Resolution # 3 1990-91

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 10/1/90

RE: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Resolution on Assessment of Learning Outcomes in Academic Programs and Assessment of Student Social, Personal and Career Development

Signed ____________________________ Date Sent 10/3/90
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted, Effective Date 10/10/90
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: ______________________

Distribution Date 10/10/90
Signed: ____________________________
(President of the College)
TO:      John E. Van de Watering, President
         SUNY College at Brockport

FROM:    Thomas Kallen, President
         Faculty Senate

RE:      Resolution #3 (1990-91), "Assessment of Learning
         Outcomes in Academic Programs and Assessment of
         Student Social, Personal and Career Development."

DATE:    October 9, 1990

Attached is Faculty Senate Resolution #3 (1990-91), a
conditional endorsement of the assessment plan of the college
passed by the Faculty Senate on October 1, 1990. Your
approval of the resolution constitutes (1) administrative
acceptance of the conditions set for endorsement and (2)
activation of the Faculty Senate’s endorsement.

The Executive Committee of the Faculty Senate will present a
resolution to the Senate, establishing the Assessment
Advisory Council as a committee of the Faculty Senate and
establishing the charge to this committee, after you have
approved Resolution #3 (1990-91). Following passage and
approval of this second resolution, the members and chair of
the committee will be appointed and the Faculty Senate
Assessment Advisory Council will assume control of the
assessment oversight process.

I recommend that implementation of the assessment plan
commence with your approval of Resolution #3 (1990-91). The
current Assessment Advisory Council may serve as an interim
oversight body until the Faculty Senate Committee is
impaneled and charged by the Senate.

Finally, I must emphasize that a large number of our most
thoughtful and most active faculty and professional staff do
not endorse the concept of formal assessment as a means of
effecting change in academic and student development
programs. Resolution #3 (1990-91) is a pragmatic one. In
the most accurate analysis, the Faculty Senate has expressed
its need to act as a governance body in matters bearing on
the curriculum in response to a mandate that formal
assessment shall take place on this and every other campus of
SUNY.

1mh
EXECUTIVE COMMITTEE RESOLUTION

ON ASSESSMENT OF LEARNING OUTCOMES IN ACADEMIC PROGRAMS AND ASSESSMENT OF STUDENT SOCIAL, PERSONAL, AND CAREER DEVELOPMENT

WHEREAS assessment of learning outcomes in academic programs and assessment of student social, personal and career development are required by the State University of New York,

AND

WHEREAS it is appropriate for the Faculty Senate to participate in the development and implementation of the assessment process,

BE IT RESOLVED THAT the Faculty Senate endorses the assessment plan described in the document, "Assessment at Brockport - A Five Year Plan," under the conditions that -

—the Assessment Advisory Council be a committee of the Faculty Senate.

—the Chair and members of the Assessment Advisory Council be appointed by the President of the Faculty Senate in consultation with the administrative director of the assessment effort and subject to confirmation by the Senate.

—the Assessment Advisory Council be a broadly representative, twelve-member committee including two (2) members from each School, two (2) members from the Division of Student Affairs, one (1) member from the Division of Administrative Services, one (1) member from the Division of College Relations and Development, one (1) member from the Alumni Association, and one (1) student member whose appointment is to be recommended by the Brockport Student Government.

—the Chair of the Assessment Advisory Council report at regular intervals to the Faculty Senate Executive Committee.

—the Assessment Advisory Council be provided with resources sufficient to fulfill its charge.
RATIONALE FOR ADOPTION OF THE EXECUTIVE COMMITTEE
RESOLUTION ON ASSESSMENT

At this stage in the development of an assessment plan for the
SUNY-College at Brockport, we the members of the Faculty Senate
are in no position to argue the wisdom or utility of assessment,
or to quibble with the details of the assessment plan before us.
The College at Brockport is required by the Provost of the
University to be in the process of implementing its assessment
plan at this moment and should not now be in the early stages of
development of such a plan.

Several options are available to us at this stage: we may refuse
to endorse the assessment plan (implementation must then occur
without our "approval" or oversight); we may endorse the plan
without reservations (implementation will then occur with our
blessing but without our oversight); or we may endorse the
assessment plan with reservations expressing our concern that
implementation commence with Faculty Senate oversight.

The resolution reported from the Executive Committee represents
the third of the three options - endorse, but express concern that
implementation commence with Faculty Senate oversight. Passage of
this resolution by the Senate and approval by the President of the
College would signal a formal beginning to the assessment process.
It would also constitute the basis upon which the Senate may
establish, select and charge a committee to oversee administrative
decisions and actions with respect to assessment.

TWK
9/25/90
GOAL: To implement by June, 1995 a comprehensive system that assesses learning outcomes in academic programs (General Education, Major, Certification, Interdisciplinary, and Graduate) and student social, personal and career development.

The units responsible for assessment are:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>General Education Coordinating Committee, Directors of Composition and Developmental Math, CAI Staff</td>
</tr>
<tr>
<td>Majors, Graduate</td>
<td>Academic Departments</td>
</tr>
<tr>
<td>Interdisciplinary, Certification</td>
<td>Dean, Director of program and involved departments.</td>
</tr>
<tr>
<td>Student social, personal, and</td>
<td>Student Affairs, Alumni Affairs, Academic Departments</td>
</tr>
<tr>
<td>career development</td>
<td></td>
</tr>
<tr>
<td>College-wide</td>
<td>Assessment Advisory Council</td>
</tr>
</tbody>
</table>

The principles that guide assessment at Brockport are attached as Appendix #1.
THE FOUR STAGES OF ASSESSMENT

Assessment can be defined in four stages:

Stage 1. Define Learning Outcomes.

This stage is intended to specify what students are expected to learn. Learning takes place through the formal college curriculum and through the co-curriculum, and assessment is thus the responsibility of all divisions of the College. The learning outcomes represent the minimum requirements for the program, and are derived from the mission of the program. The outcomes must be stated in ways that allow measurement of the degree to which they have been achieved.

Stage 2. Evaluate Prior Learning.

To assess what students learn from their Brockport education, it is necessary to understand what knowledge and skills students possess before they begin a program of study. The direct measurement of student learning at the point of entry to an academic program and the student development experiences sets a base line for placing students in appropriate entry-level courses, experiences, etc., and provides a benchmark to evaluate gains in knowledge and skills. An accurate understanding of what learning students bring to college should stimulate a reexamination of learning outcomes to insure compatibility between the abilities of the students and the expectation of the program. It would be just as inappropriate to place a freshman with a ninth grade reading level into ENL 204 American Literature I as it would be to place a freshman who has completed AP Biology into BIO 110 Principles of Biology.

Stage 3. Development of Assessment Methods (see Appendix #2 for Guidelines).

Assessment of College-level learning must be complex because the abilities and skills that students should learn from their college education are complex. Such learning cannot be fully assessed with trivial, simplistic measures. Assessment methodologies including tests, portfolios, performances, capstone experiences, internships, theses, etc., should be derived from
the learning outcomes. Standardized tests should only be used when they are fully congruent with a program's learning outcomes, and, then, they should be supplemented with methods that assess more complicated knowledge and skills. After all, one could hardly discuss the social injustices of apartheid with a multiple choice exam.

Stage 4. Use of Assessment Methods

Departments and units must decide for themselves just how assessment results will be used. Two commonly used approaches assess program effectiveness and/or certification of student competency. In both cases students complete assessment activities at prescribed times during their college years, typically at the start of a program and at the end. When assessment of program effectiveness is the primary objective, a representative sample of students needs to participate in the assessment process. However, if assessment is to be used as a requirement for certifying that students are, for example, ready to achieve junior status, competent writers in the major, or knowledgeable about central theories and practices of the discipline, then it is necessary to assess all students. During this five-year period, program assessment is required and assessment of all students for competency and progression towards graduation is optional.

LEARNING IMPROVEMENT

Assessment provides an understanding of the degree to which students have achieved what is expected. This knowledge permits a careful analysis of the effectiveness of all elements of the college experience, and reveals programmatic strengths and weaknesses. Strengths can be reinforced and weaknesses corrected. The result is improvement of student learning.

IMPLEMENTATION

The following plan outlines the objectives, procedures, and resources needed to implement a comprehensive assessment system over the next five years.
For assessment of academic learning outcomes, YEAR 1 begins in September following the year when program review has been completed. The schedule for program review is included.

For assessment of student development outcomes, Year 1 begins in September, 1990.

**ROLE OF THE ASSESSMENT COUNCIL**

The Council will serve as a facilitating agency for assessment. In so doing it will:

2. Keep the College aware of developments in assessment at the National, State and local level.
3. Provide assistance to programs as they develop and implement their assessment plans.
4. Collate data from a variety of sources for programmatic use.
5. Review policies and procedures on assessment and make recommendations for change, if necessary.

Effective membership on the Assessment Council will constitute in and of itself "at-rank performance" in university service.
1. Student learning outcomes will be defined.
1.1. Each academic and student development program must specify student learning outcomes as part of its plan and provide assurance that they are consistent with College mission.

2. Initiatives to support faculty/staff and student development and student learning outcomes will be developed.
2.1. Faculty/staff will carry out assessment as part of their job performance.

3. External evaluators will be hired.

4. Administration will carry out assessment as part of the Council's overall assessment of the College. Handwritten text: couldn't be transcribed.
TABLE 2:

1. Develop methods (see Appendix A) to assess the entry-level knowledge, skills and attitudes of transfer students. Such assessment may describe pre-existing course placement and developmental support.

2. Participate in the annual state assessment process, the results of which are reported in the general faculty meeting in fall of each academic year. The assessment process will ensure that the assessment plan is implemented.

3. Use the results of the plan to identify and register students for appropriate courses and to provide appropriate support where indicated.

4. Participate in the assessment process and work at the state level to create a state-wide plan for assessment. The annual state assessment plan will be a part of the state plan for assessment. The results of the state plan will be communicated to faculty and staff.

5. Participate in the assessment process and work at the state level to create a state-wide plan for assessment. The annual state assessment plan will be a part of the state plan for assessment. The results of the state plan will be communicated to faculty and staff.

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The assessment methods will be revised by the external examiner. A revised draft will be formulated.

The assessment method will be reviewed by external examiner. A second draft of the methods will be formulated.

A second draft of the methods is formulated. Involved in the program and course materials addressed with the criteria.

A final draft of the assessment methods will be completed.

1.1 Faculty/SFA will develop assessment methods.

The assessment will be completed. A revised draft will be formulated.
1. All faculty will participate as part of the governance and policy development. Participation of the governance and policy will be on a voluntary basis.

2. Staff and students will be afforded the opportunity to participate in the development and implementation of the policies and procedures.

3. A process for the development and implementation of the policies and procedures will be established.

4. The policies and procedures will be reviewed and revised on a regular basis.

5. All faculty, staff, and students will be informed of the policies and procedures.

6. The policies and procedures will be posted in a readily accessible location.

ASSISTANT PERFORMANCE PLAN

PROCEDURAL

APPENDIX B

Appendix A

APPENDIX C

APPENDIX D
ASSESSMENT PRINCIPLES

1. Assessment will be for the sole purpose of improving institutional effectiveness and promoting student learning within the context of the College Mission.

2. Assessment will be constructive and will not be used to reduce resource allocation, nor to make personnel decisions or invidious comparisons between programs.

3. Assessment will be predicated upon the goals and objectives contained in the College Mission Statement.

4. Assessment will be collegial and incorporate active faculty, staff, student, alumni, and community participation.

5. Assessment will be comprehensive and include institutional and student performance in at least the following areas:

   A. Academic Preparation upon admission

      Students' knowledge, skills and values will be determined upon entry into the College in order to match their capacity to be educated with the College's capacity to provide and assess a "value-added" education.

   B. Academic Programs

      1.) General Education including communication and quantitative skills, computer literacy, breadth component, and contemporary issues.

      2.) Academic Majors

      3.) Academic minors, certification programs and other special programs

   C. Student Social, Personal and Career development

   D. Student and alumni attitudes about their educational and career experiences

6. Assessment will be complex and use multiple approaches and multiple indicators that reflect the diversity of our goals, programs and students (e.g. part-time, adult, special admit, EOP, etc.)

7. Assessment will be a longitudinal process comparing past performance with current performance.

8. Assessment will be cost effective and use, where appropriate, existing data bases and evaluation processes and sampling techniques.

9. Assessment will not replace or duplicate current accreditation requirements.
GUIDELINES FOR ASSESSMENT
INSTRUMENTS AND PROCEDURES (APPENDIX #2)

1. Departments and Programs will select/construct, administer assessment methodology and interpret the degree to which the students achieve the objectives.

Assessment methodologies may include a combination of the following:

1.1 Licensing/certifying exams
1.2 Nationally available standardized tests such as NTE, AICPA achievement tests, ETS-UAP, ETS-NFAT,... etc.
1.3 End of programs measures such as comprehensive exams, senior seminars, senior theses, projects, performance, portfolio, practicum/internships, etc.
1.4 Culminating measure in a cluster of courses (i.e., a minor, set of pre-requisites, track, etc.)
1.5 Common exams for introductory courses
1.6 Course embedded assessment where program objectives are evaluated within the context of a specific course(s)
1.7 Current Students Surveys
1.8 Alumni Surveys
1.9 Employers Surveys
1.10 Statistical data and analysis current available
1.11 Measures like the GRE, LSAT, MCAT may be used in conjunction with locally developed measures. The GRE and other such tests when used alone may not be capable of evaluating the programs' specific mission.

2. Departments and Programs will use the results of assessment to improve student learning and department and program effectiveness.

3. Assessment should begin with currently available procedures and data until new assessment instruments are developed.

4. Assessment outcomes may be used as competency evaluation to determine whether individual students achieved learning objectives specified by the individual department or program.

5. The results of assessment will be reported through the usual lines of communication. Reports should indicate absolute levels of performance and trends or value added, in accordance with the reporting guidelines presented herein.
DEPARTMENTS/PROGRAMS/UNITS, in their reports, should indicate:

1. The basic goals of the Department/Programs/Units and how these goals relate to the College mission.

2. The desired outcomes which derive from these goals, criteria of success.

3. How each desired outcome can be measured.

4. The specific procedures used in assessing outcomes including:
   a. Approach adopted
   b. Timeframe of the assessment, especially for "value-added" measures.
   c. How each desired outcome was measured.
   d. Description of how each unique segment of the constituency was analyzed e.g. traditional/nontraditional students, transfers, freshmen, adult, minority, handicapped, males/females, etc...
   e. How the participants in the assessment were selected.
   f. How the information was collected, e.g. methodology, rate of return, sources, etc...
   g. Cost of the assessment.

5. Results of the assessment, i.e. actual vs. expectations:
   a. Outcomes and goals realized satisfactorily.
   b. Outcomes and goals not realized satisfactorily.
   c. Description of how the above conclusions were reached.

6. Implications for the College or Department/Program/Unit policy:
   a. Proposed modifications in program and/or policy to achieve desirable goals, and their expected effect on the outcomes.
   b. Summary of resources needed to effect positive change.

7. Follow-up:
   a. Summary of modifications proposed in prior period’s reports
   b. Modifications implemented and their effect on outcomes.
   c. Modifications proposed but not implemented, and reason for lack of implementation.