
7. The faculty needs to develop the external reviewer visit agendas and make sure administrators are available on the desired dates, this is often problematic since it includes the following people: Provost, Vice Provost, School Dean, and OAA Director.
8. Department members review the external reviewers’ report and begin joint action plan discussions prior to the end of May.
9. Joint Action Plan is finalized in mid to late September.

**Periodic Program Review Timeline**

|  |
| --- |
| March/April |
| The Office of Accountability holds planning meetings with School Deans for discussion and approval of 2021-2022 Periodic Program Review Calendar, closing the loop meeting planning, and debrief on Periodic Program Review Template. |

|  |
| --- |
| May/June (before scheduled review year) |
| The Office of Accountability holds an orientation (virtual orientation on Microsoft Teams due to COVID-19) on the Periodic Program Review process for School Deans, Department Chairs, Assessment Coordinators, faculty, and staff whose programs are scheduled for review in the upcoming year. |

|  |
| --- |
| September |
| Program faculty and staff begin writing the program’s Self-Study and collaborate with the Director of Assessment when necessary. The Program must complete a SWOT Analysis by the end of the fall semester (facilitated by The Office of Accountability and Assessment). The Department Chair receives program data from the Office of Institutional Research and Analysis. |

|  |
| --- |
| October/November |
| The Department Chair submits external reviewer recommendations to School Dean. |

|  |
| --- |
| January |
| School Dean approves two external reviewers and notifies the Department Chair. The Department Chair then invites the approved individuals to be external reviewers and sends the Provost and Director of Assessment the curriculum vitaes of the external reviewers. |

|  |
| --- |
| February |
| The Department Chair submits the program’s Self-Study to the School Dean and the Office of Accountability and Assessment. Once approved, the Department Chair sends the program’s Self-Study to the external reviewers. |

|  |
| --- |
| March/April |
| The external reviewers visit campus. |

|  |
| --- |
| Late April/Early May |
| The external reviewers submit their report with comments on the program and draft Joint Action Plan to the School Dean for his/her approval/comments. The external reviewers’ report is provided to the program Department Chair, the School Dean, and the Office of Accountability and Assessment. Department Chair works with faculty to develop a Joint Action Plan to present to the School Dean. |

|  |
| --- |
| Mid-May to September |
| The Department Chair presents the Joint Action Plan to the School Dean for feedback and approval. The Joint Action Plan is approved by the School Dean; the Department Chair, the Provost, Vice Provost, School Dean, and Director of Assessment meet to discuss the Joint Action Plan for comments and approval. The Office of Accountability and Assessment is provided with a copy of the finalized Joint Action Plan. |

# Editorial Guidelines and Format for Periodic Program Review Reports:

* **Please include page numbers and a table of contents for the final submission**
* Use the Microsoft Word default format for bulleted and numbered lists
* Do not use underlining
* Spell out numbers under 10 (five) but use numerals for 10 and higher
* Use third person
* Do not use contractions

# Part One – Program Self-Study Outline

# I. Executive Summary

This section should be written last and will be no more than one-two pages in length. It should be an accurate summary (including briefly: program strengths, weaknesses and opportunities; curriculum improvements/opportunities and assessment of student learning information). These executive summaries are used in the Operational Plan; therefore, they should be a comprehensive program overview.

* What are the assessment results, descriptively? How have these results supported continuous improvement in student learning?
* Illustrate how the strengths of the program have had an impact on students’ personal, academic, and professional development?
* Provide a brief statement on potential needs or resources, and impact on the effectiveness (and potentially, the innovation) of the program? How will these help meet the program’s goals?
* What improvements have been made since the last PPR?
* How is the program’s strategy/approach inclusive and equity-oriented?

# II. Program curriculum

## A. Mission, goals, and outcomes

### 1. Program mission

State the program’s mission and explain how it links to specific goals of the [College’s Mission Statement](https://www.brockport.edu/about/president/mission.html) and the [College’s 2017–2022 Strategic Plan](https://www.brockport.edu/about/strategic_plan/index.html).

* What are the program’s long-range and short-range goals?

**2. SWOT Analysis of the program**

The Office of Accountability and Assessment will facilitate this process. A SWOT analysis addresses strengths, weaknesses, opportunities, and threats to determine areas of opportunities for future evaluation and improvement within the program and/or department. Whenproperly done, the SWOT process will include and engage faculty, department chairs, and students. Briefly describe the process (e.g*.*, date SWOT session took place, number of people who participated, etc.), and list the top three to five ideas developed for each SWOT area.

* **Optional:** A student SWOT may be conducted to address strengths, weaknesses, opportunities, threats, and to understand student experiences, engagement, attitudes, and values that are related to their holistic experience.

### 3. Program goals and student learning outcomes

List the program’s educational goals.

List separately the student learning outcomes for each program, degree, or certification included in the review (e.g., BA, BS, BFA), matching each outcome to its larger educational goal.

Using the template provided in Attachment A, create a curriculum map (undergraduate and graduate – if applicable) for the program being reviewed matching the courses in the program’s major with the relevant program learning outcomes addressed in each course. Include the curriculum map(s) as an appendix to the Self-Study report.

**4. Joint Action Plan from previous program review**

Include a copy of the Joint Action Plan from the most recently completed program review indicating the progress made on each of the items within that plan.

## B. Program design

**Refer to the most recent edition of** [**Brockport’s Undergraduate Catalog**](https://brockport.edu/academics/)**when completing this section.**

**1. Degree requirements**

Specify the requirements for the program degree or certification, using as a reference that program’s “major” page in the most recent version of the College Catalog.

* If the degree requirements have changed since the Catalog’s publication, describe the revisions.
* Note any prerequisites for the major courses. Are transfer credits accepted to satisfy the prerequisites and the major course requirements? Are AP credits accepted to satisfy requirements for major courses?
* Are there requirements for earning a minimum grade in courses required for the program’s degree? Is there a minimum GPA requirement to enter the major program; to remain in the program? If so, what?

### 2. Relevance of curriculum

#### a. Meeting expectations of potential employers and the employment market

Describe the extent to which the program’s curriculum and coursework reflect potential employers’ expectations and the standards appropriate to the discipline.

* What are the strengths of this curriculum in preparing students for a specific segment of the job market?
* How does this program keep the knowledge/skills content of this curriculum in line with a changing global employment market?
* Discuss what steps, if any, are taken to ensure the program’s continuing relevance in a changing global environment.

**b. Meeting expectations of graduate and professional schools**

* What are the strengths of this curriculum in preparing students for graduate and professional schools?
* How does this program keep the knowledge/skills content of this curriculum in line with changing demands of graduate and professional schools?
* Discuss what steps, if any, are taken to ensure the program’s continuing relevance in a changing global environment for graduate and professional education.

**c. Recent innovations in curriculum**

Describe any changes made to the program’s curriculum (e.g., course requirements, content, instructional methods) since the last program review.

#### d. Future changes anticipated for the curriculum

Discuss any changes in the curriculum anticipated for the future as influenced by such factors as new developments in the discipline, graduate or professional education, or requirements of the employment market for program graduates.

### 3. Balance of curricular breadth and specialization in the program

Explain the balance of breadth (i.e., SUNY and local general education requirements) and depth (i.e., specialization within the major discipline) at each level of the program’s curriculum.

* How does the curriculum support the General Education program with respect to promoting critical thinking skills, college-level writing skills, oral communication skills, quantitative reasoning, and information literacy?
* Does the program curriculum include an integrating or capstone experience in the upper-division coursework? If so, describe.
* Does this curriculum prepare students for future admission to graduate or professional schools?

If so, what areas of graduate or professional study would students be prepared to pursue?

### 4. Ensuring consistent learning outcomes in courses with multiple sections

Describe any methods the program uses, at each level, to ensure consistent learning outcomes among sections of courses with multiple sections. If no such methods currently exist, describe plans to ensure consistent learning outcomes and the evaluation of those outcomes in such offerings in the future.

### 5. Developing, reviewing, and evaluating courses

Describe departmental procedures, including student participation, for the development of new courses and the review, evaluation, and updating of the program’s existing course inventory.

* What procedures does the program use to keep content of courses (student learning outcomes) in line with the original course registration?
* How are new and associate faculty made aware of the registered content and student learning outcomes of courses they are assigned to teach?

### 6. Integration of technology and online approaches to instruction

Describe how technology skills and use of computer software are integrated into the program’s curriculum. List any courses that are either fully online or have an online component (hybrid) and indicate the level and type of technology employed in the course instruction.

* Is the program making any plans for developing new student markets by offering additional online and/or hybrid courses?
* Is there any interest or plans for developing this program to include a completely online degree option(s)?

### 7. Interdisciplinary learning opportunities

Discuss any interdisciplinary learning opportunities that are provided to the program’s students, such as collaborations with students in other programs, or flexibility within the curriculum for students to enroll in elective courses or pursue liberal arts minors.

* Is a minor required by the major program? If so, what minor(s)?
* Are there opportunities for students to pursue double majors?

### 8. International and national learning opportunities

If the program has any international/national components, describe them. These may include specific courses addressing global/national topics, inviting guest instructors/speakers from other countries/states, or recommending study abroad/away and exchange programs.

* To what degree does the program’s faculty actively encourage student participation in international and/or national learning opportunities?

**9. Experiential and applied learning opportunities for students**

Discuss the program’s involvement in establishing internship opportunities for its students, evaluating work done in internships, and developing the rationale/justification for assigning the academic credit earned in internship experiences.

* Is an internship or similar experience required by the program?
* Is there a mechanism for developing and administering internships within the program?
* What efforts do the program faculty make to identify and recommend international internships for its students?
* What research opportunities for students exist?

**10. Opportunities for combined undergraduate/graduate degree programming?**

What opportunities exist for combined undergraduate/graduate degrees in this program? If so, what are the admissions and continuation requirements?

### 11. Outside of class opportunities for student/faculty interaction

Describe any experiences (e.g.*,* competitions, organizations, and clubs) outside of traditional classroom activities and coursework that the program provides for its students.

* In what ways/venues and to what extent is there student/faculty contact in outside-of-class activities?
* Does the program offer a disciplinary seminar program for faculty and students?

**C. Feedback on the program from students and advisory boards**

**1. Information from program-specific surveys of student opinion**

### Discuss the results of any student opinion/satisfaction surveys regarding the program.

### What areas of strength and/or needs for improvement have been identified from student survey results? [Attach the survey(s) and results in the appendix section.]

### How has the program responded to identified student needs?

### 2. Information from program advisory board

Discuss the makeup and operation of the program’s advisory board (where such a board exists) (e.g., membership, meeting calendar, functions) and its role in guiding and evaluating the program.

* How have the advisory board’s recommendations been used in guiding curriculum and other aspects of the program?

# III. Faculty

**A. Faculty demographic profile**

Fill in charts 1 and 2a with data provided by the Department Chair and School Dean. You may consult with IRA.

**1. Faculty numbers and demographics (Department)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Full-time** | | **Part-time** | |
|  | N | % | N | % |
| Total |  |  |  |  |
| Male |  |  |  |  |
| Female |  |  |  |  |
| Minorities\* |  |  |  |  |

\*Minority is defined as traditionally under-represented groups:

American Indian, Black, Hispanic, Native Hawaiian/Pacific Islander

**2. Faculty academic credentials**

**a. Degrees and certifications (Department)**

For the following chart, count only faculty members’ highest degree. For example, a faculty member holding a master’s degree should not also be counted in the bachelor’s degree category.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Highest Degree** | **Full-time** | | **Part-time** | |
|  | N | % | N | % |
| Bachelor’s degree |  |  |  |  |
| Master’s degree |  |  |  |  |
| Doctorate |  |  |  |  |
| Other\* |  |  |  |  |

\*Other category includes associate degrees, professional licenses,

non-degree certifications, etc. Explain, if applicable, in a footnote.

**b. Other evidence of faculty subject mastery**

Provide any supplementary evidence of faculty members’ mastery of the program’s subject matter, such as conference presentations, disciplinary publications, offices held in professional organizations, industry or public sector experience, honors, etc.

**3. Faculty teaching experience in higher education [Total] (Department)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of Years** | **Full-time** | | **Part-time** | |
|  | N | % | N | % |
| Up to three years |  |  |  |  |
| Four to seven years |  |  |  |  |
| Eight to 11 years |  |  |  |  |
| 12 to 15 years |  |  |  |  |
| 16 to 24 years |  |  |  |  |
| 25-plus years |  |  |  |  |

**B. Teaching expertise and effectiveness of program faculty**

**1. Faculty hiring procedures**

Describe any program-specific hiring procedures used outside of the [standard search and hiring procedures used by the College](https://www.brockport.edu/about/affirmative_action/search_procedures.html). This may include how the job description is crafted, advertisement of positions, makeup of the search committees, and responsibility for the final hiring decision.

NOTE: If the program only uses the standard College search and hiring procedures, this may simply be stated.

* How does the program make efforts to search, recruit, and employ faculty and staff in line with the College’s goal to increase faculty diversity?
* What are the program’s expectations for faculty scholarship and service?

**2. Faculty background**

Discuss the mix of knowledge, experience, and disciplines among the faculty and explain how faculty members’ training and interests contribute to the breadth and depth of the program. Indicate areas, if any, where greater faculty strength in support of the program’s teaching mission would be beneficial.

* Include a **brief summary** on the scholarly/creative productivity of the program (e.g., number and funding level of external grants, number of peer-reviewed publications, invited and contributed presentations and other scholarly/creative works).
* ***In an appendix to the Self-Study report, include copies of all faculty members’ CVs. Also, make copies of the most recent faculty Annual Reports available to external revi******ewers if they wish to see them.***

**3. Faculty teaching innovations**

Highlight any innovations in teaching that the program’s faculty have implemented during the previous five years, including new course development, new course assessments, and new approaches to instruction.

**4. Distribution of program teaching load**

Fill in the chart with data provided by the Office of Institutional Research and Analysis. After reviewing the chart, answer the questions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Instructional Activity (Department)** | **Sections** | | **Seats Filled** | | **Student Credit Hours** | |
| Faculty Type | N | % | N | % | N | % |
| Tenured or Tenure Track |  |  |  |  |  |  |
| QAR |  |  |  |  |  |  |
| Adjunct |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |

* How is the program’s teaching load distributed among the individual faculty?
* Is the distribution perceived as equitable within the faculty of the program?
* Does faculty scholarship influence teaching load? [e.g.*,* sections taught, number of students taught per faculty member, student credit hours (per FTE), release time.]
* How is release time for faculty used by the program?
* How much of the program’s total instructional effort is met by associate faculty? At what level in the curriculum are associate faculty employed?

**5. Evaluating and promoting effectiveness in teaching**

Discuss the departmental procedures for evaluating faculty effectiveness inteaching.

* How important is student evaluation of instruction, such as the IAS survey, in the evaluation of teaching effectiveness annually and for APT decisions? Are there set criteria for interpreting IAS scores?
* To what extent is peer review of teaching used – regularly, only for APT decisions, or not at all?
* What support does the program provide to new faculty and associate faculty to help with their orientation to the College and their role as faculty members?
* In what ways and to what extent does the program use mentoring for assisting with the orientation of new faculty and associate faculty to the classroom?

**C. Scholarly contributions of program faculty**

Describe the recent record (within the span of this review) of the program’s faculty in scholarly and creative contributions that are relevant to the program’s goals.

* How does the program promote faculty scholarship and creative activity?
* What are the program’s standards and procedures for evaluating faculty scholarly efforts?
* Are “scholarship of teaching” and related publications of value in support of faculty promotion and tenure?
* To what extent do the faculty actively involve students in their scholarly and creative work?

**D. Effectiveness of institutional service by program faculty**

Describe the faculty’s efforts to provide service to the program, the College, and the community. Examples may include faculty participation in administrative work, service on department and College-wide committees, and any other activities that contribute to the fulfillment of the program’s mission and the improvement of the College, community, and SUNY.

**E. Continuing professional growth of faculty**

Summarize the program’s collective plans for faculty development (including faculty, associate faculty, etc.), linking to program mission and goals. Include any relevant school- and College-wide efforts or allocation of resources, such as participation in CELT offerings and support for attending workshops and conferences.

# IV. Student Information

## A. Student profiles

**[Fill in the charts with data provided by the Office of Institutional Research and Analysis]**

**1. Entering student cohort and total enrollment**

Present a chart detailing the entering cohort and total enrollment numbers for the program, using the template below. (Note: Even if the program accepts students in both fall and spring, entering cohort numbers will only be available from the Office of Institutional Research and Analysis for fall.)

**Enrollment – Number of Majors (includes ALL majors)**

**Program (multiple programs = multiple charts)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate Enrollment** | | | | **Graduate Enrollment** | |
| Total  Undergraduates | Undergraduate Started as: | | FR:TR  Ratio | Entering  (Fall) | Total |
| Freshman | Transfer |
| Fall 2016 |  |  |  |  |  |  |
| Fall 2017 |  |  |  |  |  |  |
| Fall 2018 |  |  |  |  |  |  |
| Fall 2019 |  |  |  |  |  |  |
| Fall 2020 |  |  |  |  |  |  |

**Enrollment—Number of Intents (if applicable)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Undergraduate Enrollment** | | | |
| Total | Undergraduate Started as: | | FR:TR Ratio |
| Freshman | Transfer |
| Fall 2016 |  |  |  |  |
| Fall 2017 |  |  |  |  |
| Fall 2018 |  |  |  |  |
| Fall 2019 |  |  |  |  |
| Fall 2020 |  |  |  |  |

**2. Enrollment patterns**

Using the data in the two charts in #1 above, provide a narrative analysis of the enrollment patterns you see for the program.

* Are the program’s faculty aware of any factors that are likely to impact enrollment in this program in the near future?
* If there is a need to do so, are there plans to improve the enrollments in this program?

**3. Admissions information**

Using the templates below, present a chart detailing the acceptance ratio for the program, and provide a narrative analysis of these data.

**Undergraduate Admissions**

**(Program)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2016** | | **Fall 2017** | | | **Fall 2018** | | **Fall 2019** | | **Fall 2020** | |
|  | FR | TR | FR | TR | FR | | TR | FR | TR | FR | TR |
| Completed applications |  |  |  |  |  | |  |  |  |  |  |
| Accepted applications |  |  |  |  |  | |  |  |  |  |  |
| Enrolled applications |  |  |  |  |  | |  |  |  |  |  |
| Acceptance ratio  (accepted/applied) |  |  |  |  |  | |  |  |  |  |  |
| Yield (enrolled/accepted) |  |  |  |  |  | |  |  |  |  |  |

**Graduate Admissions**

**(Program)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2016** | | **Fall 2017** | | | **Fall 2018** | | **Fall 2019** | | | **Fall 2020** | |
|  | FR | TR | FR | TR | FR | | TR | FR | TR | FR | | TR | |
| Completed applications |  |  |  |  |  | |  |  |  |  | |  | |
| Accepted applications |  |  |  |  |  | |  |  |  |  | |  | |
| Enrolled applications |  |  |  |  |  | |  |  |  |  | |  | |
| Acceptance ratio  (accepted/applied) |  |  |  |  |  | |  |  |  |  | |  | |
| Yield (enrolled/accepted) |  |  |  |  |  | |  |  |  |  | |  | |

**4. Student recruitment strategies**

Describe the program’s strategies for recruiting students. Include both faculty/staff participation in College-wide recruitment efforts and specific program-based strategies.

* How will the program compete with peer institutions for future student enrollment?

**5. Program admission requirements**

Discuss the program’s admission requirements. Describe any special requirements for students to enter the major or to progress from “intent” status to major (e.g., completion of core courses, GPA minimum, enrollment caps).

**6. Student diversity**

Using the table below, detail the overall student diversity in the program and provide a narrative analysis of the statistics and any plans to promote diversity in the program’s student population. Include all relevant footnotes provided by Institutional Research.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Program**  **Number** | **Program**  **Percent** | **Brockport**  **Percent** | **SUNY Comprehensives**  **Percent (if applicable)** | **New York**  **State** |
| American Indian |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Native Hawaiian/  Pacific Islander |  |  |  |  |  |
| Black, non-Hispanic |  |  |  |  |  |
| White, non-Hispanic |  |  |  |  |  |
| Hispanic |  |  |  |  |  |
| Other/Multiracial |  |  |  |  |  |
| Race/Ethnicity not reported |  |  |  |  |  |
| Total |  |  |  |  |  |
| Percent minority\* |  |  |  |  |  |

\*Minority is defined as traditionally under-represented groups: American Indian, Black, Hispanic, Native Hawaiian/Pacific Islander

**7. Student financial need**

Using data provided by Institutional Research and the template below, present a chart comparing the financial needs of the program’s students with the financial needs of the College’s general student population. Briefly discuss any impact of student financial need on the program.

**Financial Aid Information (Program)**

|  |  |  |
| --- | --- | --- |
|  | **Full-Time Program Students** | **Brockport** |
| % of enrolled who completed FAFSA |  |  |
| % of financial aid applicants with need |  |  |
| a. % of enrolled who receive aid |  |  |
| b. % with need who received aid (subset of “a”) |  |  |
| Average financial aid package |  |  |
| a. Grants and scholarships |  |  |
| b. Loans/work aid |  |  |
| Total |  |  |
| Average % of need met by all aid |  |  |
| Average % of need met by grants and scholarship aid |  |  |
| Average debt burden of most recent graduating cohort |  |  |

**B. Student persistence and graduation**

**1. Persistence**

Using data provided by the Office of Institutional Research and Analysis, provide a narrative analysis on the program’s trends in retention and graduation rates. In the narrative, discuss any program attrition patterns revealed by these data. What plans are in effect for improving retention of the program’s students?

**Full-time First-year Student Persistence**

**(Program)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Entered in fall of:** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Cohort N |  |  |  |  |  |
| % Retained 1 yr later |  |  |  |  |  |
| % graduated 100% expected time (4 yrs) |  |  |  |  |  |
| % graduated 150% expected time (6 yrs) |  |  |  |  |  |

**Full-time Transfer Persistence**

**(Program)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Entered in fall of:** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Cohort N |  |  |  |  |  |
| % Retained 1 yr later |  |  |  |  |  |
| % graduated 100% expected time (2 yrs) |  |  |  |  |  |
| % graduated 150% expected time (3 yrs) |  |  |  |  |  |

**2. Degrees**

* Analyze the number of degrees awarded in the program.
* Describe any future plans (action, timing, and facilitator) that may impact the number of program degrees awarded.

**Degrees Awarded in Program**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Undergraduate |  |  |  |  |  |
| Graduate |  |  |  |  |  |
| Certification |  |  |  |  |  |

* Analyze the time-to-degree program data for 2020-2021.
* Describe any future plans (action, timing, and facilitator) that may impact the time-to-degree.

**Time-to-degree – Degrees Awarded 2020-2021**

**(Program)**

|  |  |  |
| --- | --- | --- |
| *Time* | **N** | **%** |
| **Graduated in one year** |  |  |
| **Graduated in two years** |  |  |
| **Graduated in three years** |  |  |
| **Graduated in four years** |  |  |
| **Graduated in six years** |  |  |
| **Total** |  |  |
| *Program time-to-degree avg.* |  |  |
| *Comparative time-to-degree avg.* |  |  |
| **School** |  |  |
| **Brockport** |  |  |
| **SUNY (if applicable)** |  |  |

## C. Program Budget Information

With reference to the program’s budget history since the last program review, how does the department budget impact the ability of the program to achieve its student learning outcomes and other measures of success? Be as specific as possible.

* Include a three-year department budget summary including a breakdown into categories and uses of S&E funds.
* Provide a statement on specific ways in which the budget impacts the program’s ability to achieve its student learning outcomes.
* Discuss the program faculty’s interest in and future plans for acquiring external funding in the areas of instruction and research/creative activities.

## D. Space, facilities, equipment and staff support for the program

How well do available facilities meet the needs of the program and what are the shortfalls?

* Please consider the following: physical space available and any issues with configuration, issues related to physical condition, health and safety concerns, specialized equipment.

2. Comment on the adequacy of program secretarial and staff support to meet the program’s student learning outcomes and support faculty work.

3. Are the College’s Library holdings (paper and electronic databases) able to adequately support the program’s undergraduate/graduate students and the scholarly work of the faculty?

## E. Employment of program graduates and alumni satisfaction

### 1. Placement of program graduates

### Program faculty may request IRA (Institutional Research and Analysis) provide information from the First Destination Survey (R. Dirmyer IRA contact) to respond to #1 (Placement of program graduates) and #2 (Alumni satisfaction assessments)

### 2. Alumni satisfaction assessments

## See instructions for #1 Placement of program graduates.

## F. Support services for program’s students

### 1. Student advisement and orientation

Describe the program’s student advisement and orientation efforts.

* What is the advisee/faculty ratio in the program?
* Is the distribution of faculty advisement responsibilities equitable within the program and in comparison to other programs?
* Does the program faculty regularly evaluate the effectiveness of its student advisement efforts? If so, what is the process, and what have been the results?
* What information does the program faculty have on student satisfaction with advisement?

### 2. Supporting students with special needs

Describe any efforts on the part of the program to address the needs of students in the following categories:

* International/English-as-a-second-language (ESL) students
* Students with academic skills development needs
* Students with disabilities
* Nontraditional students

### 3. Student satisfaction with general College resources available

Based on student surveys or other data, describe the extent to which the program’s students use, and are satisfied with, College-wide resources such as:

* College Technological resources (computer labs, etc.) and support
* Library and media services
* Registration and Records Office
* Student Learning Center Tutorial/Support Services
* Academic Advisement Office
* Financial Aid Office
* Student Accounts/Bursar’s Office

**Attachment A: Curriculum Map (Undergraduate Programs)**

1. For each degree program within the department, prepare a curriculum map that plots how major-area courses align with program learning outcomes and at which level (**I**ntroduced, **D**eveloped, **M**astered). All courses, both required and elective, should be mapped.
2. Indicate where the *summative* assessment of each outcome will occur by placing an **A** in the cell (this should be at the **M** level in a capstone course or in courses that include senior-level culminating learning experiences). Faculty will also conduct *formative* assessment of lower level courses (**I, D**) throughout the curriculum when the results from the assessment of senior-level learning reveal gaps or weaknesses that may need to be addressed at those levels. Both formative and summative assessment data should be reported each cycle to document the program’s progress in continuous improvement.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Department: Program: Date: | **Institutional Student Learning Outcomes** | | | | | | | | | | | |
| Civic Engagement | | Intercultural Competence | | | Critical Thinking and Information Literacy | | Written and Oral Communication | | | Quantitative Reasoning | |
| In this row, where appropriate, map your program SLOs to Institutional SLOs by placing the number of the program SLO in the corresponding cell. (Programs are not required to align with every ISLO but should be able to determine at least one area of alignment.) |  | |  | | |  | |  | | |  | |
| List all program courses in the column below. Using the key below, indicate where in the curriculum each SLO is introduced, developed, mastered and assessed at the culminating level. Indicate also any general education (GE) courses that your program offers or any GE learning outcomes (GELO) that your program builds upon. | **Program SLOs (See attached list)** | | | | | | | | | | | |
| **Program Courses**   1. For GE courses that your program offers, enter GE and appropriate code after the course number. 2. For GE learning outcomes that your program *builds upon*, enter GELO and appropriate code or, in the absence of a code, the competency area. See below for a complete list of General Education SLOs and competencies. 3. Programs are not expected to align in every area but should be able to determine at least one area of alignment. | SLO 1 | SLO 2 | | SLO 3 | SLO 4 | | SLO 5 | | SLO 6 | SLO 7 | | SLO 8 |
|  |  | |  |  | |  | |  |  | |  |
| **Key:** | **I = Introduced D = Developed M = Mastered A = Assessed (data collected)** | | | | | | | | | | | |
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| **Credit bearing co- curricular experiences (study abroad, community service learning, internships, exit exams, etc.)** |  |  | |  |  | |  | |  |  | |  |
|  |  |  | |  |  | |  | |  |  | |  |
|  |  |  | |  |  | |  | |  |  | |  |
| **Optional: Non-credit bearing co-curricular experiences (scholar’s day, diversity conference, experiential learning “field” trips, etc.)** |  |  | |  |  | |  | |  |  | |  |
|  |  |  | |  |  | |  | |  |  | |  |
|  |  |  | |  |  | |  | |  |  | |  |

**General Education Student Learning Outcomes**

**SUNY Requirements (Brockport-specific SLOs are italicized)**

**Math**

* Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
* Represent mathematical information symbolically, visually, numerically and verbally;
* Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
* Estimate and check mathematical results for reasonableness; and,
* Recognize the limits of mathematical and statistical methods.

**Basic Communication**

* Produce coherent texts within common college-level written forms
* Demonstrate the ability to revise and improve such texts
* Research a topic, develop an argument, and organize supporting details

**Natural Sciences (N)**

* Students will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.
* *Students will explore nature and natural phenomena in the context of a science discipline dealing with at least one of the following: matter, motion, and energy; the behavior of materials and interaction between substances; the formulation, evolution, and behavior of celestial objects; the formation and evolution of Earth’s environment; biophysical and biochemical principles of life; the relationship of living things to each other and their environment.*
* *Students will show competence in at least two of the mathematical skills identified in MTH 112*.
* Students will demonstrate application of scientific data, concepts, and models in one of the natural sciences.
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Natural Sciences with Laboratory (L)**

* Students will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.
* *Students will explore nature and natural phenomena in the context of a science discipline dealing with at least one of the following; matter, motion, and energy; the behavior of materials and interaction between substances; the formulation, evolution, and behavior of celestial objects; the formation and evolution of Earth’s environment; biophysical and biochemical principles of life; the relationship of living things to each other and their environment.*
* *Students will show competence in at least two of the mathematical skills identified in MTH 112*.
* Students will demonstrate application of scientific data, concepts, and models in one of the natural sciences.
* *Students will acquire and analyze scientific data through laboratory experiences in one of the natural sciences.*
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Social Sciences (S)**

* Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.
* Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the Social Sciences.
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Humanities (H)**

* Students will demonstrate knowledge of the conventions and methods of at least one of the Humanities in addition to those encompassed by other knowledge areas in the General Education curriculum.
* *Students will demonstrate competence in analyzing texts in the humanities*.
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Fine Arts (F)**

* Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.
* *Students will demonstrate competence in the analytical tools used to interpret that form*.
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Fine Arts Performance (P)**

* Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.
* *Students will demonstrate competence in the analytical tools used to interpret that form*.
* *Students will actively participate in artistic activities specifically related to one or more artistic form*.
* Students will identify, analyze, and evaluate arguments as they appear in their own and others’ work. (from SUNY’s Critical Thinking competency area)
* *Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback*. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Foreign Language**

* Basic proficiency in the understanding and use of a foreign language
* Knowledge of the distinctive features of culture(s) associated with the language they are studying

**SUNY SLOs that are infused throughout the GE program**

**Information Management Competency**

* Perform the basic operations of personal computer
* Understand and use basic research techniques
* Locate, evaluate and synthesize information from a variety of sources

**Critical Thinking Competency**

* Identify, analyze, and evaluate arguments as they occur in their own or others’ work
* Develop well-reasoned arguments

**Local Requirements**

**Contemporary Issues (I)**

* *In order to integrate knowledge from at least two Knowledge Areas, students will analyze a major issue of contemporary and enduring human significance. This course is intended to build on students’ learning in the lower division Knowledge Area courses. It gives students an opportunity to practice critical analysis, synthesizing knowledge and applying skills in new contexts. The Knowledge Areas are: Fine Arts, Humanities, Natural Sciences, and Social Sciences.*
* *Students will recognize and articulate relationships between different Knowledge Areas*.
* Students will locate, evaluate, and synthesize information from a variety of sources. (This is a SUNY-wide SLO in the Information Management competency area.)
* Students will demonstrate an ability to develop and defend well-reasoned arguments. (This is a SUNY-wide SLO in the Critical Thinking competency area.)
* *Students will write a major research paper with at least one opportunity for feedback and revision* ***OR*** *demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor. Note: A major research paper is defined as 3000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).*

**Perspectives on Gender (W)**

* *Students will demonstrate critical awareness of scholarship on women and gender within a relevant knowledge area, with such scholarship constituting a central or major theme of the course as opposed to a peripheral or occasional consideration.*

**Oral Communication (Y)**

* Students will develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

**Diversity (D)**

* *Students will analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration.*

**World Civilizations (O)**

* Students will demonstrate knowledge of either a broad outline of world history **OR** the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization
* *Students will compare the perspective of at least one non-Western, third world or developing society with their own***.**

**Student Learning Assessment Framework (Annual Program Assessment Reports)**

* 1. **Starting point: Curriculum Map document**

For your *program-level* learning outcomes (3-6 outcomes), you will specify a (set of) course(s) where students are expected to achieve mastery-level knowledge and skills related to that outcome. In (a subset of) these courses, you will assess their performance.

* 1. **Develop a Rubric for each Learning Outcome**

The program creates a rubric for each learning outcome. For guidelines on creating quality rubrics, please see: <http://www.manoa.hawaii.edu/assessment/resources/rubricbank.htm> <http://assessment.aa.ufl.edu/value-rubrics> <http://www.fresnostate.edu/academics/oie/assessment/rubric.html>

A sample rubric (from Brockport’s GE program):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **Meets Expectations** | **Approaches Expectations** | **Does Not Meet** |
| **Framing**  *How is a complex problem framed* | The problem/issue is framed in a manner that creates unique insights by using perspectives from multiple disciplines | The problem/issue is framed in a manner that is explicitly informed by multiple disciplines with clear justification for using those perspectives | The problem/issue is framed in a manner that hints at multiple layers, but does not clearly use specific disciplinary perspectives | The problem/issue is framed within the tradition of one discipline or within conventional wisdom |
| **Synthesis**  *Integrates across Knowledge Areas* | Creates unique insights by synthesizing examples, facts, theories, or perspectives from more than one knowledge Area | Integrates examples, facts, theories, or perspectives from more than one Knowledge Area and explains connections | Presents examples, facts, theories, or perspectives from more than one Knowledge Area without explaining connections | Presents examples, facts, theories or perspectives from only one Knowledge Area |
| **Transfer**  *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations* | Completely and purposely adapts and applies skills, abilities, theories, or methodologies gained in one situation to a new situation with no prompting | Successfully adapts and applies skills, abilities, theories, or methodologies gained in one situation to a new situation with only general prompts to do so | Partially applies skills, abilities, theories, or methodologies gained in one situation to a new situation when prompted to do so | Does not apply skills, abilities, theories, or methodologies gained in one situation in a new situation, even when prompted to do so |

**\*Adapted from AAC&U Integrated Learning VALUE Rubric**

The fundamental intent of the rubric is to *categorize* students into **four** levels (e.g. “Does not meet”, “Approaches”, “Meets” and “Exceeds”). Each program can name these categories at their discretion. Programs

* 1. Provide the percentages of students expected to meet or exceed expectations. **Gather student performance data from individual course(s) or learning experiences where the outcome is being assessed using the rubric.**

**Part Two – Assessment Documentation**

1. **Assessment information for Periodic Program Review**

It is important for programs participating in Periodic Program Review to document their assessment plan and the effective use of student learning outcomes (SLOs) assessment to continuously improve the program. Please use the following format to organize your response.

A. Provide a list of all program student learning outcomes and the relationship of each to the College’s Mission and the Strategic Plan.

B. Provide a copy of your program’s current assessment plan for the program SLOs.

C. For each program SLO that has been assessed within the time span since the most recent PPR, provide the following information on the history of the program’s assessment(s).

[These data may already be included in the program’s Annual Assessment Reports and, if this is the case, you may attach those reports.]

* Course(s) providing assessment data for this SLO (title and numeric reference)/sample size, dates of assessments.
* Description of assessment instrument(s) used (attach to the documentation).
* Grading criteria/rubric (attach any rubric[s] to the documentation).
* Important data on the SLO acquired through these assessments.

D. What senior or exit level assessments have been done to demonstrate that student learning (knowledge, skills, and values), as included in the program SLOs, has been achieved by the program’s graduates?

* If your program does not currently have assessments at the senior or exit level, what revisions would be made to the assessment plan to develop such assessments?

E. Enter the unit’s key findings and conclusions in the template form provided.

* Analyze assessment results on each SLO and the major findings related to the program SLOs.
* Document that these assessment results have been made available to the program faculty and others in faculty meetings (or other appropriate meetings and venues such as the deans’ annual assessment forum).
* How are the program’s students made aware of the assessments being done, the results, and the actions taken for program improvement?

F. Describe the program and institutional follow up on the assessments (closing the loop).

* + What decisions have been made at the program, department, or College level based on the collection and evaluation of the reported assessment data?
  + Comment on any previously unrecognized program strengths, weaknesses, opportunities, or threats that were identified by these assessments.
* Summarize the closing the loop actions that have been taken on the SLOs in the interest of program improvement.
* Detail any departmental, programmatic, or College-wide resources (money, space, faculty/staff time) that have been allocated to the “closing the loop” actions described above.
  + Document feedback that the program has received from the administration beyond the department on program assessment work during the period of this review.

G. Data sources to include as attachments:

* + Deans Forum annual assessment reports (last several years 2018-19; 2019-20; 2020-21)

**II. Attachments**

**Attachment B: Student Learning Assessment Framework**

**(Annual Program Assessment Reports)**

The table below should be completed as the program undertakes its assessment of the selected learning goals and outcomes. Use a new form for each goal that is being assessed.

**Program/General Education category: Academic year:**

**Submission date:**

|  |
| --- |
| **Brockport mission goal(s) supported**  *List the goal(s) of* [*Brockport’s 2017–2022 Mission*](https://www.brockport.edu/about/strategic_plan/index.html) *that is/are supported by the goal and outcome(s).* |
| **Brockport strategic plan goal(s) supported**  *List the goal(s) of* [*Brockpo rt’s 2017 –2022 Strategic Plan*](https://www.brockport.edu/about/strategic_plan/index.html) *that is/are supported by the goal and outcome(s).* |
| **Brockport ISLO Relationship** |
| **Program Goal: Goal and outcome(s) assessed**  *List the student learning goal and outcome(s).* |
| **Assessment method(s) and measures**   * Instrument: * Scoring system: *Indicate whether a rubric was used for grading, or whether the scores reflect the percentage of correct answers (e.g., a multiple-choice test).* * Scoring categories:   SUNY CATEGORIES NUMERIC CATEGORIES   * 1. Exceeds expectations 1.   2. Meets expectations 2.   3. Approaches expectations 3.   4. Does not meet expectations 4. |

|  |
| --- |
| **Sampling information/population assessed**   * Course number: * Course title: * Semester: * Number of students: |
| **Frequency of assessment** |
| **Standard, criterion, or benchmark**  *Provide the percentages of students expected to meet or exceed expectations.* |
| **Results**  *Provide the results of the assessment, giving the numbers and percentages of students for each of the four SUNY/numeric categories.* |
| **Dissemination/discussion of results**   * Describe when the assessment results were disseminated/shared and to whom. |
| **Action Plan based on assessment results** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcomes** | **Measures used to assess outcomes** | **Major assessment findings** | **Action(s) to be taken to address findings** |
| SLO 1: Analyze communication theories, principles, and/or practices in order to improve critical thinking and communication skills.  SLO 2: Apply communication theories, principles, and/or practices to a variety of mediums and audiences.  SLO 3: Deliver effective oral and/or mediated messages employing the standards of the appropriate field or medium of communication.  SLO 4: Deliver written messages employing the standards of the appropriate field or medium of communication.  SLO 5: Critically evaluate messages employing the standards of the appropriate field or medium of communication.  SLO 6: Employ skills and principles needed to perform effectively in their professional, personal, and/or civic lives.  SLO 7: Communicate in ways that value people and groups from diverse backgrounds. | In all cases, rubrics for specific course assignments were used. | The use of grade-based assessments leads to few actionable findings, for several reasons:  1) Grades may be linked to more than one learning outcome, so results can be imprecise.  2) The use of grades is based on the use of separate course-based rubrics, rather than a shared rubric or standard. This also undermines precision.  3) The use of grades sometimes makes it difficult to tell whether students are meeting a learning outcome, or whether the results are indicative of grade inflation. | The department has begun moving away from grade-based assessment toward assessing outcomes using a unified rubric. For example, during the Fall '15 semester, SLO 7 was assessed using the revised approach. A rubric was created that could be applied to multiple courses to assess the outcome. Data is not yet available, but this revised process has yielded insights about the challenges of using a unified rubric. In one case, a faculty member found it difficult to apply the rubric to her course, as the rubric was more comprehensive than the scope of how the instructor addressed the outcome. Hopefully the instructor will be able to use at least part of the rubric so the department can gain some preliminary data. But to address this in the future, any instructor whose course is being assessed that semester will be involved in the creation of the rubric being used to assess the outcome. |

**What has been learned that could be helpful to others as they conduct their assessments?**

|  |
| --- |
| * Avoid doing grade based assessments, as they do not provide useful information. * Involve faculty in the creation of rubrics so they are more willing to participate in assessment projects. * Integrate assessment into normal department processes and procedures (such as putting clear learning outcomes on syllabi and linking them to departmental outcomes) so that the entire assessment process is less disruptive. * Create learning outcomes that are as tangible as possible (in other words, that are not generic), so that they can be assessed more easily. |

**Chief academic officer:**

**Date:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcomes** | **Measures used to assess outcomes** | **Major assessment findings** | **Action(s) to be taken to address findings** |
|  |  |  |  |

**Attachment A: Curriculum Map (Graduate Programs)**

1) For each degree program within the department, prepare a curriculum map that plots how major-area courses align with program learning outcomes and at which level (**I**ntroduced, **D**eveloped, **M**astered). All courses, both required and elective, should be mapped.

2) Indicate where the *summative* assessment of each outcome will occur by placing an **A** in the cell (this should be at the **M** level in a capstone course or in courses that include senior-level culminating learning experiences). Faculty will also conduct *formative* assessment of lower level courses (**I, D**) throughout the curriculum when the results from the assessment of senior-level learning reveal gaps or weaknesses that may need to be addressed at those levels. Both formative and summative assessment data should be reported each cycle to document the program’s progress in continuous improvement.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Department:  Program:  Date: | **Institutional Student Learning Outcomes** | | | | | | | | | | | |
| Civic Engagement | | Intercultural Competence | | | Critical Thinking and Information Literacy | | Written and Oral Communication | | | Quantitative Reasoning | |
| In this row, where appropriate, map your program SLOs to Institutional SLOs by placing the number of the program SLO in the corresponding cell. (Programs are not required to align with every ISLO but should be able to determine at least one area of alignment.) |  | |  | | |  | |  | | |  | |
|  |  | | | | | | | | | | | |
| List all program courses in the column below. Using the key, indicate where in the curriculum each SLO is introduced, developed, mastered and assessed at the culminating level. | **Program SLOs**  **(See attached list)** | | | | | | | | | | | |
| **Program Courses** | SLO 1 | SLO 2 | | SLO 3 | SLO 4 | | SLO 5 | | SLO 6 | SLO 7 | | SLO 8 |
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| **Key:** | **I = Introduced D = Developed M = Mastered A = Assessed (data collected)** | | | | | | | | | | | |
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| **Credit bearing co-curricular experiences (study abroad, community service learning, internships, exit exams, etc.)** |  |  | |  |  | |  | |  |  | |  |
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| **Optional: Non-credit bearing co-curricular experiences (scholar’s day, diversity conference, experiential learning “field” trips, etc.)** |  |  | |  |  | |  | |  |  | |  |
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