



State University of New York  
College at Old Westbury

Supplemental Information Report

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President

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# Supplemental Information Report

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## Selected Acronyms and Abbreviations

<b>Acronym</b>	<b>Stands for</b>
AAC&U	American Association of Colleges & Universities
AACS	Association to Advance Collegiate Schools of Business
AAQE	Association for Advancing Quality in Educator Preparation
CAP	Curriculum and Academic Planning (faculty governance committee)
CAS	Council for the Advancement of Standards in Higher Education
CETL	Center for Excellence in Teaching and Learning
Co-DAA	Co-Directors of Academic Assessment
DAA	Division of Academic Affairs
DSA	Division of Student Affairs
Director of IRA	Director of Institutional Research and Assessment
FYE	First Year Experience
IEC	Institutional Effectiveness Committee
OIE	Office of Institutional Effectiveness
ISLO	Institutional Student Learning Outcome
LEAP+	Liberal Education and America's Promise + Old Westbury additions
LEC	Liberal Education Committee (faculty governance committee)
LEP	Liberal Education Program
MSCHE	Middle States Commission on Higher Education
OSSD	Office of Services for Students with Disabilities
PSLO	Program Student Learning Outcome
SAS	School of Arts and Sciences
SSC	Student Success Center
SOB	School of Business
SOE	School of Education
SPS	School of Professional Studies
SUNY	State University of New York
TRIO	Federal programs designed to support students

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## SIR Committee Members

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## INTRODUCTION

SUNY Old Westbury has made substantial, steady, and sustainable progress in its campus-wide assessment program to advance its culture of assessment. Here is a summary of the primary elements of the progress made in assessment of Student Learning, and Student Learning Support Programs and Experiences that occurred after the accreditation action taken by the Middle States Commission on Higher Education (MSCHE) on July 7<sup>th</sup>, 2021.

### 1.1 Overview and New Leadership

The College has undergone significant leadership changes over the past two years. Its former president of twenty years, Dr. Calvin O. Butts, III, and the College's longstanding Provost and Senior Vice President for Academic Affairs, Dr. Patrick O'Sullivan, both retired in 2020. For some months, the College was under the leadership of an Officer in Charge, the late Theresa Miller, and an Acting Provost. However, in late 2020, the College appointed a Provost and successfully completed a presidential search. Dr. Duncan Quarless was named Provost and Senior Vice President in August 2020 and Dr. Timothy E. Sams took the helm as president in early 2021.

The College has and continues to take deliberate steps to develop a more systematic approach to assessment and to improve the efficacy of its instructional and student services. The College's two professional schools: the School of Business (SOB) and the School of Education (SOE) have developed effective assessment protocols that meet the standards of their accrediting bodies (AACSB and AAQEP, respectively). The SOE received accreditation in January 2022 and the SOB is currently pursuing initial accreditation. The School of Arts and Sciences (SAS) and the School of Professional Studies (SPS) are implementing comprehensive academic assessment programs. Their departments presently conduct formal and informal assessments of Program Student Learning Outcomes (PSLOs).

The new president has made a robust commitment to support assessment efforts [Appendix V.2c.11] and has played an active role in rallying the campus to embrace a culture of assessment. He gave a seminal presentation to the Faculty Senate on the importance of assessment and accreditation and initiated a series of Cabinet-level meetings devoted to assessment in the Fall of 2021 [Appendix V.2.08]. The president then charged the Office of Institutional Effectiveness (OIE) with crafting a general assessment plan and a calendar for the entire campus. [Appendix III.8.03] The plan was presented to the president on November 19<sup>th</sup>, 2021, and it was designed to outline all campus assessment efforts and integrate them into a cohesive, overarching structure and assessment program. Central to this plan was the creation of the Institutional Effectiveness Committee (IEC). The IEC was created by the Office of the president and the OIE, in partnership with the Faculty Senate. [Appendix V.2c.12].

### 1.2 Commission Accreditation Action and SIR Request

The MSCHE action of June 24, 2021, as stated:

*To acknowledge receipt of the self-study report. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with the United States Department of Education (USDE) guidelines published March 17, 2020. To reaffirm accreditation. To request a supplemental information report, due March 1, 2022, documenting further evidence of (1) the periodic assessment of the effectiveness of student learning opportunities (Standard III); (2) the periodic assessment of the effectiveness of student support programs and experiences (Standard IV); (3) clearly stated institutional and program-level goals which are aligned with each other and with the institution's mission (Standard V); (4) organized and systematic assessments that evaluate the extent of student achievement (Standard V); (5) organized and systematic assessments that evaluate the extent of student achievement in general education (Standard V); (6) sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V); and (7) demonstrated and documented use of assessment results to improve educational effectiveness (Standard V). To direct a follow-up team visit following submission of the supplemental information report. To note the visit will also fulfill the verification requirements of the USDE guidelines. The next evaluation visit is scheduled for 2028-2029*

### **1.3 Executive Summary of Responses to MSCHE Recommendations**

#### *1. The periodic assessment of the effectiveness of student learning opportunities (Standard III)*

The OIE has taken significant steps toward implementation of the College's assessment plan and annual assessment calendar [Appendix III.8.03]. The College has established guidelines to assist in the creation and submission of annual assessment reports for their units. [Appendix V.2c.15] The Weave software assessment platform is installed and is operative campus-wide, with assessment plan submissions received from all academic programs, the Liberal Education Committee, and administrative units, including those associated with Student Learning Support Programs and Experiences. [Appendix V.2c.18, V.2c.19, III.8.04] All campus units, including academic and administrative departments have prepared and submitted assessment plans to Weave as of January 14, 2022. [Appendix III.8.05] These plans include strategic goals, outcomes, and measures. These activities will be ongoing features of the College's assessment strategy in the months and years ahead.

#### *2. The periodic assessment of the effectiveness of student support programs and experiences (Standard IV)*

With the president's support, the LEAP+ Institutional Student Learning Outcomes (ISLOs) have been adopted by the president's Cabinet [Appendix IV.6.01]. This allows administrative units, including those associated with Student Support and Experiences, to demonstrate alignment with the LEAP+ standards in support of the Faculty Senate adoption of LEAP+ in 2016. [Appendix V.2c.14, Appendix IV.6.01] LEAP+ stands for the Liberal Education and America's Promise (LEAP) standards plus Diversity and Sustainability standards derived from SUNY Old Westbury's Mission, as defined in the Faculty Senate resolution noted above.

Student support and experience programs include First-Year Experience, Sophomore Experience, Math Learning Center (MLC), Tutoring Center, TRIO Student Support Services, Career Planning and Development, and the Center for Student Leadership and Involvement. The goals and outcomes for these programs directly reflect program outcomes such as participation, persistence and completion, satisfaction etc., and include the AAC&U LEAP+ Essential Learning Outcomes. All Academic and Student Affairs units have added their assessment plans to Weave and are on an annual assessment schedule. [Appendix III.8.04, III.8.05] Program directors received training in assessment processes in Fall 2021 and subsequently improved and documented their program's assessment plans [Appendix V.2c.18, V.2c.19]. Data are collected, tabulated, entered into Weave at the end of each semester, and are used to guide appropriate programmatic changes. Data from Fall 2021 were already added, and by the conclusion of the Spring 2022 semester, these units will have completed an assessment cycle of the 2021-2022 academic year. [Appendix IV.6.06, III.8.04] Finally, the OIE has initiated a 5-year periodic self-study process for administrative and student support areas. The OIE has established an assessment calendar and schedule for submission of results and analysis. [Appendix IV.6.05, III.8.04]

*3. Clearly stated institutional and program-level goals which are aligned with each other and with the institution's mission (Standard V)*

To address MSCHE's *Recommendation 3*, the College has taken several concrete steps to clarify and align institutional and program-level goals and learning outcomes with one another and with the College's Mission. These steps include:

- Updating the ISLOs to integrate the approved LEAP+ model, which dovetails with the College's Mission and Guiding Principles. [Appendix V.1.01, V.1.02]
- SAS and SPS departments developed assessment plans including Program Student Learning Outcomes (PSLOs).
- Beginning in Fall 2021, the Assessment Fellows engaged in (re)evaluation of program-level assessment goals. [Appendix V.2c.06, V.1.03] Comprehensive departmental reports and plans can be reviewed in [V.1.04, V.1.05]
- The College's Strategic Plan and the LEAP+ standards were embedded into Weave to allow for demonstration of alignment with program-level goals. [Appendix V.2c.14]

*4. Organized and systematic assessments that evaluate the extent of student achievement (Standard V)*

The Co-Directors of Academic Assessment (Co-DAA) have enacted a comprehensive assessment plan for School of Arts and Sciences (SAS), the School of Professional Studies (SPS) and the Liberal Education Program (LEP), including the successful launch of a multi-year assessment program to assess all Liberal Education domains [Appendix V.1.03, V.2.19] and a comprehensive Assessment Fellows program. [Appendix V.2c.04, V.2c.06] Since the Evaluation Team's visit, departments in SAS and SPS have:

- developed long-term Program Assessment Plans for degree programs for each department, and

- produced Program Assessment Year-End Reports (June 2021) [Appendix V.2.04, V.2.05].

For the Spring and Summer of 2022, the College continues a schedule of activities designed to bring together and conclude this cycle of assessment planning and assessment training. Over the Summer 2022, Assessment Fellows will submit a Program Assessment Year-End Report (due June 30, 2022), which will include recommendations to improve Program Assessment structure and processes, and Co-DAAs will submit an Assessment Fellows Program Year-End Review.

*5. Organized and systematic assessments that evaluate the extent of student achievement in general education (Standard V)*

The College defines its Institutional Student Learning Outcomes (ISLO) as the “Liberal Education Program,” which includes the SUNY General Education, college proficiency, and other institutional requirements. In Chapter 5 of the Old Westbury Self-Study Report (Self-Study Report, p. 68), Table 5.1 [Appendix V.2.07] provides a general mapping of the ISLOs and includes the domains for SUNY General Education. By April 2021, the LEC was well into the process of mapping ISLOs to align with LEAP+ and the SUNY General Education program; however, impending changes to the SUNY General Education program forced the pause of this process, as the ISLOs would need to be consistent with both SUNY General Education standards and LEAP+. In December 2021 SUNY issued a new General Education framework and the campus issued a response. [Appendix V.2.10, V.2.11] Since then, the LEC has been carrying out closing-the-loop activities, in addition to overseeing the implementation of the new SUNY General Education Program and integration with LEAP+ Essential Learning Outcomes. [Appendix V.1.02] Academic year 2022-2023 will be dedicated to planning the implementation of the new SUNY General Education changes.

In addition, since Spring 2021, the Liberal Education Committee has engaged a Five-Year, Five-Phase Assessment Cycle that will span from Fall 2021 through Spring 2026 to build closing-the-loop activities that are explained in more details in section 2.2.4. of this document.

*6. Sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V)*

As noted above, the president has made a firm commitment to the sustainability of the assessment process at the College [Appendix V.2c.11]. The OIE, led by the Director of Institutional Research and Assessment (Director of IRA) and overseen by the Assistant Provost for Research and Strategic Academic Initiatives, has been revamped and an organizational expansion is underway. [Appendix V.2c.03]. The IEC has been established, charged, and activated by the Office of the president, the OIE and the Faculty Senate. [Appendix V.2c.25 V.2c.12] The OIE and IEC now form a functional hub for all assessment activity at SUNY OW. An assessment calendar is established and is active across campus for all academic and administrative units. [Appendix III.8.04]

The Director of IRA has developed a comprehensive suite of professional development materials and resources related to assessment, in general, and Weave, in particular:

presentations, videos, guides, etc. [Appendix V.2c.16, V. 2c.17, V. V. 2c.18, V. 2c.19, V. 2c.20] The Co-DAA's made presentations to a broad cross-section of campus constituents. [Appendix V.2c.27] Additionally, an assessment website has been developed by the Director of IRA and Co-DAA's for the dissemination of assessment information

*7. Demonstrated and documented use of assessment results to improve educational effectiveness (Standard V)*

The Director of IRA and the Co-DAA's have devised activities to underscore the primacy of "assessment for teaching/curricular improvement". [Appendix V.3.06, V.3.07] The Assessment Fellows' engagement included refinement of the Spring 2021 Program Assessment Plans [Appendix V.2.02, V.3.01], and advancing assessment activity among academic departments. [Appendix V.2c.05] Select departments engaged in closing-the-loop activities in 2020-2021, demonstrating use of assessment results. [Appendix V.2.20, V.3.02] The assessment cycle for the 2021-2022 academic year is underway and closing-the-loop activities are set to be captured in Weave for all academic and administrative units, where appropriate. [Appendix III.8.04, V.3.03] The Assessment Coordinator System plan was developed to help manage the academic assessment activities moving forward to ensure implementation of improvements derived from assessment work. The Director of IRA developed a template to aid departments and units in creating a shareable summary about their assessment activities and closing-the-loop activities. [Appendix V.3.04] The new assessment website, which will feature closing-the-loop achievements, is in development for a Spring 2022 launch.

## NARRATIVE AND ANALYSIS

All divisions and departments of SUNY Old Westbury have been involved in revitalizing the culture of assessment. In this section, we address findings from Old Westbury's *Self-Study*, the *MSCHE Evaluation Team Report*, and the *College's Institutional Response*.

### **2. A Sustainable Assessment Infrastructure**

This section details the steps taken by the College to provide a sustainable assessment infrastructure and to address Recommendation #6 from the MSCHE July 2021. [Appendix V.2c.01]:

*Sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V).*

The College is transforming its assessment structures and processes to advance its commitment to academic excellence, student success and meaningful institutional renewal. Significant changes to the College's assessment structure are the foundation of its achievements over the past year. The impact of the College's actions is realized through the participation and commitment of institutional stakeholders, resources, and enhanced technological support.

Since the MSCHE evaluation report (Spring 2021), the College has committed resources to the OIE, has appointed a Director of IRA, and has launched faculty-centered coordination of the assessment of student learning by creating two Co-Directors of Academic Assessment (Co-DAAs) positions. [Appendix V.2c.02] The OIE reports to the Assistant Provost of Research and Strategic Academic Initiatives, who reports directly to the Provost and Senior Vice President of Academic Affairs. [Appendix V.2c.03]

Additionally, the College launched an Assessment Fellows program [Appendix V.2c.05, V.2c.06, V.2c.07] to train faculty representatives in assessment best practices and to build an assessment infrastructure for the School of Arts and Sciences (SAS) and the School of Professional Studies (SPS). After the Assessment Fellows program concludes its first year, it will transform into an Assessment Coordinator System to maintain assessment activities within the academic departments of SAS and SPS. [Appendix V.2c.09, V.2.03, V.2.21, V.2c.11]

As outlined in the introduction, the IEC, which includes administrative and faculty representation, has been constituted by the Office of the President and the OIE, in consultation with the Faculty Senate. The Committee's goal is to create an integrative body that will strengthen the College's comprehensive academic and administrative assessment efforts across campus, designed to improve student learning and experiences, as well as the overall performance of the College. [Appendix V.2c.25, V.2c.26, V.2c.12] The OIE and IEC are responsible for cultivating and engaging a culture of meaningful assessment and confirming efficient management of the assessment system, including maintaining the campus assessment software, coordinating institutional assessment, and training campus constituencies on assessment practices, analysis, and the technology platform. Further, the OIE serves as the

central repository for data, manages the access and transparency of the data, and monitors continuous improvement efforts. Essentially, the OIE in partnership with the IEC, is the assessment hub of the College. The OIE, together with the IEC, reviews and reports on the general assessment process. All levels of college administration, including the president, will receive an annual report on the assessment outcomes of the College. This report will contain the use of assessment results to improve the College's educational effectiveness, consistent with the College's Mission and strategic plan and be used to:

- assist students to improve their learning,
- improve pedagogy and curriculum,
- review and revise academic programs and support services, and
- plan, conduct, and support a range of professional development activities.

Following a campus consultative process, the assessment software Weave was chosen to centralize and organize assessment efforts, as well as create transparency about assessments for the campus community. [Appendix V.2c.13] This platform accommodates academic and administrative assessments and supports the regular gathering, review, and implementation of assessment findings. This platform makes assessment findings visible and organized. It helps to ensure that results needed to inform evidence-based academic planning and institutional decision-making for continuous improvement are readily accessible. Weave allows the College to readily demonstrate the alignment between the learning outcomes and the College's strategic plan, as well as with the adopted LEAP+ standards. [Appendix V.2c.14] Annual reporting and review is also supported by this technology.

The installation of Weave and the uploading of course information, the College's strategic plan and the LEAP+ standards into Weave were accomplished by an assessment technology specialist under the Director of IRA. This technology specialist is a faculty member with extensive software and assessment experience, compensated with a stipend provided by the Office of Academic Affairs. Template Weave reports were prepared for all academic and administrative units. The OIE created resources and guides and offered extensive training to the campus community to allow them to access and utilize Weave during the Fall 2021 semester. [Appendix V.2c.15, V.2c.16, V.2c.17, V.2c.18] A variety of professional development opportunities have been provided on an ongoing basis in addition to the activities with the Assessment Fellows and the Weave training activities. Two defining presentations about assessment, hosted by the Center for Excellence in Teaching and Learning (CETL), were given to the campus in the Fall 2021 and Spring 2022 semesters: *Let's Talk About the 'A' Word: An Assessment Reality Check* by Deborah I. Moeckel, Assistant Provost for Assessment for the entire SUNY system [Appendix V.2c.21] and *Telling Our Story Of Student Learning Through Meaningful Assessment* by Dr. Ashley Finley, Vice President for Research & Senior Advisor to the President, AAC&U respectively [Appendix V.2c.22].

Finally, to disseminate assessment information, the OIE and the Co-DAA's designed and launched a comprehensive web resource in February 2022 (<https://www.oldwestbury.edu/division/office-academic-affairs/institutional-effectiveness>). Resources, tools, and reference materials are shared on this website. This web resource will

permit dissemination of assessment plans and activities, curriculum maps, student learning outcomes, and aggregated reports of assessment. It is also a venue for departments to share and celebrate the progress and success of their assessment efforts.

The current year is a transitional year in which the new campus-wide assessment infrastructure and cycle was activated, Assessment Fellows began operating and preparing for their transition to Assessment Coordinators, the OIE was restructured, and the IEC was established. The organizational chart below defines the final assessment structure to which we are transitioning. The Office of the President committed to restructuring the OIE and to funding assessment activity going forward. Initially, this includes the promotion of the current Director of IRA to Director of the OIE, hiring a research analyst in OIE, and funding the Assessment Coordinators program. [Appendix V.2c.11] Changes not yet completed are scheduled to be completed during Fall 2022. Such developmental steps, as well as the assessment process itself, must be assessed. To this end, an initial assessment of institutional effectiveness activities was conducted by the IEC using the SUNY Council on Assessment (SCOA) Institutional Effectiveness Rubric. [Appendix V.2c.24] Annual use of this Rubric will be a valuable tool for continuous improvement of assessment processes. The results are in the IEC presentation from December 9, 2021. [Appendix V.2c.23]

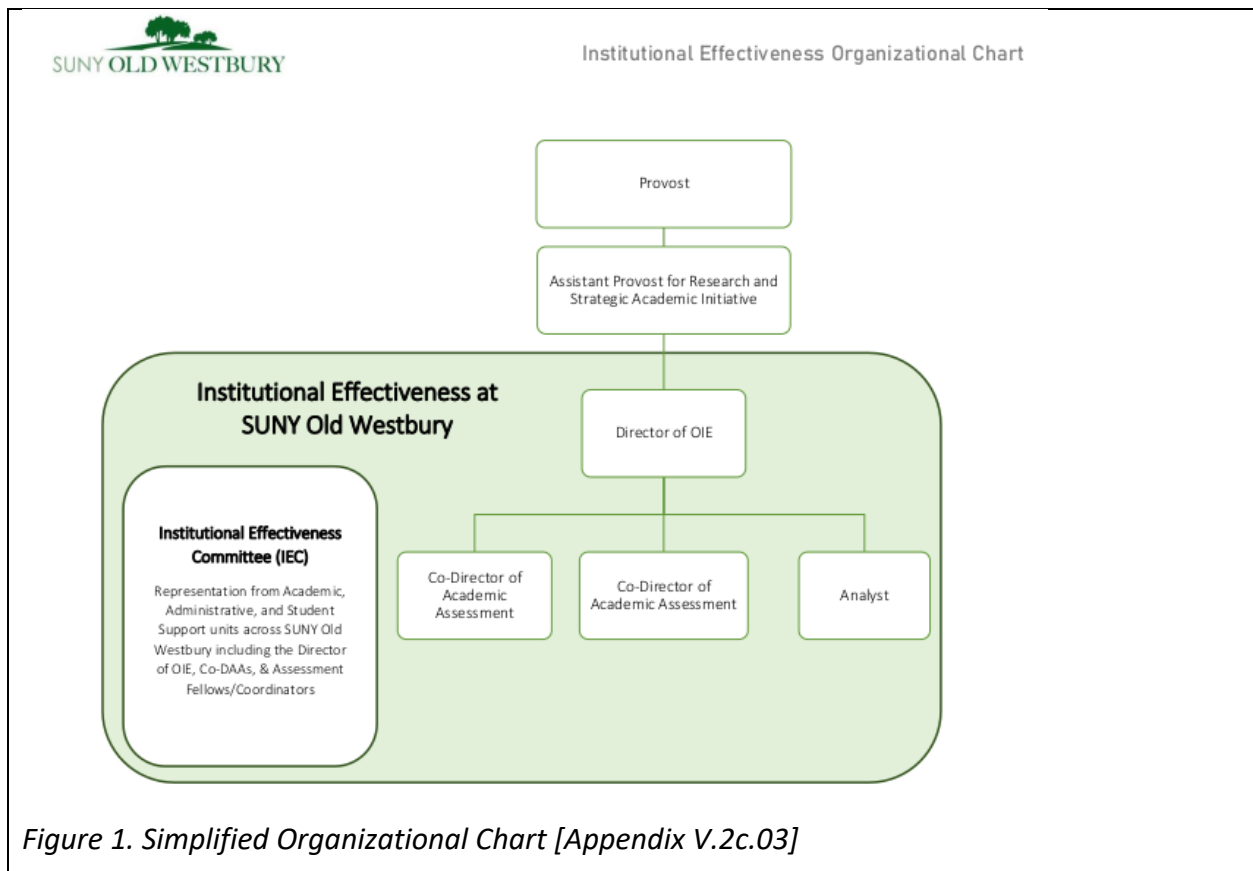


Figure 1. Simplified Organizational Chart [Appendix V.2c.03]



### **3. Assessment of Student Learning**

This section details the findings and reports generated during the College's MSCHE accreditation review, as well as steps taken by the College to improve the assessment of student learning to address Recommendations 1, 3, 4, 5, and 7 from the MSCHE July 2021. [Appendix V.2c.01].

#### **3.1 Assessment of Student Learning – Findings and Reports**

3.1.1. SUNY Old Westbury's *Self-Study* report, submitted February 7, 2021, identified areas of opportunity in infrastructure and practices in the College's assessment of student learning. The *Self-Study* recognized the next phase of the College's assessment program to include a centralized, organized practice of documenting program level assessment, and continuous improvement activity in the SAS and SPS. [Appendix III.8.01] The ongoing assessment of the College's Liberal Education Program ISLOs, comprised of SUNY General Education requirements, local proficiencies, and a college-wide requirement (Diversity domain), was interrupted by the College's planned transition to LEAP+ and the College's efforts to make assessment results more readily available. These efforts have led to an improved assessment plan, as discussed below. [Appendix V.2.19]

3.1.2. The *MSCHE Evaluation Team Report* agreed with the *Self-Study* by recommending that the College devote resources and energy to develop a systematic and transparent assessment process for SAS and SPS. The Team concluded that SOE and SOB have provided sufficient evidence of systematic and regular assessment practices, including the utilization of assessment data. Six of the Team's ten recommendations concerned the assessment of student learning, relating to criteria outlined in MSCHE *Standards III* and *V*. [Appendix V.2.17]

3.1.3. To address these recommendations for improving the assessment of student learning, SUNY Old Westbury's *Institutional Response* to the MSCHE Evaluation [Appendix V.2c.08] pledged to undertake several steps:

- “Enhance assessments with a comprehensive technology-based assessment system, as described in Assessment Plan No. 1;”
- Introduce a “student support assessment component [that] encourages the use of both direct and indirect measures of student success;”
- Map out a “strategy for aligning program-level goals with the College’s Mission.... [including] broader review activities...designed to further ground our ongoing and future work in evidence-based assessment;”
- Introduce an “organized, systematic, sustainable” assessment process to “improve our approach to the systematic evaluation of student achievement, as well as use those findings to improve instruction;” and
- Leverage existing LEC assessment results to integrate a new SUNY GE system and align with the AAC&Us LEAP+ “learning areas.”

3.1.4. In its Action Letter, the Commission reduced the Evaluation Team’s ten Recommendations to seven (listed in the introduction), six of which pertain to the assessment of student learning [Appendix V.2c.01]. In response, the College reaffirmed its commitment to improving its student learning assessment practices and took significant strides forward since early 2021. The College’s standing goal is to bring together existing and developing assessment activities to create an organized and systematic assessment of student learning.

### **3.2 Assessment of Student Learning – Detailed Recommendations Response**

#### *3.2.1 Periodic Assessment of Student Learning Opportunities (MSCHE Recommendation #1)*

After Spring 2020, the College began to fully document its academic assessment practices and to use assessment results for ongoing improvement efforts. This is particularly true for SAS and SPS, where assessment was primarily conducted as part of the faculty-led Five-Year Review process. Thus, the College has sought to distinguish between PSLO and ISLO assessments within academic departments, to more systematically and consistently document and use assessment findings to improve curriculum across schools, and to establish a centralized repository for assessment materials and records in support of continuous improvement activity. [Appendix V.2c.08] Assessments in SOB and SOE had been conducted regularly for more than a decade in accordance with accreditation expectations. [Appendix III.8.02]

The College’s *Institutional Response* identified resources to build up the assessment infrastructure, and to support a new Assessment Fellows program, designed to provide intensive and intentional assessment training for one member of each academic department in the SAS. [Appendix V.2c.08]

Since Spring 2021, the OIE has taken significant steps toward implementation of the College’s Assessment Plan, as outlined in the submission to the president on November 19<sup>th</sup>, 2021 [Appendix III.8.03]. The Assistant Provost for Research and Strategic Academic Initiatives and the Director of IRA have created guidelines to assist academic and administrative offices and student support departments in the creation and submission of annual assessment reports for their units. [Appendix V.2c.15] The Director of IRA has also created a “Weave Quick Start” guide for all assessment stakeholders [Appendix V.2c.17], and has launched a series of workshops, presentations, videos, and announcements to demystify the assessment process, encourage best practices, and provide logistical support and training. These efforts included presentations to the Faculty Senate, the Provost’s Council, and the president’s Cabinet, among others. [Appendix V.2c.18]

Academic and administrative departments have prepared and submitted Assessment Plans as of January 14, 2022. [Appendix III.8.05] These plans, containing strategic goals, outcomes, and measures will to be submitted into Weave, will be a staple of the College’s assessment strategy in the months and years ahead, as illustrated in the Campus Assessment Calendar shown in Figure 2 below. [Appendix III.8.04]

	School of Arts & Sciences	School of Business	School of Education	School of Professional Studies	Student Support Units	Admin. Units	Campus-Wide IE Activities		
Jun	Complete Assessment Report in Weave+	Complete Assessment Report in Weave+	Complete Assessment Report in Weave+	Complete Assessment Report in Weave+	Spring Data Collection/Analysis	Spring Data Collection/Analysis	Admin. Assessment Workshop IEC Meeting		
Jul									
Aug	Confirmation of Assessment Plans	School of Business – Assurance of Learning Team Data	School of Education Dean for Data Management & Assessment/ Faculty Coordinator for Assessment	Confirmation of Fall Assessment Plans	Complete Assessment Report in Weave+	Complete Assessment Report in Weave+	Acad. Assessment Workshop IEC Meeting		
Sep	Department Discussions			Confirmation of Assessment Plans	Confirmation of Assessment Plans				
Oct				Fall Data Collection	Department Discussions	Department Discussions	IEC Meeting		
Nov	Fall Data Collection			Department Discussions	Department Discussions				
Dec				Fall Data Collection	Fall Data Collection			IEC Meeting	
Jan	Confirmation of Assessment Plans			Collection/Analysis & Assessment	Syllabus Review	Confirmation of Assessment Plans	Enter Fall Findings into Weave+	Enter Fall Findings into Weave+	
Feb	Enter Fall Findings into Weave+			Discussions	Data Collection/Analysis Assessment Retreat	Enter Fall Findings into Weave+			Admin. Assessment Showcase IEC Meeting
Mar						Spring Data Collection/Analysis	Spring Data Collection/Analysis		
Apr	Department Discussions Spring Data Collection					Department Discussions	Department Discussions	Department Discussions	Acad. Assessment Showcase IEC Meeting
May						Spring Data Collection			

Figure 2. Campus Assessment Calendar

### 3.2.2 Clearly Stated Institutional and Program-Level Goals Aligned with Each Other and with the Institution’s Mission (MSCHE Recommendation #3)

During the *Self-Study* period, and in response to feedback from the MSCHE Evaluation Team, the College began evaluating and revising its institutional and program-level goals. Significant work is underway as part of a multi-year process to address MSCHE’s *Recommendation 3*, the College clarified and aligned learning outcomes with one another and with the College’s Mission. Significant actions have moved these processes forward:

- Since Spring 2021, the assessment of ISLOs is being revised to integrate the newly approved LEAP+ model, which dovetails with the College’s Mission and Guiding Principles [Appendix V.1.01, V.1.02]. LEC domain representatives have already i) aligned SUNY’s General Education learning outcomes and mapped all but two of the College’s existing LEC domains (Western Tradition and American Experience (8 of 10 domains)), and ii) conducted a gap analysis.
- SAS and SPS departments developed assessment plans for Program Student Learning Outcomes (PSLOs), which refined PSLOs, and created curriculum maps to ensure that PSLOs align with course offerings.
- Beginning in Fall 2021, the Assessment Fellows engaged in (re)evaluation of program goals [Appendix V.2c.04, V.2c.06, V.1.03, V.1.04, V.1.05].
- Assessment Fellows have:

- participated in bi-weekly “train the trainer” workshops centered on best practices, designed to create an intentional culture of assessment,
  - facilitated departmental discussion of curricular goals, so that PSLOs/Assessment practice better address curricular goals,
  - mapped PSLOs with department/school/College’s Mission to clarify alignment, and
  - created and shared reports on departmental culture of assessment and curricular review,
  - discussed and analyzed their Assessment Plans with one another and within departments.
- The College’s Strategic Plan and the LEAP+ standards were embedded into Weave to demonstrate alignment with program outcomes. [Appendix V.2c.14]

### *3.2.3 Organized and Systematic Assessments of Student Achievement in Academic Programs (MSCHE Recommendation #4)*

To address MSCHE’s *Recommendation 4*, the College has undertaken a strategic, multi-year PSLO assessment schedule and departmental plans to analyze, share, and utilize assessment results in the SAS and SPS academic programs and departments. The Director of IRA has developed an overarching outline of the assessment process for the entire College. [Appendix III.8.03] The Assessment Coordinators will measure student achievement in academic programs through continuous refinement of Program Assessment Plans and Program Student Learning Outcomes (PSLOs). Since the Evaluation Team’s visit, departments in SAS and SPS have done the following:

- Developed long-term Program Assessment Plans for degree programs for each department, consisting of,
  - A current set of PSLOs [Appendix V.2.01],
  - A curriculum map (element B of the Plans in [Appendix V.1.04]),
  - A multi-year schedule for assessing all PSLOs with courses and measures for data collection and closing-the-loop [Appendix V.1.03],
  - Plans for additional assessment not related to PSLO assessment [Appendix V.2.02], and
  - Plans for sharing results of assessment outcomes [Appendix V.2.03].
- Produced Program Assessment Year-End Reports (June 2021) [Appendix V.2.04, V.2.05] that included revisions of the PSLOs, creation of Assessment Committees (6 departments), and engagement in closing-the-loop activities (6 departments).
- For the Spring 2022 and Summer 2022 semesters, the College will continue a schedule of assessment activities [Appendix V.1.03], including i) continued Weave training (tutorials, workshops) [Appendix V.2c.18], and ii) continued biweekly Assessment Fellows training workshops. [Appendix V.2c.06] Workshops will cover:
  - Feb. – Measures of Student Learning Outside of the Course Framework
  - Mar. – Diversity and equity in assessment
  - Apr. - Fostering Culture: Opportunities, Obstacles, and Strategies
  - May - Reflections & Planning: Next Year and Beyond

- Improvement of Spring 2021 Program Assessment Plans.
- Over the Summer 2022, Assessment Fellows will submit a Program Assessment Year-End Report (due June 30, 2022), which will include recommendations to improve Program Assessment structures and processes. Co-DAA's will submit an Assessment Fellows Program Year-End Review.

The assessment program initiated will be sustained as a permanent part of campus life. Moving into the 2022-23 academic year and beyond, PSLO assessment will be coordinated through the implementation of an assessment calendar, assisted by the Co-DAA for Program Assessment and the Assessment Coordinators. [Appendix V.1.03] The calendar of activities includes:

- The OIE and the Co-DAA for Program Assessment will announce due dates for key PSLO assessment activities to the campus community at the start of each academic year.
- Before the semester begins, Assessment Coordinators, prompted by the Co-DAA for Program Assessment, will check in with instructors about upcoming PSLO assessments.
- At the mid-point of the Fall semester, the Assessment Coordinators will check on instructors assessing their courses, tabulating results from data gathering [Appendix V.2.06].
- Instructors will analyze assessment data and compile a report for assessment results roughly one month after the semester ends.
- Early in the following semester, key findings from the previous semester's assessment will be entered in Weave.
- Assessment Coordinators will share reports among department members, who will discuss findings, make action plans, and enter these into Weave.
- Each June, the Assessment Coordinators will submit the PSLO assessment Year-End Report, using a form provided by Co-DAA. [Appendix V.1.03]

This annual assessment calendar [Appendix V.1.03, III.8.04] ensures that the College maintains its progress in assessing student learning, promoting pedagogical and curricular changes aimed at improving student learning and success in its degree programs. The academic assessment calendar will be managed by the OIE and will be coordinated with the campus assessment cycle.

### *3.2.4 Organized and Systematic Assessments of Student Achievement in General Education and Institutional Requirements (MSCHE Recommendation #5)*

The College's Institutional Student Learning Outcomes (ISLO) are defined as the "Liberal Education Program," which includes the SUNY General Education and institutional domains and proficiency requirements. Further, the College's ISLOs are guided by the College's Mission. The interpretation of the learning outcomes for all ISLOs, including the SUNY General Education Learning Outcomes, are administered, and overseen by the Liberal Education Committee (LEC).

In Chapter 5 of the Old Westbury Self-Study Report (Self-Study Report, p. 68), Table 5.1 [Appendix V.2.07] maps the individual schools' missions to the College's Mission. This table also

includes a general mapping of the ISLOs, as defined above. This table includes the domains for SUNY General Education and the College's institutional Diversity domain.

The Faculty Senate adopted the LEAP+ Essential Learning Outcomes plus the Old Westbury Mission as the model for the creation of institutional learning outcomes [Appendix V.2.08]. This decision expressed the intention of mapping the College's curriculum to the LEAP+ Essential Learning Outcomes. During academic year 2020-2021, the LEC underwent a mapping process to determine the alignment of the existing liberal education program with the LEAP+ Essential Learning Outcomes. The purpose of the mapping was to identify existing alignments between the existing ISLOs and LEAP+ Essential Learning Outcomes, while identifying any gaps that may need to be filled by new ISLOs. By April 2021, all but two domains (American Experience and Western Tradition) completed the mapping process. At that point, the LEC received notification that substantial changes were to occur in the SUNY General Education program, with details to be received later that summer. As a result, the LEC paused the LEAP+ alignment until further information was received for the new SUNY General Education requirements, as the ISLOs would need to be consistent with both SUNY General Education standards and LEAP+. [Appendix V.2.09] SUNY issued new General Education framework in December 2021, and the College has responded with feedback. [Appendix V.2.10, V.2.11]

AY 2022-2023 will be dedicated to planning the implementation of the new SUNY General Education changes. At that time, the LEC will also ensure alignment of LEAP+ plus with the Mission of the College. After the adoption of the new SUNY General Education Program and integration of LEAP+, a detailed mapping of alignment between the new ISLOs and the College's Mission will be completed. These changes should be completed for the beginning of AY 2023-2024.

Prior to this pause for integration of LEAP+ and the revised SUNY General Education, the College's LEC had documented assessment data collection over several years [Appendix V.2.13, V.2.14, V.2.15]. As noted in the College's *Self Study*, and in the MSCHE Evaluation Team's Report, the College has operated two concurrent assessments on three-year cycles. [Appendix V.2.16, V.2.18]. These include:

- Syllabus Review: to determine whether learning outcomes are properly identified and linked to curriculum, and
- Domain Review of Institutional Student Learning Outcomes (ISLOs): which samples course offerings in each domain every three years, with a formal assessment report brought back to the LEC and to contributing departments.

The College and the MSCHE Evaluation Team emphasized the need to *apply* assessment findings to curricular improvement. Consequently, closing-the-loop activity has been a major focus of planning by the LEC and Co-DAA for Institutional Assessment since Spring 2021. [Appendix V.2.18, V.2c.09, V.2.19, V.2.20]

Since Spring 2021, the LEC has developed a Five-Year, Five-Phase Assessment Cycle to build closing-the-loop activities (outlined below):

- Phase 1: Syllabus review (collection and evaluation of syllabi to ensure presence of ISLOs and linkages to curriculum).
- Phase 2: ISLO assessment.
- Phase 3: Domain Revision & Curricular Support, including review of Phase 1 and 2 findings, and recommendations for revision guided by specialized workshops.
- Phase 4: Mini (re)Assessment.
- Phase 5: Revisions of domains through engagement in workshops and discussion among Domain Representatives on the LEC.

The Five-Phase Assessment Cycle that will span from Fall 2021 through Spring 2026 is already underway and will entail an assessment of all the LEC domains. This plan includes full and mini assessments for each domain and actions implemented after data collection. [Appendix V.2.19, V.2.21] All documents, findings, and materials will be uploaded into Weave.

Additional and ongoing activities of the LEC include:

- incorporation of College's response to SUNY's new General Education Guidelines [Appendix V.2.10] to existing domain structure,
- creation of rubrics to improve the quality of LEP assessment,
- revamping the process for new course proposals, and
- creation of a manual for LEC Domain Representatives to promote continuity of assessment information and committee charge [Appendix V.2.22, V.2.23].

### *3.2.5 Demonstrated and Documented Use of Assessment Results (MSCHE Recommendation #7)*

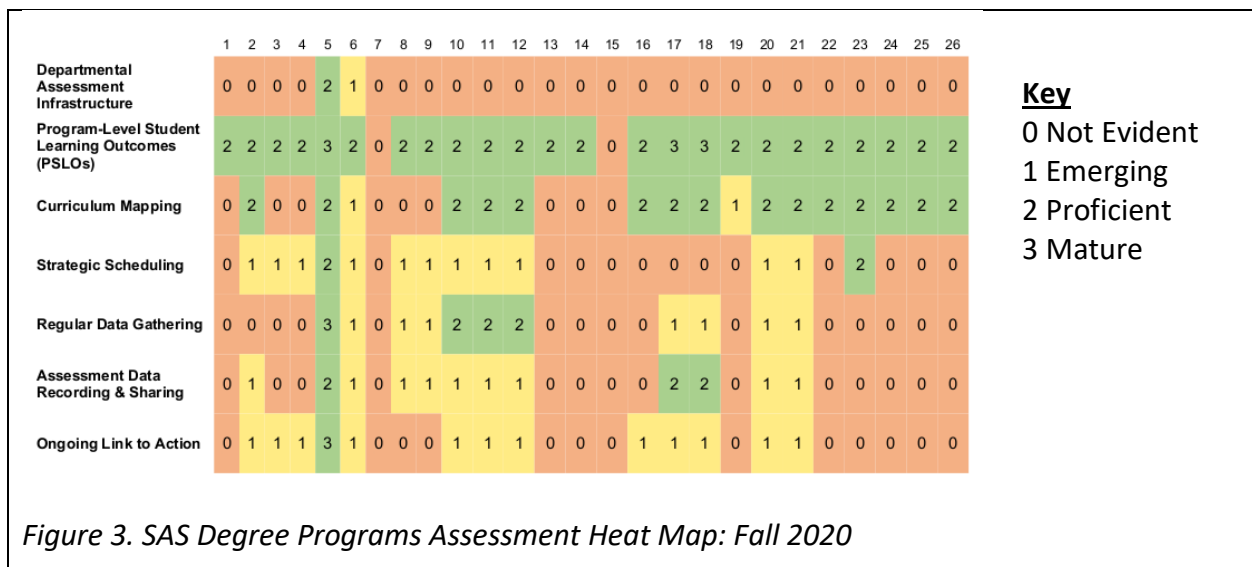
Phases three through five of the College's Institutional Assessment Cycle focus on closing-the-loop reflection and improvement activities.

The College's Program Assessment closing-the-loop activities are highlighted below:

- SAS academic Department activities:
  - Creation of plans to utilize assessment results from Spring 2021 Program Assessment Plans [Appendix V.2.03], and
  - Submission of 2020-2021 Year-End Reports to demonstrate utilization of data [Appendix V.2.04].
- Assessment Fellows have engaged in activities that include:
  - Refining the Spring 2021 Program Assessment Plans [Appendix V.2c.04, V.3.01],
  - Facilitating curriculum conversations within departments and among colleagues to encourage a shift to an "action-oriented" approach to assessment. [Appendix V.2c.05],
- Some departments have engaged in closing-the-loop activities to model best practices for Assessment Fellows supporting other departments. [Appendix V.2c.04, V.2.20] These activities include:

- analyze recent assessment data to determine program strengths and weaknesses (Fall 2021) [Appendix V.3.02],
- develop plans for follow-up actions to be taken, and
- share outcomes in Spring 2022 with other Assessment Fellows.
- The assessment cycle for the 2021-2022 academic year is underway and closing-the-loop activities are being captured in Weave as they occur. Academic departments that engaged in assessment activities during the 2020-2021 academic year were encouraged to file reports for the prior year in Weave. These reports include closing-the-loop activities. An example is provided in the evidence inventory. [Appendix V.3.03] These Weave reports demonstrate how assessment results were used for continuous improvement. These reports provide examples of the results of all academic and administrative units that are expected at the conclusion of the current and all future assessment cycles. [Appendix III.8.04]
- The new assessment website being developed for the College has been designed to share examples of featured departments that have successfully closed-the-loop to celebrate their progress and encourage other assessment activities on campus <https://www.oldwestbury.edu/assessment-results>
- The Director of IRA developed a template to allow departments and units to create a shareable summary about their assessment activities, including results from closing-the-loop activities. An example is shown in [Appendix V.3.04].

As these activities demonstrate, the College is committed to developing a complete, and sustainable cycle of program learning assessment, including closing-the-loop activities, for all departments in SAS and SPS. The progress made by the SAS program assessment in the last year is visualized in Figure 3 and Figure 4. [Appendix V.3.05]





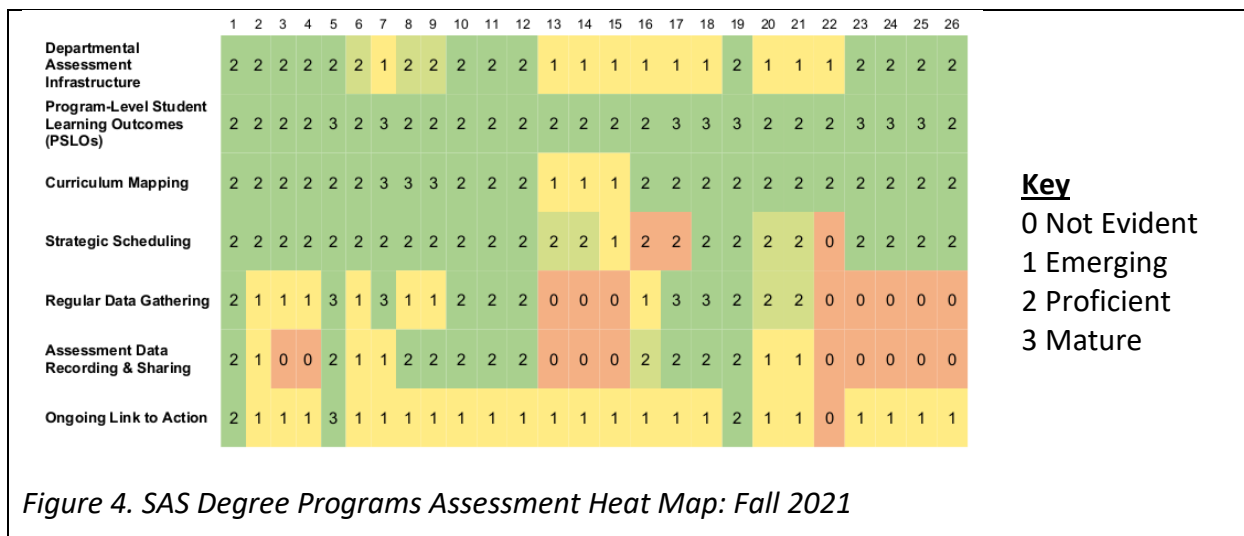


Figure 4. SAS Degree Programs Assessment Heat Map: Fall 2021

#### 4. Assessment of Student Learning Support Programs and Experiences

This section details the findings and reports generated during the College’s MSCHE accreditation review, as well as steps taken by the College to improve the assessment of student learning support programs and experiences and to address Recommendation 2 from the MSCHE July 2021 Action Letter. [Appendix V.2c.01]

##### 4.1 Assessment of Support and Experiences – Findings

The *MSCHE Evaluation Team Report* acknowledged the accomplishments and progress of the College’s student support services and programs, specifically recognizing the Student Success Center, which secured \$3.3 million in grants to begin a TRIO Student Support Services program and expand the SSC initiative, the Sophomore Jump program and increasing financial literacy through the Financial Literacy at Old Westbury (FLOW) program. Additionally, the College conducts periodic assessment of the effectiveness of programs supporting the student experience. Data collection on student activity has been critical to the continuous improvement of these programs and the rising retention and graduation rates of the College. It was recommended the College provide further evidence of the direct measures used to assess the effectiveness of student support programs and experiences.

##### 4.2 Assessment of Support and Experiences – Detailed Recommendation Response

The College’s assessment plan for student support services focuses on access, persistence, and completion, and builds upon previous efforts to include both direct and indirect measures of outcomes. In addition to the institutional assessment structures noted in Section 1.3, other changes, specific to improving the systematic coordination and accountability of the assessment efforts for student support services and experiences, have been implemented:

- In November 2021, the leadership of the Student Success Center, the Tutoring Center, Math Learning Center, Writing Center, Academic Advising Center, and Sophomore Jump

were centralized under the Assistant Provost of Student Success and Administration. The Vice President for Student Affairs is responsible for the assessment of the nine Student Affairs units.

- The LEAP+ ISLOs have been adopted to allow for Student Support and Experiences administrative units to create and demonstrate alignment with the LEAP+ standards in support of the Faculty Senate adoption of LEAP+. [Appendices IV.6.01, IV.6.02] The capability to demonstrate this alignment with the LEAP+ standards and the College's strategic plan has been installed in Weave. [Appendix V.2c.14]

Insights from the College's Self-Study and recommendations from the MSCHE Evaluation Team have informed and enhanced the current assessment efforts. Program goals and outcomes are more clearly delineated and transparent. For example, the mission of the new Sophomore Experience Program (Sophomore Jump) is to provide resources, support, and specialized opportunities to second-year students. The goal of the program is to retain second-year students through transition to their third year and the target outcome is to increase sophomore retention to 85% by the end of academic year 2021-2022. [Appendix IV.6.03] The mission of the new Tutoring Center is to provide academic support and assistance in course areas through 1:1 tutoring, supplemental instruction and small group tutoring. Measured outcomes include the number of visits, (higher) passing rates for students engaged in tutoring services and student satisfaction with tutoring services. [Appendix IV.6.04]

Directors for student support programs and experiences were trained Weave in Fall 2021, and unit heads successfully added their assessment plans to Weave by January 2022. Assessment plans and reports include mission, goals, outcome, alignment to the College's strategic plan, assessment measure, success criteria, assessment findings, next steps and an action plan. Assessment results will be collected, tabulated, and entered in Weave at the end of each semester. At the end of the academic year, each unit analyzes their program outcomes and makes appropriate changes based on those results. [Appendix IV.6.05]

In Fall 2021, directors and program leaders for student support services and experiences (non-academic units) participated in the campus-wide assessment training program to ensure continued understanding and use of assessment data to improve support, service, and efficiency. The Director of IRA met individually with different administrative units to support their development of assessment plans and their submission into Weave. [Appendices V.2c.18, V.2c.19, V.2c.20] The schedule developed by OIE offers a clear structure and timeframe for the reporting process. [Appendix III.8.04]

The OIE is developing a 5-year periodic self-study process for administrative and student support areas. The initial cohort will begin in 2023. This will allow non-academic units to report on their status and develop individual unit and area strategic plans [Appendix IV.6.05] This self-study will include:

- Executive Summary
- Departmental Overview
- Management Review

- Staffing Review
- Assessment Plan
- SWOT Analysis
- Peer/Stakeholder Review
- Appendices

#### 4.2.1 Non-Academic Units (Academic Affairs)

The Division of Academic Affairs (DAA) supports students academically through academic advising, tutoring, and cohort specific initiatives. These non-academic units will assess their program student learning outcomes utilizing the AAC&U LEAP+ Essential Learning Outcomes (ELO). The non-academic units in this division submit monthly reports on activities and outcomes to the Provost and Senior Vice President.

The initiatives of the OIE have included the non-academic units of the DAA. OIE has established an assessment cycle and schedule for submission results and analysis. [Appendix IV.6.05, V.2c.15] By January 2022, the non-academic units in this division added their assessment plans to Weave and enhanced their assessment plans to include direct measurement of outcomes. [Appendix IV.6.07]

Established units such the Math Learning Center (MLC) and the First-Year Experience Program (FYE) have enhanced their existing assessment plans and processes with more specific measurements [Appendix IV.6.08, IV.6.09]. Assessment data for the academic year 2021-2022 will be entered into Weave by June 2022. The newer additions to the College's student support services, such as the Tutoring Center, TRIO Student Support Services, and Sophomore Experience (Jump) have developed comprehensive assessment plans, and these have also been entered into Weave. TRIO offers an example of a support service assessment plan. TRIO's stated mission is to function as a comprehensive and integrated academic excellence program, with specific and measurable goals to retain 85% of all TRIO participants from one academic year to next and to have 90% of all participants remain in good academic standing. [Appendix IV.6.10]. Reports for the 2021-2022 cycle are due September 2022. [Appendix III.8.04]

#### 4.2.2 Division of Student Affairs

In the Division of Student Affairs (DSA) each unit delivers a program(s) dedicated to students' academic, personal development and professional achievement. DSA assesses program student learning outcomes in non-credit-bearing settings and follows LEAP+ Essential Learning Outcomes (ELO) model to create consistency and synergy with the Division of Academic Affairs. Discussions are ongoing between the Director of IRA and the Vice President of Student Affairs about alignment and overlap between Council for the Advancement of Standards (CAS) in Higher Education (previously utilized by DSA) and LEAP+ including a review of best practices and literature on the subject. Student learning that supports and facilitates a successful transition into the academic and social life of the College, the development of strong social, emotional,

health, and physical habits, and programs that challenge students to grow with meaningful engagement will now be assessed through the LEAP+ ELO model.

DSA has developed an internal, comprehensive, and transparent assessment system for its nine units. The director of each unit is responsible for data collection based on their designed assessment plan and measurement instrument. [Appendix IV.6.11] At the conclusion of the academic year (May), the directors report findings to the Vice President of the DSA. In June of the same year, after data is analyzed, programming efforts are designed to incorporate the data and feedback generated from the assessment process. The analysis and changes will be reported to the Vice President of the DSA and the entire DSA. This process will continue and be integrated into the campus-wide assessment process.

Since Fall 2021, the nine assessment plans for the DSA have been added to Weave. [Appendix IV.6.12] Each unit is responsible for producing three PSLOs mapped to the division goal to “cultivate student learning, engagement and success.” For example, in Career Planning and Development, one goal is to increase and/or enhance student learning and professional development through participation in professional career panels. This is measured through a post panel survey with an objective of 70% of the students understanding the hiring process, a workday routine and potential compensation for a profession.



By Fall 2023, the OIE, IEC, Co-DAAAs will expand the “assess the assessment” agenda as charged in element III g of Appendix V.2c.25 and described in Appendix V.2c.05. Activities include:

- Conducting biannual alignment of unit goals to College’s mission,
- Assessing the effectiveness of the data-informed continuous improvement process loop, and
- Reviewing of the College’s assessment system and service model for efficacy.

Concurrently, from Fall 2022 to Fall 2023, the IEC will develop a process to evaluate the overall completeness, effectiveness, and sustainability of the College’s assessment processes. [Appendix V.2c.25]

Finally, OIE and IEC will provide a space for all areas of the College to participate in periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

As demonstrated in this SIR, the College is fully committed to an institutional culture of meaningful assessment. The enhancement of the College’s assessment activities through reorganized, systemic, and transparent processes with technological and personnel resources are designed to ensure sustainable assessment of students’ achievements and experiences. These advances have been constructed with sustainability as a foundational principle. The commitment made by the president, and the permanent infrastructure changes outlined above, are essential elements that will sustain the College’s effort, but even more crucial is the culture shift that the College has experienced. A sea change has occurred at SUNY Old Westbury that has resulted in a thriving assessment process that is already becoming a normal part of the life of the campus. This will lead the College to continuously refine and improve as an institution and to offer its students the finest possible educational experience, which is the very essence of the College’s Mission.

## **EVIDENCE INVENTORY**

The College has collected relevant evidence to support the Narrative and Analysis of the Supplemental Information Report. The material uploaded in the Evidence Inventory concisely documents the College's compliance with the Commission's accreditation action. The evidence is organized by MSCHE's Standards and notated by appendices.