SUNY Mandated Campus-Based Assessment of the MAJOR (Program)

Assessment of SUNY MAJOR (Program)

All degree programs within the State University of New York undertake a comprehensive assessment every five to seven years. This assessment is structured in the form of a self-study and peer review. Guidance and criteria for the assessment are found in the *SUNY Guide for the Evaluation of Undergraduate Academic Programs* and *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major.*

The self-study includes background information, details and explanations of data results, analysis and recommendations that provide outside reviewers with sufficient information to evaluate the program.

The SUNY requirements for Campus-Based Assessment of the Major include:

- Programs should complete one cycle of assessment every five to seven years. If review of the major has not been done within the past decade, it should occur early in this cycle.
- Programs should include measures of student learning outcomes in their plans.
- Programs should seek review of their final assessment report by an external review team, including a campus visit and report to the Chief Academic Officer.
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes.

Assessment Measures

- Course assessment results
- Program Advisory Committee evaluation and recommendations
- Program Graduate Survey results
- Program Persistence / Retention rates
- Student Opinion Surveys (SOS)
- FT and PT faculty teaching in the program
- Facilities available for program courses
- Support services for program students and courses
- Employers survey results or employer feedback
- Internship / Practicum evaluation reports
- Evaluation of student portfolios
- Graduating Senior Survey

A mid-cycle post report documents what progress has been made in implementing the recommendations identified in the most recent program review of the Major. It also serves to capture the intended timeline of the execution of the recommendations.

Persons Responsible

Campus-Based Assessment of the Major is conducted by a committee of faculty who teach core courses in the degree program. The visit by the peer evaluators is coordinated by the same committee of faculty. Division Associate Deans are responsible for informing the faculty of the program of the Major Review Schedule. The Major Review Schedule is maintained by the Office of Academic Affairs.

The mid-cycle post report is also introduced to those faculty members that originally completed the Campus-Based Assessment of the Major. The documented mid-cycle report is collected by the Division Deans.

Time Line

Campus-Based Assessment of the Major is conducted once every five to seven years, according to an assessment schedule. The Major assessment schedule is located in the IA Plan. An annual time line for the Campus-Based Assessment in the Major is outlined in the IA Plan.

The Mid-Cycle Report is collected annually, on a rotating basis, from those Majors that were completed two to three years prior.

Analysis, Actions, and Closing the Loop

Faculty of the reviewed Major will meet to examine and analyze the program assessment data. An analysis and conversation of the Major assessment data includes the following questions:

- To what extent do employers and Advisory Committee members feel that our programs are meeting their stated goals and objectives?
- To what extent do course evaluations and other assessment tools indicate that students are learning?
- Is there sufficient qualified faculty to meet the program goals?
- Is the teaching and learning environment sufficient to meet the program goals?
- Are the college support services adequately meeting the program goals?
- Are any of the results troubling or surprising?
- If so, what do you think is a cause?
- What information would help determine the degree in which SLO's are being achieved?
- What information/modifications would help the program meet its goals?
- Would additional assessment tools be useful? If so, what?
- What changes would help students achieve the PLO's?

The assessment analysis and recommendations, along with the assessment results are documented in a self-study report. The report is reviewed through documentation by an external peer review team. The review team may conduct a campus visit to meet with program faculty, visit program facilities, possibly meet with students or review student work, and validate the findings in the program review report.

The report from the external reviewers should include:

- The evaluation rubric and date of campus visit, if applicable.
- The evaluator's recommendations for program improvement.

A summary of assessment results and actions are forwarded to the Division Dean, the CAO, and the IE Committee and Budget Committee for review and consideration of budgetary resources, if needed. See Appendix K.

The Mid-Cycle Report reviews the following information:

- What progress has been made in implementing the recommendations in the years since your last review?
- What anticipated or unanticipated factors have helped you to implement the recommendations or served as a detriment?
- Have modifications based on the recommendations been assessed?
- What were the results of the assessments? If not, how do you plan on assessing the modifications?
- Please provide a broad outline of you plan and timeline as you continue working to implement and refine your self-study recommendations.
- What other modifications and/or actions have been taken since your last review?

This Mid-Cycle Report is reviewed by the Division Associate Deans along with the VP/Dean of Academic Affairs. A written response is documented, shared with faculty of the program, and filed with the final review paperwork.

Plan and Results Location

The Campus-Based Assessment of the Major Plan, reports, including the Summary Report, the Self-study Report, the Mid-cycle Report, and the External Review Team Rubric results are available in the Office of Academic Affairs.

Program Assessment Flow Chart