SUNY Cortland Assessment Plan

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Everybody and every system does assessment.

All the time.

Those that do it really good thrive.

The implementation of assessment at SUNY Cortland builds on this basic premise.

Middle States Assessment Standard 7 & 14

Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services

mission and goals are integrated

Use of multiple outcome measures

Measures relate to the goals they are assessing

Faculty and administration involvement

Clear and realistic time table

Simplicity, practicality, detail, and ownership to be sustainable

Assessment of the assessment process

Evidence that results are related to the mission and shared

Written results

Written learning outcomes

Sustained outcome measures related to goals (reliable and valid)

Both direct and indirect measures

Assessment of the assessment process

Students attaining learning outcomes (program/institution)

Results used to improve teaching and learning

Documented use of outcomes

Functional Elements of the SUNY Cortland Assessment System

Assessment Element	Listing/Sample/Reference/Description
Overall Assessment Plan	Plan
Assessment Philosophy	Statement
Student Learning Outcomes (Goals)	Goals
Assessment Policies	Policies
Student Learning Outcome Measures (Direct)	Measures
Student Learning Outcome Measures (Indirect)	Measures
Student Learning Outcome Measure Usage (Direct and Indirect)	Measures - Usage
Banner, Database Retrieval	CAPP example
Online Interface, Retrieval/Analysis	Tutorial
SPSS Statistical Analysis	
Online Surveys	Surveys
College Assessment Committee Grants to Improve Assessment	Grants Listing

Fundamental Element: Goals and Related Assessments

SUNY CATEGORY	GOALS ASSUMPTIONS, &/OR OBJECTIVES				
SUNY GE9 FOREIGN LANGUAGE	Students will demonstrate: (1) basic proficiency in the understanding and use of a foreign language; and (2) knowledge of the distinctive features of culture(s) associated with the language they are studying.				
	QUESTIONS/INSTRUMENTS				
	1. Please write or communicate in the target language a description of yourself, your friends and family, and your routine activities.				
	AND				
	2. Please write an essay in your native language summarizing the unique features of the culture(s) associated with the language that you are studying				
CORTLAND RUBRIC ALIGNED WITH REPORTING CATEGORIES					
SUNY Rubric	Not Meeting Standard	Approaching Standard		Meeting Standard	Exceeding Standard	
Points	1	2	3	4	5	6
Cortland Definition	Provides minimal or no evidence of understanding; makes no connections between Goals, Assumptions, & Objectives of the GE Category; and makes unclear or unwarranted connections to the assigned task.	Conveys a confused or inaccurate understanding of the course material; alludes to the Goals, Assumptions, & Objectives of the GE Category but makes unclear or unwarranted connections to the assigned task.	Conveys a basic understanding of the course material; makes few or superficial connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task	Conveys a basic understanding of the course material; makes implicit connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task.	Conveys a thorough understanding of the course material; makes clear and explicit connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task	Reveals an in-depth analysis of the course material; makes insightful connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task.

Everybody doing assessment all of the time

- All individuals and all systems are doing assessment and since they are systems will impact each other.

- We have divided our assessment systems into levels of convenience for explanation purposes.

- At the same time we show this interaction of systems.

The table below illustrates the various levels of assessment that exist at SUNY Cortland, the components of which comprise the institution's overall Assessment Plan.

*Level: 1 = Federal/National; 2 = New York State; 3 = State University of New York (SUNY); 4 = SUNY Cortland; 5 = Accreditation

Level*	Assessment	Data Collection/ Reporting	Reference/Policy	Outcome
1	Integrated Postsecondary Education Data System	Ongoing/Jan, Apr	SUNY Cortland Profile	IPEDS Reports
	National Survey of Student Engagement	Spring (3-yr cycle)	NSSE Policy	NSSE Results
	Student Opinion Survey	Spring (3-yr cycle)	SOS Policy	SOS Results
	Collegiate Learning Assessment	Oct (Freshmen) Mar (Seniors)	CLA Instrument	CLA Results
2	New York State Education Department	Ongoing	NYSED Website	NYSED Reports
	NYS Teacher Certification Examinations	Feb, Apr, May, Jun, Aug, Oct, Dec	Manual Policy	NYSTCE Scores
3	General Education	Spring/Fall	GE Requirements	Assessment Results
	Program Review	Fall/Spring	PR Policy	Program Reviews
4	Course Teacher Evaluations	Dec, May/ongoing	CTE requirement	CTE Results
	IRAO Data for Annual Reports	Ongoing/Spring	Request by IRAO	Data for ARs
	Annual Reports (depts and schools)	Ongoing/June	AR Request Memo	Annual Reports
	Annual Reports (service units)	Ongoing/June	N/A	Annual Reports
	Faculty Workload Analysis	Fall/Jan, Feb	Request by IRAO	Faculty Workload
	Enrollment/Degrees Granted	Fall/Jan, Feb	Request by IRAO	Enroll/Degree Report
	Student Teacher Evaluation	Monthly, Fall-Spring/Jun	STE Instrument	STE Results
	Graduate Survey (Career Services)	Mar-May/Nov	Survey Instrument	Survey Results
	College Assessment Committee Grants	Spring/Fall	N/A	Grants Listing
5	Middle States	Ongoing/10-yr cycle	MS Accreditation	Self Study
	National Council for Accreditation of Teacher Education	Ongoing/7-yr cycle	NCATE Accreditation	Institutional Report
	Specialized Program Associations	Ongoing/7-yr cycle	SPA Accreditations	SPA reports

The Teacher Education Candidate Assessment System (TECAS)

Check Point	Assessment Data Indicator	Learning Outcomes
Admission to Program	Teacher Education Application-1 GPA Overall (varies by Program) Judicial Screening Academic Requirements Completed	**2010 LEARNING OUTCOMES** SEQUENCE KNOWLEDGE BASE- Candidates will: 1. Demonstrate a solid foundation in the arts and sciences; 2. Possess in-depth knowledge of the subject area to be taught; 3. Understand how students learn and develop; 4. Manage classrooms structured in a variety of ways to promote a safe learning environment; 5. Know and apply various disciplinary models to manage student behavior.
Field Experience	Field Experience-diversity a) ELL b) SWD c) Tech d) Range of developmental Levels e) Socio-economically disadvantaged f) Interaction with Parents & Caregivers	PROFESSIONAL COMMITMENTS-Candidates will: 6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students; 7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry;
Entry to Clinical Practice - Student Teaching	Student Teacher Application-2 Judicial Screening NYS PD Workshops a) CAR b) SAVE GPA by program requirement Academic Requirements Completed	STANDARDS- Candidates will: 8. Know state and national Standards, integrate curriculum Across all disciplines, and balance historical and contemporary research, theory, and practice; 9. Demonstrate appropriate Professional dispositions to Help all students learn;
Student Teaching (During and Exit)	STE a) dispositions b) impact on P-12 Student Learning c) diversity (also high needs) d) planning e) reflection f) subject matter knowledge g) collaboration h) assessment i) communication	DIVERSITY- Candidates will: 10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential; 11. Foster understanding of and respect for individuals' abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, class, and sexual orientation.
Program Completion	Academic Requirements Completed	ASSESSMENT- Candidates will: 12. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
Post Graduation	Teacher Cert Exams a) ATSW b) LAST c) CST Graduate Employer Survey Alumni Survey	TECHNOLOGY- Candidates will: 13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.

CLOSING THE LOOP

Consideration of assessment data at SUNY Cortland continually results in significant changes intended to improve teaching and learning.

The following examples show recent changes in programs, courses or assessment.

The 2010 Childhood Education Annual Report (Annual Report-Childhood Education-2010)

Student Teacher Evaluations (STE) revealed that candidate ratings were relatively lowest in the two STE categories of "Diverse Learners" (only 39-48% at Target) and "Assessment" (40-54% at Target).

The department developed new assessments focused specifically on helping candidates to better assess student learning. They also began working on activities to help improve student teachers' understanding and use of differentiated instruction.

The English as a Second Language program

Analyzed the results of: 1) their Content Specialty Test; 2) Course assessment of content knowledge in English as a second language; and 3) lesson, unit, and assessment plans.

Concluded that their candidates have satisfactory knowledge of language as a system and a good understanding of concepts, theories, research, and practice of second language acquisition and development, assessment.

However, #3 also revealed one area in which their knowledge and performance needed further improvement: the ability to explain English language structures for pedagogical purposes.

To address this weakness, they developed a new course, English Grammar for TESOL, which was offered starting in spring 2010 as an elective, and will become a requirement in spring 2011.

The 2010 Associate Provost for Academic Affairs Office Annual Report

The following changes for 2010 based on analysis of multiyear feedback (2006-2009) from participants and presenters at Orientation.

Shifted Campus Information Fair to the morning of the second day of program.

Provided a "Taking Care of Business" opportunity for students and parents to talk with representatives from Financial Aid and Student Accounts during check in.

Added a city of Cortland bus tour with a stop at the Alumni House for parents and guests.

The 2010 Geography Department Program Review

As a result of findings the Geography faculty:

Changed B.S. Major in Geography with a Concentration in GIS to a B.S. Major in GIS.

Developed and expanded the GIS lab: purchased state-of-the-art computers and printers, acquired a server, the GIS lab as an ESRI Authorized Learning Center, and acquired ESRI instructor certifications by two faculty members, among others.

Expanded internship opportunities for majors.

Developed the TechFirst! Learning community program for first-year pre-majors (those who have not declared majors) which involves a core of integrated courses centered around computer skills, and has resulted in a number of majors joining the department early in their college careers.

Institutional Level Change

A campus-wide committee was charged with refining the mission statement and identifying strategic priorities for the campus.

The committee used several phases of data collection including two surveys, 10 open meetings and a presidential retreat lead by a consultant.

The campus was asked for feedback on the existing statement and subsequent revisions through surveys. Appreciative inquiry was used to ask about campus strengths, priorities, and future. Survey responses, open meetings, and other feedback was coded through content analysis and emergent themes lead to the construction of a revised mission statement; vision; core values; and four campus priorities with goals.

These were shared with the campus and subsequently endorsed by the Faculty Senate.

More reports like the ones above can be found by following the links below.

Report	Annual Reports (Academic)	Annual Reports (Service/Support)	SPA/Program Accreditation Reports	Program Reviews
Assessment Components	Direct and Indirect Measures of Student Learning	At least one of the following: -Assessment -Data -Goals -Outcome -GPA	-Relationship of Program to Conceptual Framework -Program Assessments -Assessments Used -Relationship of Assessment to Standards -Evidence for Meeting SPA -Use of Assessment to Improve Program	Fundamental Elements for Middle States Standard 14
Evidence	Checklist that shows which direct and indirect measures were used by each academic department, up to four years back	Annual Reports (Service/Support) with Bookmarks leading to above five components (when applicable)	SPA reports with Bookmarks leading to the above six components	Program Reviews with Bookmarks leading to Element and sub element(s)