
BUILDING A BETTER

BROCKPORT

(Unit Name)

Administrative Unit Assessment

AY 2021-2022



SUNY
BROCKPORT



THE COMMISSION'S EXPECTATIONS FOR ASSESSMENT

The Middle States Commission on Higher Education (MSCHE) expects a clear sense of how effectively an institution is accomplishing its mission, goals and objectives at unit levels.

This includes a documented, organized, and sustained assessment process in place that is linked to planning and resource allocation. Please see Standard VI: Planning, Resources, and Institutional Improvement for additional details https://www.msche.org/standards/#standard_6.

DIRECTIONS

The purpose of this document is to articulate in depth the Unit's profile, resources, and structures, in order to evaluate its overall effectiveness in achieving its mission and goals, its effective use of assessment data to improve its programs and services, and strategies to assess efficient use of resources to support the College's mission and goals.

Please be as specific as possible and use full words/names instead of abbreviations/acronyms.

Executive Summary

Overview

Section 1: Unit's Purpose and Functions/Services

Section 2: Unit's Resources: Human, Financial, Technology, Facilities

Section 3: SWOT Analysis – Assessment of the unit's current state and unit's self-evaluation

Section 4: Assessment – Contribution of unit toward achieving the goals of the College

Section 5: Closing the Loop – Action plan & sustainability

Appendix

PAUA 2021-2022 Deadlines

1. Each department should develop deadlines and schedule meetings throughout the fall to complete and review the different sections of the PAUA.
2. Notify the Office of Accountability and Assessment to schedule SWOT analysis by November 15, to be completed by December 15.
3. Complete first draft of Administrative Unit Review Document by April 29 to be reviewed by the Office of Accountability and Assessment.
4. Submit revised version based on feedback to the Unit and the Office of Accountability and Assessment by May 13.
5. Unit Heads and Division Vice President begin joint action plan discussion by May 31.
6. Unit Heads and Division Vice President plan how they are going to present the report and action plans to the President's Cabinet by June 14.
7. The unit heads, along with their Division Vice President, present to the President's Cabinet between the last two weeks of June and August 31.
8. President's Cabinet provides feedback/recommendations on the report, the Unit Head and Division Vice President will meet and discuss implementation of the action plans.
9. Final report sent to Office of Accountability and Assessment by September 30.
10. Office of Accountability and Assessment follows up with Unit every semester to assure action plans are being implemented.

EXECUTIVE SUMMARY

The executive summary should give the reader a quick summary of the larger report, where key findings and conclusions drawn from the administrative unit assessment is the primary content. This section should be written last and will be no more than one page in length.

The executive summary should provide a clear understanding of the unit’s potential needs (as related to resources and infrastructures to support its operations), description of outcomes (as related to goal achievement), and impact on performance of the unit (as related to alignment and sufficiency to fulfill the unit’s mission and goals).

This section should also include a brief statement on the future direction of the unit, as related to opportunities and challenges.

Executive Summary – The executive summary should focus on the most important information that one should take away from reading this document. This section should be written last and will be no more than one page in length.

Overview – Include the Unit’s name, Division, assessment time period, and brief descriptive overview of assessment planning process the unit took. A single substantial paragraph, or two shorter paragraphs, is sufficient.

Section 1: Unit’s Purpose and Functions/Services

- *Mission Statement* – Provide a succinct unit mission statement. The mission should be consistent with the College’s mission statement.
- *Alignment of Unit Mission with College’s Mission* – Explain how the unit’s mission is aligned with the College’s mission and the Strategic Plan 2017-2022.

<p>Building a Better Brockport: The College's Strategic Plan, 2017-22 Pillars</p>	<p>Unit Mission</p>
<p>COMMUNITY The College at Brockport fosters a diverse community within which every member plays an essential part in ensuring an inclusive and sustainable environment in which to learn, work, and live. We are dedicated to cultivating deliberative communication, enhancing connections across disciplines and cultural differences, and engaging with local and global partners.</p>	

<p align="center">Building a Better Brockport: The College's Strategic Plan, 2017-22 Pillars</p>	<p align="center">Unit Mission</p>
<p>ENGAGEMENT The College at Brockport is committed to engagement—faculty and staff engaging with students in purposeful and rewarding educational activities; faculty and staff engaging in their professions and service; faculty, staff, alumni, and students engaging in the activities of the local, regional, national, and/or global communities. We are dedicated to fulfilling our individual and collective obligation to offer meaningful and intentional learning opportunities that promote intellectual, professional, and interpersonal development. These experiences contribute to the achievement of learning outcomes, scholarly accomplishments, professional growth, and quality of place.</p>	
<p>EXCELLENCE A culture which uniformly inspires all to excellence is essential to achieving our mission. The College at Brockport defines excellence as all members of the Brockport community uniquely achieving their maximum potential and contribution in everything they do. The success of students, faculty, staff, and alumni, and their long-term affinity with the College, will affirm that a culture of excellence has been achieved.</p>	
<p>TRANSFORMATION The College at Brockport recognizes transformation as the aim of education. Signifying deep, sustainable, and meaningful change and growth, transformation is a journey of continual improvement rather than a destination to be reached in a prescribed timeframe. Transformation is not just a core value, but also a wider framework unifying the other three—community, engagement and excellence.</p>	

- *Functions/Services* – List the major functions/services provided by the unit/department, including what the units do, why they do it, why it is valuable, and how it connects to stakeholders. How is the unit’s functions/services aligned with the College’s mission and goals? Provide evidence to support its viability. May include stories as narratives to communicate the culture of the unit/department.

Section 2: Unit's Resources: Human, Financial, Technology, Facilities – Describe the unit's resources as outlined below. Highlight (in a couple of sentences) any noteworthy strengths, challenges, or opportunities related to the unit's resource allocation.

- *Human Resources* – Include an organizational chart of the unit, supplemented with a table that includes a summary of the number of employees, their professional designation (professional, administrative, faculty, etc.) and their work status (full-time, part-time, etc.). Aggregate numbers, rather than listing employee by name, is recommended here for ease of review and efficiency. (The appendix should include an organizational chart showing how the unit fits into the larger College structure).
 - Highlight the quality of the unit's knowledge and expertise. *Include Credentials, qualifications, years of service of unit management and employees.*
 - Professional Growth & Innovation. *Highlight the specific efforts that employees are engaging in regarding scholarly inquiry and service, as appropriate to the College's mission and goals.*
 - Partnerships & Collaboration. *What resources are provided for partnerships and collaboration with other units/divisions across campus to best use faculty and staff resources?*
- *Financial Planning & Budgeting* – Explain how the financial planning and budgeting process is aligned with the College's mission and goals, and provide evidence to support financial viability. Provide a line-item summary of the unit's budgeted and actual expenses (and revenues, if applicable) over the past five years. Briefly explain key takeaways (for example, causes of budget deficits, trends in expenditures).
- *Technical Infrastructure to Support Operations, including equipment and technology* – Explain how the current equipment, software, and technology are adequate to support its operations, and if applicable, where programs/services are delivered.
- *Facilities Infrastructure* – Explain how the physical infrastructure is adequate to support its operations, and if applicable, where programs/services are delivered.

Section 3: SWOT Analysis – Assessment of the unit's current state and unit's self-evaluation. Addresses strengths, weaknesses, opportunities, and threats to determine areas of opportunities for future evaluation and improvement within the unit and/or department.

- Provide support with data and analysis, where available.
- Areas relevant to the review may include: partnerships, support services, financial resources, equipment and technology, space and facilities, operational policies and procedures.
- **Each function or service should be assessed separately.**

Section 4: Assessment – Contribution of unit toward achieving the goals of the College

- *Unit Goals & College Strategic Goal Alignment* – Explain how the Core Values of the Unit are aligned to the College's Core Values that extend through *Building a Better Brockport*.



Building a Better Brockport: The College's Strategic Plan, 2017-22 Goals	Unit Goals
To be a Great College at which to Learn	
To be a College engaged with its Community	
To be a Sustainable Institution for the 21st Century	
To be a Great College at which to Work	

- *Planning & Effectiveness* – include table with the following:
 - Outcomes and performance criteria: Include activities for stated goals.
 - Include benchmarks, where applicable.
 - Data Sources and Methods: Quantitative & Qualitative data sources and methods reviewed to gauge achievement of objectives; surveys, direct and indirect measures.
 - Assessment Data: Describe in summary the successes and / or unsuccessful goals and strategies of the unit’s planning efforts for the past five years.

Section 5: Closing the Loop – This section should provide insight into the future planning of the unit, based on the unit’s goals (referenced in Section 4), opportunities the unit intends to pursue, and /or emerging trends that will likely impact the unit’s operations.

- *Please indicate the applicable College goal (s):*
 - To be a Great College at which to Learn
 - To be a College engaged with its Community
 - To be a Sustainable Institution for the 21st Century
 - To be a Great College at which to Work
- *Key Findings* – Note important findings and significant assessment results including challenges and areas for improvement.
- *Analysis of Results* – How have the assessment results been used to make changes or improvements?
- *Dissemination of Information* – How will assessment results be incorporated and feedback solicited?
- *Action Plan & Sustainability* – What is the timeline for assessment activities? What individuals, committees, or groups are responsible for assessment activities? Identify any resource needs. Identify how student input should be built into the assessment process.

Appendix – Please include appendices, as applicable, that will contribute significantly to the understanding of the unit and its operations. For example:

- Department/Unit’s organizational chart (illustrating how the unit fits into the College’s overall organizational structure)
- Unit’s strategic plan
- Comprehensive list of services (supplementing Section 1, if needed)
- Policies/Procedures
- Other performance metrics and analysis