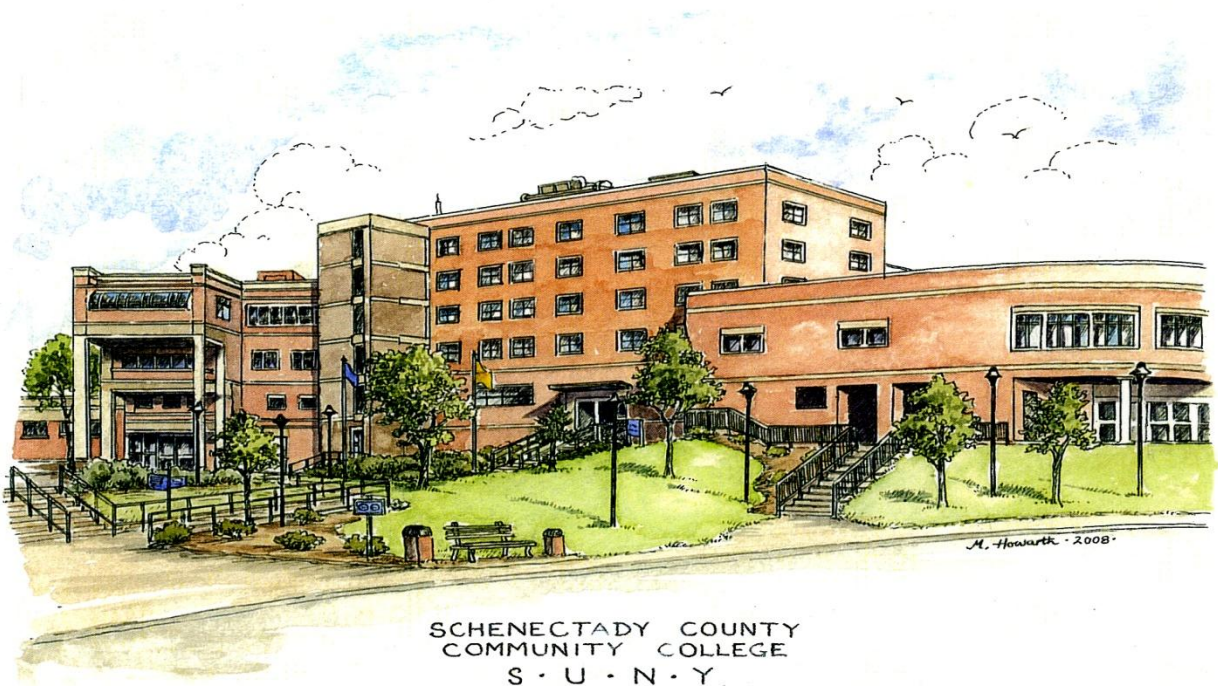


2010-2015

Schenectady County Community College

**STUDENT AFFAIRS DIVISION
ASSESSMENT PLAN**



STUDENT AFFAIRS ASSESSMENT PLAN 2010-15



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AN OVERVIEW OF ASSESSMENT FROM THE VICE PRESIDENT OF STUDENT AFFAIRS

The Schenectady County Community College (SCCC) Student Affairs Division works diligently to establish a shared conceptual understanding of why we, as professionals, are engaging in assessment (Anderson, Bresciani, and Zelna, 2004). Nationally, the impetus for student affairs practitioners to engage in assessment has come in response to several interconnected factors that include: a growing pressure for increased fiscal accountability, education reform from accreditation bodies, the legislator, scholars and the public (Upcraft and Schuh, 2008); and a call within the profession to align the work of student affairs professionals with the academic mission of their institutions and become active partners in intentionally advancing student learning (ACPA, 1996; ACPA and NASPA, 2004). In the aftermath of Learning Reconsidered, the Student Affairs Division has redirected our Division Assessment Plan since 2006-7. Since this point, significant progress is made annually with this ever-evolving process of 'Division-actualization'.

For the Division of Student Affairs, it is clear that these same influences had a part in setting the tenor and trajectory for the Division's Strategic Plan and the subsequent need to engage in division-wide assessment. We are of the belief that assessment is something that must become engrained in practices within the Division. Consistent with the SCCC Strategic Plan, the Student Affairs Division engages in assessment for the collective purpose of:

- Improving our role as educators and aspiring to achieve our core purpose
- Improving the effectiveness of our programs and services
- Generating evidence to guide decision making and strategic planning
- Substantiating our impact on students, campus life, and learning
- Unifying the diverse aims of all the units/offices within Student Affairs
- Coordination of assessment with institutional strategic planning efforts

Since 2006, the Student Affairs Division has undergone a full renewal of assessment practices as was reflected in the 2007-2009 Student Affairs Assessment Plan; the first two-year assessment plan developed for the Division. The Middle States Self Assessment (January 2009) and the Middle States Final Report (April 2009) have provided the impetus for a more collective and coordinated approach to assessment within the Division. The Division refers to various resources to assist with providing insights, data and benchmarks regarding enrollment and student engagement. Some of these resources include: Achieving the Dream; CCSSE; Houston Endowment; Lumina Foundation for Education; MetLife Foundation, and SENSE.

STUDENT LEARNING OUTCOME & IMPACT ON EFFECTIVENESS

The Student Affairs Assessment Plan incorporates each department/unit into the Division 5-year assessment plan. Each department/unit brings forth into this plan their established educational goals, measurable outcomes, the assessment instruments, methods and measures to be used, and a plan for dissemination of data gathered for program and service improvement. Each of the goals and corresponding measurable outcomes is assessed at least once over the course of the 5-year plan. Not every outcome has to be assessed every year, but all outcomes must be assessed at least once during the five-year period to be used for Program Review. Authority and responsibility for the design and operation of assessment is shared by all Division members.

Student Affairs relies heavily on a variety of data and plans to guide the Assessment Plan. Such information is obtained from these institutional documents: The SCCC Data Book; Critical Incident Management Plan; Enrollment Management Plan; Annual Reports (e.g., units, divisions, advisory boards

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and committees); SCCC in the News Press Clippings; and Unit Reviews. The five-year assessment plan assesses the program and services offered by each department to:

- insure high quality programs/services through continual feedback and improvement;
- provide data illustrating the educational value the department's programs and services add to the student learning experience at SCCC;
- develop a base of information and data regarding the department's programs and services to be used as a component of the Student Affairs Division Strategic Plan and Program Review and institutional accreditation; and
- to impact effectiveness by addressing the 17 core values through the 22 performance indicators collaboratively developed by the institution through our strategic planning process. Core values are behaviors and attitudes adopted by the College constituents as essential for institutional effectiveness.

METHOD OF ASSESSMENT, RESULTS AND CHALLENGES ENCOUNTERED

The Division employs the Professional Competency Areas for Student Affairs Practitioners as developed by ACPA/NASPA. The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses. The data collected is evaluated and analyzed using one of the three levels identified in AER: Basic, Intermediate, or Advanced. The information obtained provides opportunity for informed decisions to be made that will guide the Student Affairs Division successfully address the institutional strategic planning initiatives.

A four-step program review process is utilized that includes: self-study, campus review, external review and departmental action plan with recommendations. Through a collaborative planning process, the professionals within Student Affairs identified five (5) objectives from the four (4) institutional goals noted in *Gateway to Excellence: SCCC Strategic Plan 2010-2015*. The greatest challenge has been to change the attitudes of professional staff regarding assessment and to view it as an on-going cycle versus an added responsibility and burden.

Results achieved have included: a broader understanding about the collective value in assessment, a heightened awareness about Student Affairs at the institutional level, benefits to programs and services (i.e., enhanced Banner Financial Aid Self Service, cost saving measures, improvements to the institutional approach to academic advisement and new student registration, strengthened campus safety protocols, a relocation of the Admissions Office, and improvements with regard to student centeredness, access, and student success).

At Schenectady County Community College's Student Affairs Division, we realize we have much student-learning-assessment ground yet to cover. Still, we take great pride in the direction we have charted as committed professionals who honestly care about our student successes. The Student Affairs Division 2011-2015 Assessment Plan details the emerging assessment actions. If you have general comments or questions about the document, please contact the Vice President for Student Affairs Office and we can direct you to the point person for that particular department or assessment information.

Martha J. Asselin
Vice President of Student Affairs

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STUDENT AFFAIRS DIVISION OVERVIEW OF ASSESSMENT

Student Affairs Division- An Overview

The Student Affairs Division at SCCC provides a diversity of programs and services focused on assisting SCCC students in successfully fulfilling their dreams and aspirations. Student Affairs fosters the principle that a student's total educational experience embraces quality instruction shared with valuable opportunities that facilitate intellectual and personal growth, fulfillment, and a sense of community. Our dedicated Student Affairs staff advances our institutional efforts to maintain a safe, positive, respectful and healthy community. The Student Affairs staff encourages students to explore the different aspects of student life while building their own personal and remarkable SCCC experience. Students are our priority.

Student Affairs is Integral to the Mission and Vision of SCCC

The vision, mission, and values of the Division of Student Affairs are an extension of the College's mission, vision, and values.

Institutional Mission – Schenectady County Community College provides quality, comprehensive education for transfer, careers, training and workforce development to a diverse population in a student-centered environment. We are committed to accessible and affordable education. Utilizing innovative practices and contemporary technology, SCCC fosters success through excellence in teaching and support services.

Institutional Vision - Schenectady County Community College is committed to being a premier community college that empowers individuals to reach their greatest potential through exceptional and innovative education and training.

Student Affairs Mission, Vision and Values

The committed Student Affairs staff serves as partners in pursuit of institutional goals and objectives. With tremendous pride and dedication these individuals pursue the institutional vision, mission, and values.

Student Affairs Mission - The mission of the Division of Student Affairs is to provide opportunities for student engagement, learning and discovery in a diverse environment that will optimize their college experience and prepare individuals to serve a global community.

Student Affairs Vision - The vision of the Division of Student Affairs is to create an unparalleled experience where students embrace learning and diversity to become leaders in the service of the global community.

Student Affairs Values - As members of an inclusive community, we value excellence in our programs and services, as well as in our student achievements. We support the core values identified by the College as essential for institutional effectiveness to include: Student Success, Leadership/Teamwork, Assessment, Access, Diversity, Partnerships and Collaboration, Civility and Service, Lifelong Learning, Respect for Self and Others, Informed Decision Making, Student Centeredness, and Engagement.

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Overview of Offices, Operations and Functions

The Student Affairs Division assumes a major responsibility for helping to create a positive campus environment that enhances and supports learning. The quality of student life is significantly affected by the availability, variety, and integrity of services, resources, and extra academic support programs on campus. Alliances are built between the classroom and campus life to provide an opportunity for students to experience the excitement and responsibility that comes from being an active member of a community of higher learning.

Student Affairs is comprised of the various offices that include: Admissions, Academic Advisement, ADA Transition Services, Athletics, Campus Life & Safety, Career & Employment Services, Counseling, Educational Opportunity Program & Multicultural Affairs, Financial Aid, Liberty Partnerships Programs, Student Activities, SUNY Career and Counseling Center; Schenectady Smart Scholars Early College High School. The operations and functions of each office embrace the SCCC mission while addressing the institutional strategic plan, Middle States accreditation, and student success.

Admissions Office - The Admissions Office is the starting point for all new degree and certificate-seeking students. The Office processes applications for admission, accepts qualified applicants, and assists students in signing up for new student registration programs. Our professional staff is continually traveling, visiting high schools, human service agencies, fairs, and festivals to promote SCCC, its quality programs and dynamic campus life.

Admissions Mission Statement (developed in spring 2011):

Welcome to admissions. This is your first step in taking advantage of the excellent academic opportunities available to you. We take pride in helping prospective students navigate the admissions process in an efficient, courteous, and stress-free manner.

Academic Advisement - Academic Advisors help students evaluate their educational plans, answer questions about exploring major fields, assist students with course selection and degree audit review, and provide general information about academic policies and procedures. When it is necessary, academic advisors also refer students to appropriate campus resources. Services are designed to assist students in achieving academic and personal success through informed decision-making and academic planning.

ADA Transition Services Office - The ADA Transition Services Office provides a variety of resources and services for students with permanent and/or temporary disabilities. The Coordinator collaborates with students along with faculty, staff, and other key players to help ensure that programs and opportunities at SCCC are accessible to the entire student body. Arrangements for educational accommodations for students with disabilities should be made through the ADA Transition Services Coordinator. The accommodations are personalized for each student and designed in a collaborative manner. Some individuals, for example, may be able to demonstrate their abilities in a

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class best if they take their exams in a distraction reduced location with a limited number of students surrounding them; others would be able to demonstrate their abilities best if educationally relevant information about their disability is communicated to their instructors. All students who may require some form of assistance during fire drills or other times of potential evacuation are strongly encouraged to register with the ADA Transition Services Office even if classroom-related accommodations are not appropriate for them. Official accommodation notifications are sent to each student's professors through the ADA Transition Services Office every semester upon the request of the student. The information about evacuation assistance is also made available to relevant security personnel in the event of an evacuation.

Athletics Office - The Athletics Office seeks to foster an environment that will provide student athletes and the campus community with the opportunity to develop their full potential academically, athletically and physically. Through athletics, we strive to teach such lifelong skills such as discipline, teamwork, sportsmanship, self-control, cooperation, hard work, playing by the rules and respect for authority through athletic competition and recreational activity. Intercollegiate athletics is open to all students meeting the eligibility requirements of the National Junior College of Athletics Association (NJCAA), the College and the Athletics Office. SCCC has varsity teams in basketball (men and women), baseball (men), bowling (men and women) and crew (women). All are invited to cheer on the SCCC Royals at all events.

Mission statement for intercollegiate athletics (developed in spring 2011):

To provide an opportunity for students to participate in a competitive intercollegiate athletic program where they can test their athletic skills, develop leadership qualities and be part of a group striving for a common goal.

Campus Life and Safety - SCCC strives to advance the safe and intellectually challenging setting for all in an environment that continuously educates all on the College's Code of Conduct, academic integrity, student rights and responsibilities, the Critical Incident Management Plan, policies and procedures.

Career and Employment Services - Education alone does not guarantee employment. Employers seek to hire people who have invested time and energy in perfecting their skills, achieving goals, and working successfully with others. Career and Employment Services helps students navigate the world of work by establishing community partnerships that offer strategies to master talents, behaviors and knowledge. Internships, volunteer and seasonal work and professional associations are opportunities to further growth as one becomes an expert in your field of study.

Counseling Services - Counseling services at Schenectady County Community College is available to provide support and direction to students as they pursue their educational

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goals. Personal counseling is a cooperative venture that offers students guidance and an opportunity to talk about personal, social and academic matters in a safe and confidential setting. The purpose of personal counseling is designed to help students address individual concerns that might interfere with academic success and satisfaction, educational aspirations, and social development. Counselors offer crisis intervention, brief solution-oriented counseling, and referrals to other agencies, services, or professionals in the capital region. Counselors assist students to identify, understand, and develop skills that will help the individual to be more capable of solving future problems on their own. Counseling is an educational process which empowers individuals to learn new skills and new ways to look at situations and develop solutions.

Educational Opportunity Program and Multicultural Affairs - The Educational Opportunity Program (EOP) assists talented students whose educational and economic circumstances present a challenge to goal achievement by opening the door to a lifetime of career options, professional advancement and personal enrichment. EOP serves students who have the potential and motivation for academic success by providing aid and academic support services. The Multicultural Affairs Office creates a welcoming, inclusive and supportive environment based on knowledge, acceptance and respect for all. We teach and foster understanding and appreciation of different ways of life shared by groups of people through intellectual discourse, leadership and social justice.

Financial Aid Office - The primary purpose of this office is to provide financial assistance within available resources to those students who, without such assistance, would be unable to attend SCCC. The dedicated staff works with students to develop an understanding of financial aid and navigate through the application process.

Liberty Partnerships Program - The Liberty Partnerships Program is founded on the belief that students will achieve academic success and lead productive lives as adults if they are provided with support, encouragement, information and effective interventions. This program is designed to offer these opportunities to students in fifth through twelfth grades in Schenectady City School District who are at-risk of dropping out of school for many reasons, including unsatisfactory academic performance, inconsistent school attendance and/or behavioral problems.

Student Activities Office - Student Activities complements students' academic experiences by providing services and resources that engage students in creating campus culture through social, cultural, intellectual, spiritual, athletic, recreational, artistic, political, and service opportunities. Our commitment is to provide quality advising, resource materials, leadership development and governance opportunities, and administrative support services to impact students' growth and development and enhance the success of each student organization.

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SUNY College and Career Counseling Center - The SUNY College and Career Counseling Center provides career and educational counseling services to Capital District residents 16 years or older interested in making decisions about their educational and career goals. The center is located at the Schenectady Municipal Housing Authority's Family Investment Center. The center provides referral and placement services to various educational and employment training resources in the Capital District and elsewhere in New York State. We offer technical assistance to those persons interested in applying for college admissions, securing financial aid and pursuing employment or training opportunities.

Schenectady Smart Scholars Early College High School - Schenectady Smart Scholar Early College High School (Schenectady SSECHS) is a mutual partnership between the State University of New York (SUNY), Schenectady County Community College (SCCC) and Schenectady High School (SHS) with the intent to establish a collaborative learning and teaching environment for about 120 ninth grade students beginning September 2010. All partners are committed to facilitating positive, transformational changes that provides for a more successful and wide reaching program for a target student population that is traditionally underrepresented in college. Students enrolled in Smart Scholars will graduate high school with a Regents Diploma and will successfully transition into college with at least 20 credit hours earned and transferred.

Veterans Affairs – Through a Federal Student Veteran Work-study Program, this office opened in Fall 2010 working with the Federal Veterans Affairs Office. The program provides work-study funds for student veterans at SCCC to provide assistance to fellow student veterans. This new office opened in Fall 2010 with one student veteran and grew to three student veterans for the summer 2011 term.

NOTE: More specifics about each office, to include goals and annual reports, follow in this report.

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Councils and Committees within Student Affairs Division

Within the Student Affairs Division there exist a variety of program specific Advisory Boards. These Advisory Boards are comprised of community and campus leaders who serve as a collective body to give feedback, direction and guidance to the specific program for which they serve. The Advisory Board, working collaboratively with the Director/Coordinator and the Vice President for Student Affairs, reports to the College President.

The following units within Student Affairs have Advisory Boards:

- ADA Transition Services
- Admissions
- Career and Employment Services
- Educational Opportunity Program
- SUNY College and Career Counseling Center.

In addition, the following grant programs, by virtue of the grant, have Advisory Boards that are comprised of Schenectady City School District teachers, SCCC representatives and parents of students in the program:

- Liberty Partnerships Program
- Schenectady Smart Scholars Early College High School (Cohort 1 and 2)
- Help Yourself Academy

Often the Advisory Board will provide support with determining and designing the assessment tool, interpreting and analyzing the data collected, and making informed decisions based on the data. The most effective Advisory Boards have demonstrated strong leadership and support in the assessment and strategic planning process. These Boards are also critical with self-study program assessments, annual reports, and with the five-year program reviews.

In addition, the Division weighs heavily the work of various committees that support the purpose of the Student Affairs Division. These committees include (but are not limited to):

- The Student Affairs Committee
- Enrollment Services Council
- Campus Safety Council
- Faculty-Student Association
- Student Government Association

The work of these committees are important to the work of the Student Affairs Division. Enrollment Management Plan and the Critical Incident Management Plan are examples of two primary documents that are developed by these committees that help guide and shape the assessment plan for the Division.

The Division refers to various resources to assist with providing insights, data and benchmarks with regard to enrollment and student engagement. Some of these resources include:

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Achieving the Dream, www.achievingthedream.org
CCSSE, www.ccsse.org
Houston Endowment, www.houstonendowment.org
Lumina Foundation for Education, www.luminafoundation.org
MetLife Foundation, <http://tinyurl.com/5szto9>
SENSE, www.ccsse.org/sense
Economic Contribution

Philosophy of Assessment

The Student Affairs Division works diligently to establish a shared conceptual understanding of why we, as professionals, are engaging in assessment (Anderson, Bresciani, and Zelna, 2004). Nationally, the impetus for student affairs practitioners to engage in assessment has come in response to several interconnected factors that include: a growing pressure for increased fiscal accountability, education reform from accreditation bodies, the legislator, scholars and the public (Upcraft and Schuh, 2008); and a call within the profession to align the work of student affairs professionals with the academic mission of their institutions and become active partners in intentionally advancing student learning (ACPA, 1996; ACPA and NASPA, 2004).

For the Division of Student Affairs, it is clear that these same influences had a part in setting the tenor and trajectory for the Division's Strategic Plan and the subsequent need to engage in division-wide assessment. We are of the belief that assessment is something that must become engrained in practices within the Division.

Consistent with the SCCC Strategic Plan, we will engage in assessment for the collective purpose of:

- Improving our role as educators and aspiring to achieve our core purpose
- Improving the effectiveness of our programs and services
- Generating evidence to guide decision making and strategic planning
- Substantiating our impact on students, campus life, and learning
- Unifying the diverse aims of all the units/offices within the Student Affairs Division

Basic Assessment Questions

Through the process of assessment, the Student Affairs Division, as will each unit within the Division, will be able to answer six basic questions with regard to the programs, services and learning opportunities provided. These questions are suggested by Bresciani (2002):

1. What are we doing and why are we doing it?
2. What do we expect a student to know, to think, or to do as a result of our program?
3. How well are we doing it?
4. How do we know?
5. How do we use the information to improve?
6. Does that work?

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Definitions

The following definitions support the philosophy of assessment and begin to clarify which assessment practices align with and support the division's needs.

Assessment – The ongoing, systematic process of collecting, analyzing, and using information about divisional, departmental, and programmatic effectiveness, in order to improve student learning (Upcraft & Schuh, 1996; Anderson, Bresciani, & Zelna, 2004).

Evaluation – “[A]ny effort to use assessment evidence to improve institutional, departmental, divisional, or agency effectiveness” (Upcraft & Schuh, 1996, p.19)

Research – In contrast to assessment, which “guides good practice,” research “guides theory development and tests concepts” and has “broader implication for student affairs and higher education” (Upcraft & Schuh, 2001, p. 5).

Student Learning – “Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience. Student development, and the adaptation of learning to students’ lives and needs, are fundamental parts of engaged learning and liberal education. True liberal education requires the engagement of the whole student – and the deployment of every resource in higher education” (Learning Reconsidered, 2004, p. 6).

Working Definition of Assessment

For the purpose of this assessment plan, the Student Affairs Division has defined assessment as *the ongoing, systematic process of collecting, analyzing, and using information about divisional, departmental, and programmatic effectiveness, in order to improve student learning*. While this formal definition adequately encapsulates the parameters and purpose of assessment for the division, it may not be the ideal vehicle for clearly and consistently communicating what assessment means to all members of the division, representing a diversity of backgrounds, job functions, and perspectives of assessment.

The Assessment Process

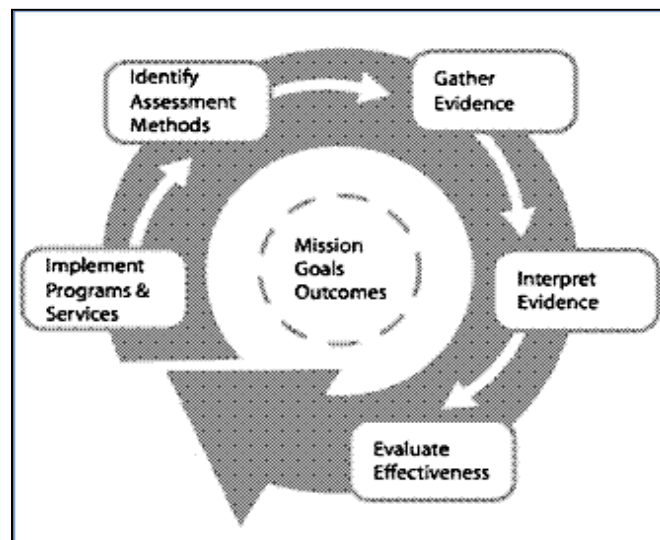
Bresciani (2003) provides an approach to assessment that addresses simple tasks at each phase of the process (See Fig. 1):

- **Articulate Mission, Goals, and Outcomes** – In order to answer the question we must know what we intend to do. This begins with the recognition that we, the Division of Student Affairs, do our work as a collective whole with a core purpose, “to transform and advance student learning.” It also requires that each unit, from the top-down, spell out what they do in light of this purpose and their unique function.

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- **Implement Methods to Deliver Outcomes** – A response also demands that we have determined how we intend to do it. The intended mission, goals and outcomes of the division and departmental units are implemented through intentionally designed programs and services.
- **Identify Methods to Gather Evidence** – Determining accomplishment necessitates that we know what it will look like when we have achieved our outcomes. Markers of success are identified for each outcome, and appropriate assessment methods and tools are selected to measure them.
- **Interpret Evidence** – Using the methods identified above evidence is collected and analyzed. Resulting information is reviewed and level of accomplishment is interpreted.
- **Use Evidence to Evaluate Effectiveness** – Once results are reviewed and interpreted, this information is used to take note of accomplishments and improve what we do. We evaluate our efforts by taking the information collected to determine how we can make our programs and services more effective in achieving our desired outcomes.
- **Repeat** – In answering the question the process naturally begins again. Programs and services are tweaked, updated, and re-implemented. New programs are researched, designed, and initiated for the first time. And again, the question is posed, “Are we accomplishing what we have set out to do?”

Figure 1: The Assessment Process (Adapted from Bresciani, 2003)



Measurement Methods

Palomba and Banta (1999) posit two basic types of evidence of learning:

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- **Direct-methods** of collecting information that require the students to display their knowledge and skills
- **Indirect-methods** that ask students or someone else to reflect on the student learning rather than to demonstrate it.

Ewell (2003) determined there to be **naturally occurring** assessment techniques (such as project-embedded assessment methods like essays, observed behaviors, student interactions, student debates) and **designed** assessment techniques that provide a means to evaluate (such as surveys and interviews).

Some methods that provide direct evidence that are used by the Student Affairs Division include:

- Student work samples
- Observations of student behavior
- External evaluations of program, service or learning
- Document analysis (e.g., meeting minutes, policies, handbooks, judicial decisions)
- Performance on a case study or table top drill
- Performance on a placement exam or standardized tests
- Pre- and post-tests
- Essay

Some methods that provide indirect evidence that are used for assessment purposes within Student Affairs include:

- Alumni, Employer, Student Surveys
- Focus groups (depending on the interview protocol, this could be used as direct evidence)
- Exit interviews with graduates
- Graduate follow-up studies
- Student Opinion surveys
- Percentage of students who go on to transfer
- Job placement statistics
- Retention and transfer studies
- Faculty/Student ratios
- Enrollment trends
- Percentage of students who graduate (within two years, three years and more)
- Diversity of the student body

The assessment methodology is reported for each outcome. As a means of ‘closing the loop’ (Bresciani 2004), the Student Affairs Division strives to document:

- where the students are and/or are not meeting the intended outcome;
- any and all decisions made to improve the program and the assessment plan; and
- refine the assessment method for a repeat assessment to be conducted at a later date/time.

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Qualitative and Quantitative Research Methods

Understanding the distinction between qualitative research methodology and quantitative research methodology is useful when the Student Affairs Division is determining our methods for assessment.

Qualitative Research Methodology: Qualitative methods look to gather a "detailed description of the situations, events, people, interactions, and observed behaviors, the use of direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and the analysis of excerpts or entire passages from documents, correspondence, records and case histories." (Patton (1990) as in Upcraft and Schuh (1996, p. 21)). Common techniques within qualitative research include interviews (both group and individual), document analysis, and field observations of people (Schuh and Upcraft, 2001).

Quantitative Research Methodology: Quantitative methods are distinguished by the emphasis on numbers, measurement, experimental design, and statistical analysis. Often the emphasis is on analyzing a large number of cases using carefully constructed instruments that have been evaluated for their reliability and validity (Patton, 1990). "Common techniques include questionnaires, structured interviews, and tests" (Palomba and Banta, 1999). Findings from quantitative methods may often be reported using descriptive statistics such as mean, standard deviation, correlation, etc.

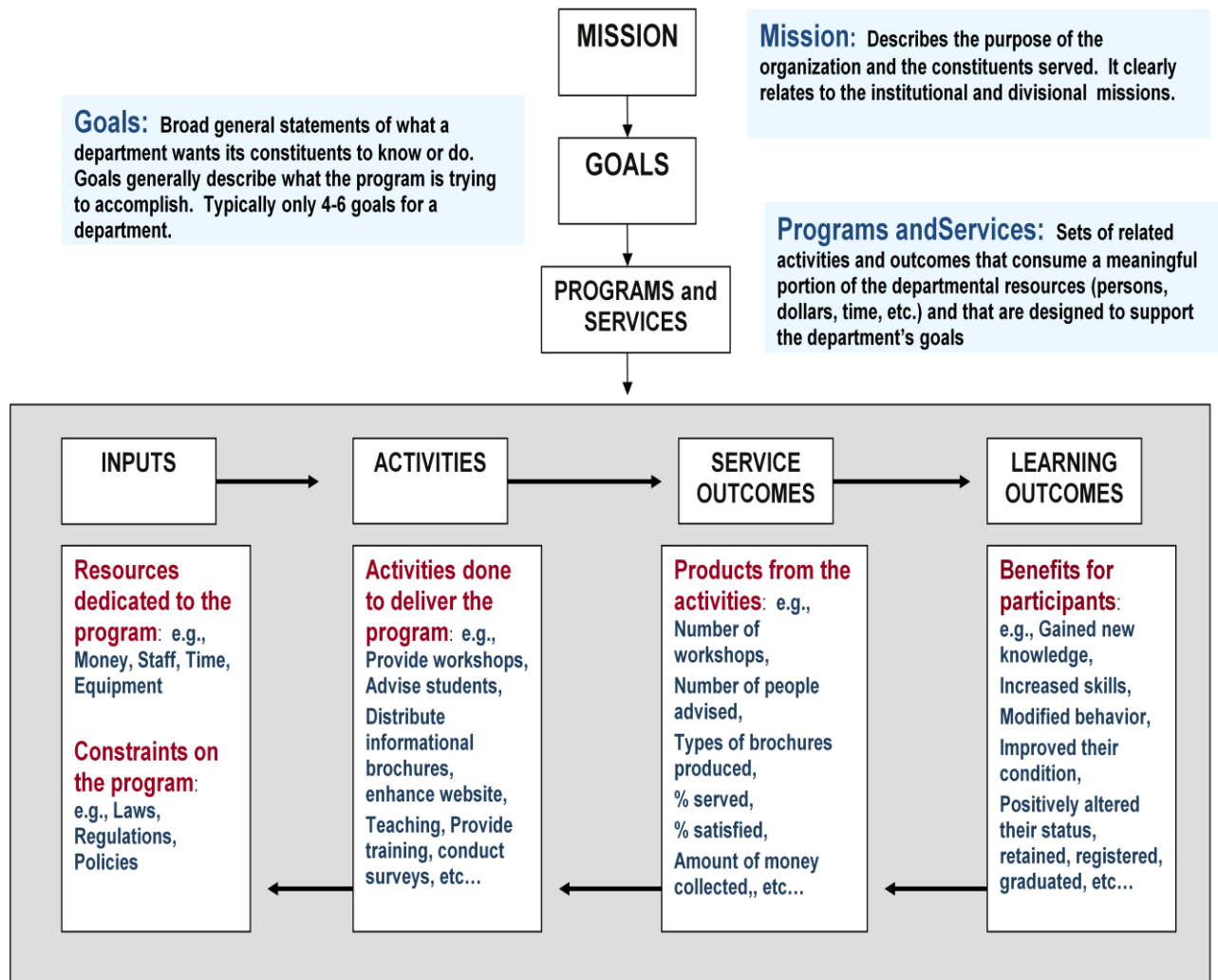
A Brief Comparison of Qualitative and Quantitative Methods		
	Qualitative	Quantitative
Focus of Research	Quality (nature, essence)	Quantity (how much, how many)
Key Concepts	Meaning, understanding, description	Statistical relationships, prediction control, description, hypothesis testing
Sampling	Nonrepresentative, small, purposeful	Large, random, representative, stratified
Date	Field notes, people's own words	Measures, counts, numbers
Methods	Observations, interviews, reviewing documents	Experiments, surveys, instruments
Instruments	Researcher, tape recorder, camera, computer	Inventories, questionnaires
Data Analysis	Ongoing, inductive (by researcher)	Deductive (by statistical analysis)
Findings	Comprehensive, holistic, richly descriptive	Precise, numerical
Advantages	Flexibility, emphasis on understanding large groups, hard-to-explain anomalies	Controlling intervening variables, oversimplification

Sources: Bogdan and Biklen, 1992; Worthen and Sanders, 1987; Gall, Borg, and Gall, 1996; and Merriam, 1998.

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Assessment Logic

Sanderson (2007) suggests the following assessment logic that can be the guide to the Student Affairs Division assessment:



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ASSESSMENT PLAN DEVELOPMENT

Each department within Student Affairs will design a five-year assessment plan. The plan will be developed in a fashion that will incorporate the following into the cycle:

- a self-study review,
- a campus program,
- an external program review and
- five annual reports that will include annual action plans.

The five-year assessment plan will assess the program and services offered by the department to:

- insure high quality programs and services through continual feedback and improvement;
- provide data illustrating the educational value the department's programs and services add to the student learning experience at SCCC; and
- develop a base of information and data regarding the department's programs and services to be used as a component of the Student Affairs Division Strategic Plan and Program Review and institutional accreditation.

The Student Affairs Assessment Plan will incorporate each department/unit five year assessment plan will establish educational goals, measurable outcomes, the assessment instruments, methods and measures to be used, and a plan for dissemination of data gathered for program and service improvement.

Each of the goals and corresponding measureable outcomes will be assessed at least once over the course of the 5 year plan. Not every outcome has to be assessed every year, but all outcomes must be assessed at least once during the five-year period to be used for Program Review.

Develop a realistic number of goals (that coordinate with the institutional strategic plan) per year to be assessed (4-6 goals suggested). The department's five-year assessment plan should have no more than 15 outcomes. Assessment plans are dynamic. Some goals and outcomes may be carried over from one five year plan to another, others will change over time.

The authority and responsibility for the design and operation of assessment is shared by all the members of the Student Affairs Division.

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PROGRAM REVIEWS

Definition

Program review is a collaborative process designed to provide an in-depth, comprehensive study of departments and programs at SCCC. This process involves administrators, staff, students, faculty and external consultants in:

1. Gathering information about a department/program
2. Reviewing and analyzing that information
3. Making judgments about overall department/program quality
4. Making recommendations for department/program enhancements and improvements
5. Monitoring department/program accountability for improvement
6. Supporting the department/program in implementing recommendations.

Purpose

Program review serves the primary purpose of providing an opportunity for focused reflections, studying and gathering of information which supports on-going department development and improvement. It also provides a consistent means of evaluating departments/programs and how well they are achieving goals of effectiveness and fulfilling institutional and divisional mission and goals. Such mission-aligned review also serves external purposes of satisfying accreditation associations' performance standards and educational policies.

FOUR-STEP PROGRAM REVIEW PROCESS

Self-Study – the department prepares a self-study using:

- The Council for the Advancement of Standards guidelines, standards, and self-assessment guide;
- Standards and/or review process from a professional organization; or
- The self-directed process.

Campus Review – the Vice President commissions a campus review team (containing members inside and outside the division) to review the self-study and make recommendations.

External Review – the Vice President commissions an external consultant(s) to review the self-study and recommendations of the campus review team, complete an on-campus visit, and make recommendations.

Action Plan – the department develops and implements an action plan based upon the self-study and recommendations from the campus review team and external consultant(s).

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Self-Study

Each department will establish a program review committee comprised of administrators, staff, students and faculty as appropriate. This committee will lead the department in the self-study.

- The self-study should be initiated twelve months prior to the external review site visit.
- Each program/service offered by the department should be addressed within the self-study.
- The completed self-study document will be forwarded to the Vice President for Student Affairs at least one month prior to the initiation of the campus review process. The Vice President for Student Affairs will review the document with the department director to assure its readiness for campus and external review.

At least one month before the external review site visit, the Vice President for Student Affairs will forward the self-study document and campus review document to the external reviewers. An attached cover letter may identify specific areas for reviewers' focus.

Council for the Advancement of Standards (CAS) Review Process

Using CAS guidelines, standards, and a self-assessment guide, the department prepares a self-study that supports the format noted below.

SCCC Student Affairs Program Review

Suggested Self-Study Report Outline for CAS Self-Assessment Protocol

- A. Introduction
- B. Executive summary of self-study process
- C. Introduction to department context
- D. Narrative: A synthesis/interpretation of ratings and discussion of self-study findings for 13 CAS self-assessment components.
 1. Mission
 2. Program
 - a. Specifically address the connection between departmental activities and the SCCC Strategic Plan.
 - b. Explain how the department's programs and services address the goals of the current Student Affairs Strategic Plan.
 - c. Identify all of the Student Affairs strategic goals for which the department provides leadership as well as those for which the department provides support.
 3. Leadership
 4. Organization and management
 5. Human resources
 6. Financial resources
 7. Facilities, technology, and equipment
 8. Legal responsibilities

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9. Equity and access
10. Campus and external relations
11. Diversity
12. Ethics
13. Assessment and evaluation

Additional information on writing the synthesis section of self-study report:

- Narrative should be informed by overview questions posed at the end of each CAS self-assessment section.
 - Support assertions with evidence or specific examples drawn from organizational practice.
 - Provide detailed organizational information so that readers are able to gain insight into scope of department (e.g., budget, staffing, utilization, etc).
 - Ratings worksheets should not appear in the body of the self-study report but may be included in the appendix if the self-study team would like to share this information with others.
- E. Summary (highlights department strengths, identify areas of improvement, external review issues statement)

Campus Review

Six months prior to the anticipated external review site visit, the department director/coordinator will meet with the Vice President for Student Affairs to recommend and discuss a list of potential campus review team members. No less than five months prior to the external review, the Vice President for Student Affairs will appoint the campus review team.

The campus review team will be expected to examine critically the department's self-study report; to gather any additional evaluative information; and to prepare a brief written report assessing the department for strengths, limitations, and recommendations for making improvements. The campus review team will submit to the Vice President for Student Affairs a written report at least six weeks prior to the scheduled external review site visit.

External Review

Nine months prior to the anticipated external review site visit, the department director will meet with the Vice President for Student Affairs to recommend and discuss a list of at least five potential reviewers. No less than six months prior to the external review, the reviewers will be selected and commissioned by the Vice President for Student Affairs and invited to participate in the program review.

The external reviewers will be expected to examine critically the department's self-study report and the campus review report prior to conducting their formal on-site visit; to utilize the on-site visit to gather additional evaluative information; and to prepare a written report assessing the department for strengths, limitations, and recommendations for making improvements. During the external review site visit, the reviewers will meet with department/program staff, the Vice

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President for Student Affairs, and key constituents such as other administrators, staff, students, faculty and professional community representatives (if appropriate).

Within one month following the external review site visit, the reviewers will submit to the Vice President for Student Affairs a written report assessing perceived department/program strengths, limitations and recommendations for making improvements. Two to three external reviewers are recommended for the external review site visit.

Action Plan

Within one month following receipt of the external reviewers' written report and recommendations, the department will provide a response to the external reviewers' report and recommendations, and prepare a final set of recommendations for department improvement. The department director will then meet with the Vice President for Student Affairs to examine the findings of the program review and discuss the recommendations. When the recommendations have been approved by the Vice President for Student Affairs, the department, with appropriate supervisors, will together plan implementation strategies and develop an action plan. In the department's annual setting of goals each fall and in the department's annual report of accomplishments each spring, the department will demonstrate progress in any areas specified for improvement.

PROGRAM REVIEW TIMELINE

Twelve Months Prior to External Review Visit

- Department initiates self-study.

Nine Months Prior to External Review Visit

- Department submits recommendations for external reviewers to the Vice President for Student Affairs.

Six Months Prior to External Review Visit

- External reviewers selected and commissioned by the Vice President for Student Affairs.
- Department submits recommendations for campus review team membership to the Vice President for Student Affairs.
- Department submits and reviews self-study with the Vice President for Student Affairs.

Five Months Prior to External Review Visit

- Campus review team appointed by the Vice President for Student Affairs.

Six Weeks Prior to External Review Visit

- Campus review team submits written report to the Vice President for Student Affairs.

Four Weeks Prior to External Review Visit

- Department self-study and campus review reports sent to external reviewers.
- Department and Vice President for Student Affairs provide a letter of appreciation to each member of the campus review team.

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External Review Site Visit

One Month Following External Review

- External review team submits written report to the Vice President for Student Affairs.
- Department and Vice President for Student Affairs provide a letter of appreciation to each member of the external review team.

Two Months Following External Review

- Department submits a written response to the external review report with recommendations for department/program improvement to the Vice President for Student Affairs.
- Department submits a written review assessing the process that was used for the external review and providing recommendations for future external reviews to the Vice President for Student Affairs.

Assessment Guides

The Student Affairs Division relies heavily on a variety of data and plans to guide our Assessment Plan. Such information is obtained from these institutional documents:

- The SCCC Data Book
- Critical Incident Management Plan
- Enrollment Management Plan
- Annual Reports (e.g., units, divisions, advisory boards and committees)
- SCCC In The News Press Clippings

Core Values and Performance Indicators

Core values are behaviors and attitudes adopted by the College constituents as essential for institutional effectiveness. This list of SCCC core values developed in the institutional strategic planning process has been adopted by the Division of Student Affairs.

CORE VALUES:

Academic integrity	Civility and citizenship
Student success	Lifelong learning
Teamwork	Dynamic curriculum
Assessment	Effective communication
Access	Data-based decision making
Diversity	Student centeredness
Innovation	Shared mission and vision
Teaching excellence	Engagement in our community
Partnering	

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The performance indicators are quantitative measures that reveal the extent to which objectives are met. SCCC, as per our institutional strategic plan, utilizes a number of performance indicators against which most goals and objectives can be analyzed and measured.

The following list of performance indicators have been developed by the members of the Student Affairs Division.

PERFORMANCE INDICATORS:

- PI 1** Retention by program
- PI 2** Economic impacts on local community
- PI 3** Various cost comparisons with other SUNY community colleges
- PI 4** Enrollment penetrations within service area high schools
- PI 5** Instructional and support square foot comparisons with other SUNY community colleges
- PI 6** Student transfer and job placement rates
- PI 7** Student satisfaction opinion surveys, including SUNY instruments
- PI 8** Attainment of SUNY Mission Review goals
- PI 9** Compliance with Middle States recommendations
- PI 10** Enrollment by degree, program, course, instructional modality, session, etc.
- PI 11** Energy usage
- PI 12** Employee satisfaction
- PI 13** Faculty, staff and student ethnicity comparisons
- PI 14** Participation in professional development activities
- PI 15** Expenditures for technology/instructional equipment compared to SUNY CC averages
- PI 16** Attainment of expressed student goals: graduation, transfer, job placement/advancement
- PI 17** Revenue source comparisons: county share, foundation, state aid, grants, etc.
- PI 18** Impact of assessment on stated learning outcomes
- PI 19** Faculty, student & staff participation in community and professional leadership activities
- PI 20** Program evaluations
- PI 21** Employer satisfaction
- PI 22** Transfer persistence at four year institutions

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Student Affairs Assessment Initiatives Identified for 2010-11

During the strategic planning process, professional staff members within the Division of Student Affairs identified specific approaches they would be interested in taking on to address the various objectives within the four primary goals of the institutional strategic plan. These combined approaches further defined and identified the five-year strategic plan for the Student Affairs Division. Based on the greatest interest from the professional staff, the following rationale, assessment measures, performance indicators and core values were identified. It is understood that these will evolve as we progress through the strategic planning process.

Through a collaborative planning process, the professionals within the Student Affairs Division identified five (5) objectives from the four (4) institutional goals noted in *Gateway to Excellence: SCCC Strategic Plan 2010-2015* to be assessed during the 2010-11 academic year.

The following specific goals and objectives were mutually selected by the Student Affairs Division for assessment during the 2010 -11 academic year:

GOAL 1: Strengthen Excellence in Teaching and Learning

Objective 16. Enhance the College's Website to highlight teaching and learning excellence

GOAL 2: Enrich the Student Experience

Objective 4. Explore and implement innovations to improve academic advisement.

Objective 9. Strengthen the College Website to stress Student centeredness

GOAL 3: Enhance the Campus Physical Environment

Objective 1. Maintain and enhance the appearance and aesthetic environment of the campus.

GOAL 4: Respond Positively/Responsibly to Fiscal Challenges

Objective 7. Align resource allocations with the enrollment management plan.

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ASSESSMENT, EVALUATION AND RESEARCH RUBRIC

The Student Affairs Division employs the Professional Competency Areas for Student Affairs Practitioners as developed by ACPA/NASPA. The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses. The data collected will be evaluated and analyzed using one of the three levels identified in AER: **Basic (B)**, **Intermediate (I)**, or **Advanced (A)**. The information obtained will provide opportunity for informed decisions to be made that will guide the Student Affairs Division successfully address the institutional strategic planning initiatives.

Student Affairs Division Assessment Rubric

<u>CORE VALUE</u>	Goal 1.16	Goal 2.4	Goal 2.9	Goal 3.1	Goal 4.7
Academic Integrity					
Student Success	A	A	A	A	A
Teamwork	I	I	I	I	A
Assessment	I	A		A	A
Access	I	I	I	I	B
Diversity					B
Innovation	I	I	I	I	B
Teaching Excellence	I				I
Partnering	A	A		I	A
Civility and Citizenship					I
Lifelong Learning				B	I
Dynamic Curriculum					I
Effective Communication	I	A	I	A	I
Data-based Decision Making		A		A	I
Student Centeredness	I	A	I	I	A
Shared Mission and Vision		A		A	A
Engagement in Community	I			I	I

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Goal 1: Strengthen Excellence In Teaching And Learning

<i>GOAL 1: Strengthen Excellence in Teaching and Learning</i>	
OBJECTIVE:	16. Enhance the College’s Website to highlight teaching and learning excellence
RATIONALE:	<p>Students will learn to utilize the website with ease, comfort and success. The Student Affairs Division (employees) will be able to develop enhanced means for navigating through the Student Affairs website pages as it relates to the various services and programs offered by:</p> <ul style="list-style-type: none"> a. Admissions b. Academic Advisement c. ADA Transition Services d. Athletes e. International students f. Financial Aid g. Grants office programs (LPP, SSSECHS, SUNYCCC) h. Scholarship applications
ASSESSMENT MEASURE:	<ul style="list-style-type: none"> a. Survey conducted at Fall 2010 Open House – participants were asked to provide feedback on how they learned about the Admissions event. (See results provided below.) . Assessment will continue through use of a survey instrument at Instant Admission/Information Nights. b. Survey instrument will be used to collect feedback from participants at Instant Admission/Information Nights. c. Focus groups will be held during the spring semester at various times to collect opinions and feedback from currently enrolled students. d. A counter and/or “Comments” button will be added to the web pages that can monitor usage. e. Number of applications received for Smart Scholars ECHS, LPP and EOP via the website. f. A web evaluation tool will be used to determine the accessibility of SCCC’s website for individuals with disabilities. The webpage will be reviewed by individual evaluators to determine potential accessibility difficulties that might not be found through an online web evaluation tool (e.g., understandability of language, issues related to instructions that rely on vision, font style readability, color contrast, etc.). Students with disabilities will be surveyed to determine their ease in using the SCCC website. g. Increased use of website for scholarship application (ie. More students to access the Common Application on line via the SCCC website/portal).

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PERFORMANCE INDICATOR:	PI 1, PI 7, PI 8, PI 10, PI 12, PI 18, PI 20
CORE VALUES TO BE ADDRESSED:	Student Success, Teamwork, Assessment, Access, Diversity, Innovation, Teaching Excellence, Partnering, Effective Communication, Student Centeredness, Engagement in Community

Summary Of Goal 1, Objective 16:

Data collected will be analyzed with the results being used to provide direction for informed decisions on how the website can be further enhanced to meet the needs of all customers.

Assessment tools will provide data needed to:

1. Monitor the student usage (with hopes to increase) of the Banner Financial Aid Self Service module for students to review their financial aid eligibility 24/7.
2. Explore the practicality of requiring students to accept their student loans on the web site under Self Service (this has many problems with the summer semester and one semester only students, but I want to explore it.)
3. Refine and expand the availability of work study jobs to be advertised on the web site and to have eligible students apply for the vacant positions through the web site. (possible measurement would be the number of work study students successfully placed through the web site for fall 2011 and spring 2012).
4. Counter on EOP/Multicultural web pages can aid in the assessment of student usage and satisfaction opinions. Feedback will be used to enhance web pages' effectiveness for providing information and answering questions, level of students' use and awareness of information on web page, and will provide feedback from students and web page visitors.
5. Monitor web accessibility to ensure that students with disabilities can utilize all aspects of the SCCC web page. Assessments to be collected from student surveys and from Advisory Board Surveys.
6. Common Applications for Foundation Scholarships developed and was posted onto the SCCC website for the first time in Spring 2011. Intend is to increase the access to this information and to increase the number of applications that are submitted.

Results

During the Fall Open House held on November 10, 2010, a survey was conducted of all participants to evaluate how they "learned about SCCC's Open House". Based on the survey results, the website and direct mail are the most popular ways we are getting our information out to prospective students. More effort will be given to addressing the website and making it more attractive to prospective students and their families. Direct mailing from the admissions office for announcing events will continue. Results show that the website is top and the local newspaper was not a source of information at all. Additional information was collected at all Admissions events (Open Houses, Information Nights, etc.) that reflected a possible need to hold informational sessions after hours, weekend or via online opportunities. Admissions met this need by offering a "Midnight Madness Event", a Saturday afternoon program and hosted a

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couple virtual open houses via the web. These programs are being monitored to see if a need is met for our community at large (i.e., individuals working third shifts).

Scholarship applications were increased with 158 students applying for the scholarships in the Spring 2011 semester through the online application (this was up by 82 applications from the Spring 2010 semester). Plan is to move the entire application process to a web-based process for Spring 2012 to further enhance access and applications.

The majority of the content to replace the current academic advising website has been created and updated the beginning of January 2011. The new website includes several links for students to obtain an abundance of information. The homepage itself is designed to be simple and easy to use.

The College has made the commitment to establish a portal and new SCCC website for Fall 2011. The work accomplished in 2010-11 will be most useful in forwarding our Divisional commitment to enhancements of the website.

The academic assistance program for student-athletes was run once again this year in the fall semester with positive results. By the end of the semester, 44 of the 52 students that we monitored or 85% of them achieved a 2.00 gpa or better that enabled them to compete once again in the spring semester.

The results of the last five years are as follows:

2010-2011	44 out of 52 students or 85%
2009-2010	47 out of 59 students or 80%
2008-2009	53 out of 67 students or 79%
2007-2008	45 out of 60 students or 75%
2006-2007	36 out of 44 students or 81%

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Goal 2: Enrich The Student Experience: Academic Advisement

GOAL 2: Enrich the Student Experience	
OBJECTIVE:	4. Explore and implement innovations to improve academic advisement.
RATIONALE:	<ul style="list-style-type: none"> a. Introduce and implement new academic programs and other innovative practices that will bring the academic advisement process into state-of-the-art practices. b. Collaboratively identify professional development activities that will aid academic advisors to become proficient in knowledge of the various new programs and innovative practices. c. Provide enhanced services and operations that will address a universal design model and will bring forth innovative, state-of-the-art practices. (ADA) d. Collaborate with Academic Affairs to develop and enhance methods and systems for advising transfer students. e. Collaborate with various individuals and offices to develop best practice models and methods for properly advising re-admitted students, distant learners, weekend and freshmen students. f. Utilize technology to improve timely and effective advisement topics for specific populations. g. Collaboratively identify professional development for all on the value of advisement as it relates to retention.
ASSESSMENT MEASURE:	<ul style="list-style-type: none"> a. A survey of both students who received academic advisement and faculty who serve as academic advisors was conducted in late fall 2010. Survey provided an assessment on academic advisement, the process, the service and satisfaction level. Benchmark is the previous survey collected two years prior. b. Verbal and other feedback from students. Assessment conducted via a survey at the end of each New Student Registration by program participants. c. Verbal feedback from students and faculty regarding new student advisement self-assessment questionnaire after its implementation. (The self-assessment questionnaire was developed by the ADA Advisory Board.) d. Enrollment trends, FTEs, advisement trends, etc.. to be used as indicators of how enhancements can be made in Academic Advisement. e. Visits to other campuses (preferably community colleges) will aid in establishing best practices f. Initiate the Academic Advisement Implementation Team to pick up where the Advisement Taskforce left off and under

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	the guidance/direction of all Vice Presidents.
PERFORMANCE INDICATOR:	PI 6, PI 7, PI 12, PI 14, PI 19
Core value to be addressed:	Student Success, Teamwork, Access, Innovation, Partnering, Effective Communication, Data-based Decision Making, Student Centeredness, Shared Mission and Vision

Summary Of Goal 2, Objective 4:

During the month of December 2010, The Enrollment Services Council conducted an assessment on academic advisement. Feedback was collected from current students and from faculty advisors. This survey was basically the same survey that was put forth by the Academic Advising Task Force in Spring 2008. That previous survey will serve as a benchmark. It is hypothesized that not much has changed over the past two years with regard to academic advisement and that we need to actively address the recommendations for improvement. The Student Affairs Division is seeking to move academic advising to the next level. (This survey is found at: <https://www.surveymonkey.com/s/KMG5QJ>.)

The New Student Registration (NSR) process has been evaluated based on feedback obtained by faculty advisors and from participants in the process. Participants are encouraged to complete a survey at the end of the process (survey response rate has been 99%). Based on the feedback, preliminary adjustments have been made to our New Student Registration process. This process will continue to be examined to better improve the experience for students. The technology piece continues to be evaluated to see how we can better use email, live chat, etc. Professional development will also continue with bringing in department chairs for program updates, webinars, conferences, etc. Other initiatives are also underway.

The ADA Transition Services Office in conjunction with the ADA Advisory Committee is creating a self-assessment questionnaire for students to complete in preparation for their advisement sessions. In the spirit of Universal Design, the questionnaire is being created so that it can be useful for students whether or not they identify themselves with a disability. Student and faculty feedback will be collected to determine if this initiative improves the advisement process.

The Vice Presidents for Academic Affairs, Student Affairs and Administrative Services reviewed the previous work submitted by the Academic Advisement Taskforce, visited other campuses (to include Monroe Community College, Onondaga Community College) to observe best practices in academic advisement. Based on the campus visits, the SCCC Academic Advisement Implementation Team was formed. Further ideas and suggestions for revisions/enhancements provided.

Results

Results from the assessment survey conducted on academic advisement were compared to the exact same survey that was conducted two years prior. Results will provide data and information that will be used to enhance the academic advisement within the Student Affairs Division.

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Feedback demonstrates the need to conduct workshops with faculty and professional advisors on how to use the SUNY TETT website as well as the Student mobility website and the course equivalency websites of various SUNY colleges. Furthermore, the Division will be encouraging the use of articulation agreements by placing these agreements on our college website.

Academic Advisors encouraged to join (become members) of professional organizations to enhance awareness of academic advisement issues. All professional advisors now belong to at least one professional organization.

Summer advisement was enhanced greatly based on recommendations made by the Academic Advisement Implementation Team. Six faculty adjuncts were hired to assist with the summer load, two new full-time faculty academic advisors were hired for a September 1 start date, and a full-time financial aid advisor was added to assist with the TAP Certification process effective September 1, 2011.

We need to enhance the use of both the email system and the website to appraise faculty and professional advisors on new information that other colleges have implemented such as new curriculum or admissions criteria. Transfer activities such as Transfer Fair and services of Transfer Counselor need to be advertised on website, Binnekill, Angel etc. Transfer Counselor will attend Department meetings to raise visibility and questions about Transfer. Transfer Counselor to have a vote on Curriculum Committee to validate the importance of the implications of changes to transferring.

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Goal 2: Enrich The Student Experience: Student Centeredness On Website

GOAL 2: Enrich the Student Experience	
OBJECTIVE:	9. Strengthen the College Website to stress Student centeredness
RATIONALE:	<p>Strengthen the Student Affairs Website in a manner that further promotes student centeredness. (Similar to Goal 1, objective 16)</p> <ol style="list-style-type: none"> a. Highlight academic advisement, the services and the staff in an innovative, thoughtful and productive manner that will benefit all stakeholders. b. Highlight Admissions, the services and the staff in a new, thoughtful and productive manner that makes a positive impact. c. Assess, analyze, and interpret current practices and services as they relate to the web and how students with disabilities can access that information. d. Highlight intercollegiate athletics in an innovative, productive way making an impact for all stakeholders. e. Continually enhance and highlight Career and Employment Services in an innovative, thoughtful and productive manner to make an impact on all stakeholders. f. Highlight transfer and career counseling services in an innovative and productive manner. g. Highlight counseling services in an innovative way through blogging, Skype or other means of technology. h. Highlight EOP and multicultural programs, activities and services on the website in innovative, productive ways making an impact for all stakeholders. i. Highlight Financial Aid in an innovative, productive way to make an impact for all stakeholders. j. Work collaboratively with the college community and administration to ensure that the SCCC website and linked postings are accessible to individuals with disabilities.
ASSESSMENT MEASURE:	<ol style="list-style-type: none"> a. Student satisfaction opinion surveys b. Web page hit counter to monitor page visits and to assess the level of awareness a student has with regard to information found on the web pages. c. Verbal and other feedback from students. d. Expenditures for technology and instructional equipment. e. Usage of Banner Financial Aid Self Service module f. Usage of the “Ask the Transfer Counselor” link on the front of the webpage. g. A web evaluation tool will be used to determine the accessibility of SCCC’s website for individuals with disabilities. h. The webpage will be reviewed by individual evaluators to determine potential accessibility difficulties that might not be

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	<p>found through an online web evaluation tool (e.g., understandability of language, issues related to instructions that rely on vision, font style readability, color contrast, etc.)</p> <p>i. Students with disabilities will be surveyed to determine their ease in using the SCCC website.</p>
PERFORMANCE INDICATOR:	PI 7, PI 8, PI20,
Core value to be addressed:	Student Success, Teamwork, Assessment, Access, Diversity, Innovation, Data-based Decision Making, Effective Communication, Student Centeredness

Summary Of Goal 2, Objective 9:

Again, this goal is similar in many ways to Goal 1, Objective 16; therefore, we do not want to necessarily repeat what has been said previously.

The website will soon be updated with a lot of great information for students and we will look into a more interactive experience for students.

The website will be monitored for accessibility to ensure that students with disabilities can utilize all aspects of the SCCC web page.

Results

Institutional review of website revealed many areas in need of improvement. College is developing a new portal in fall 2011 with a new website for college.

Based on the data, Financial Aid will make informed decisions to:

1. Further increase the student usage of the Banner Financial Aid Self Service module for students to review their financial aid eligibility 24/7.
2. Explore the practicality of requiring students to accept their student loans on the web site under Self Service (this has many problems with the summer semester and one semester only students, but I want to explore it.)
3. Refine and expand the availability of work study jobs to be advertised on the web site and eligible students to apply for the vacant positions on the web site. (Measurement would be the number of work study students successfully placed through the web site for fall 2011 and spring 2012)

Counseling staff has added new website and social network connections with Blogging updates that include: addressing anxiety, stress relievers, and more.

Division has initiated a SCCC Facebook page and has been monitoring usage. Information is posted to encourage and enhance communications (i.e. to promote activities and awareness, inform about bill payment dates, remind about immunizations, etc...). **Dashboard Export provides a tool for monitoring activities and gaining insights into usage.**

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The [Insights Dashboard](#) allows you to export all data for your app, page or domain into a .CSV or Excel file. To do this click on the button 'Export' on the top left corner of your Insights Dashboard for any app, page or domain. The export dialog also allows you to specify a date range for which you wish to see the data.



API

Beyond the Insights Dashboard, developers can use the [Graph API](#) or [FQL tables](#) to access additional data about their Page, app, or domain. This has been a valuable tool for reflecting the increases in post views:

- [Post Views](#) -²The number of times people (Fans and non-Fans) have viewed a News Feed story posted by your Page. This data corresponds to 07/25/2011 - 07/31/2011.

2,539 up by [37%](#) Compared to: 07/18/2011 - 07/24/2011

- [Post Feedback](#)²Post FeedbackThe number of likes and comments made on News Feed stories posted by your Page. This data corresponds to 07/25/2011 - 07/31/2011.

18 up by [200%](#) Compared to: 07/18/2011 - 07/24/2011

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Goal 3: Enhance The Campus Physical Environment

GOAL 3: Enhance the Campus Physical Environment	
OBJECTIVE:	1. Maintain and enhance the appearance and aesthetic environment of the campus.
RATIONALE:	<ul style="list-style-type: none"> a. Further enhance the appearance and environment for the new Admissions, keeping the office clean, professional, neat and uncluttered. b. Further enhance the appearance and environment for Financial Aid keeping the office clean, professional, neat and less cluttered. c. Work collaboratively to enhance and develop an Academic Advisement environment that is warm, welcoming and addressing needs of all stakeholders. d. Work collaboratively with the college community and administration to enhance and develop a universal design model in planning future construction projects, purchasing furniture, and in all related decision making processes. (ADA) e. Work collaboratively with administration to enhance and develop a strategic plan for athletic fields and facilities. (Athletics) f. Work collaboratively to develop a Financial Aid Office environment that provides services in a professional setting and increases privacy for student issues. g. Work collaboratively with administration to enhance and develop the Financial Aid environment that is conducive for all customer needs and addresses self service access through Banner.
ASSESSMENT MEASURE:	<ul style="list-style-type: none"> a. Student Opinion Survey b. Focus groups of employees, students and visitors. c. The cleanliness, look and overall presentation of the office and college space will be observed on a daily basis. d. Campus Safety Council's Assessment of Employee Perceptions was conducted in Fall 2010. This was the similar survey conducted two years prior which will be used as a benchmark. In addition, it will be compared to the similar survey conducted in spring 2010 of perceptions of students. Comparisons will be made. e. ADA Transition Services Advisory Board Assessment of campus space and facilities report. Survey conducted. f. Academic Advisement Implementation Team Report g. Purchase of classroom furnishings for new extension site

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	that are meeting Universal Design vision.
PERFORMANCE INDICATOR:	PI 5, PI 7
Core value to be addressed:	Student Success, Teamwork, Assessment, Access, Innovation, Partnering, Lifelong Learning, Effective Communication, Data-based Decision making, Student Centeredness, Shared Mission and Vision, Engagement in the Community

Summary Of Goal 3, Objective 1:

As per the Middle States Report, the location of the SCCC Admissions Office was a major concern. Through a collaborative process with various units within the College, space was identified over at the Stockade Building for the Admissions Office to relocate. Funding was applied for through the Faculty-Student Association to aid in this relocation and was received. In December 2010, the Admissions Office relocated to their new home in the Stockade Building. This move will provide the opportunity for the Admissions Office to be easily accessible, front and center on our campus, and in an environment that is welcoming and professional.

In addition, the Financial Aid Office has been addressing student centeredness, access, and student success. This office will be making some renovations in an effort to move the flow of traffic from a public hallway into a more private space where students can feel more comfortable discussing their financial situation and personal information. This move is also in response to concerns that were noted in the Middle States Report. This move is possible due to the relocation of the Admissions Office. Move is to be pretty much finished with the new carpeting being installed in Summer 2011.

With the relocation of Admissions and Financial Aid Offices, more space has become available for other offices within Student Affairs to utilize. Career and Employment Services, Educational Opportunity/Multicultural Program, and Academic Advisement Offices are all being reconsidered for alignment with student centeredness and success.

The academic advising center is currently in a state of being revamped, both in operation and physical environment. Any changes to the advising model and center will be made with the physical environment implications in mind. .

The Campus Safety Council conducted an assessment of employee perceptions regarding safety on campus during December 2010. The survey was originally conducted two years prior and the results were compared. In addition, the employee survey was analyzed and compared to the survey that the Council conducted on student perceptions regarding safety (conducted in Spring 2009). Results will be used to aid in enhancing campus safety at SCCC.

The extension site located in downtown Schenectady will include furnishings that are more applicable to a Universal Design model. Feedback was solicited and used for this new site.

Results

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The summer session was met with a new team of six adjunct (temporary) academic advisors and a temporary relocation of the Academic Advisement Center onto the Terrace Conference Room. Feedback collected has reflected that this has made for a quicker service for the student, made more room and opened access

The Student Affairs Division, through the work of the Coordinator for Career and Employment Services, has presented a proposal to develop an “Opportunity Zone” that will meet the needs of students in a variety of ways. This plan came about through a coordinated effort and from feedback collected through Advisory Boards, students and colleagues.

Campus Safety Council Survey on Safety Perceptions has guided much of the decision making of the Council. New initiatives included the further development and revision of the Critical Incident Management Plan, purchasing of more AEDs, blue lights installed, security added and an RFP for a new contracted security service to be added, a new position added entitle Director of Public Safety and more.

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Goal 4: Respond Positively And Responsibly To Fiscal Challenges

GOAL 4: Respond Positively/Responsibly to Fiscal Challenges	
OBJECTIVE:	7. Align resource allocations with the enrollment management plan
RATIONALE:	Work collaboratively with all to better align all resources with the needs and with priorities identified through enrollment management.
ASSESSMENT MEASURE:	<ul style="list-style-type: none"> a. Student Satisfaction Opinion Survey b. Cost comparisons with other SUNY Community Colleges as well as a comparison from one year to the next at the institutional level. c. Utilize the Banner Self Service module to increase the efficiency of the financial aid application process in order to reduce any potential financial aid barriers for applicants and current students. d. Feedback and open dialogue with members of the Division, community and student body. e. Enrollment trends and comparisons as collected by the Enrollment Services Council (see the Enrollment Management Plan 2010-2015).
PERFORMANCE INDICATOR:	PI 2, PI 3, PI 4, PI 6, PI 7, PI 8, PI 9, PI 10, PI 15, PI 16, PI 18
Core value to be addressed:	Student Success, Teamwork, Assessment, Access, Diversity, Innovation, Teaching Excellence, Partnering, Civility and Citizenship, Lifelong Learning, Dynamic Curriculum, Effective Communication, Data-based Decision making, Student Centeredness, Shared Mission and Vision, Engagement in the Community

Summary Of Goal 4, Objective 7:

Enrollment Services Council met every Monday at 10 a.m. to review enrollment data and to strategically plan based on data. The Plan included a training on customer service and on how best to flow students through the process of admission, registration, advisement, financial aid and orientation. In addition, various new ideas were generated to further promote retention and recruitment of students. Training sessions provided feedback that was used to further enhance services.

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The following is a list of activities and strategies as identified by the SCCC Admissions Office, specifically by the Director of Admissions, for the purposes of addressing enrollment management and assessment:

Admissions Office Assessment Activities/Strategies

1. Number of applications received
2. Applications by date
3. Applications by source
4. Applications by program
5. Number of accepted students
6. Accepted students by date
7. Accepted students by source
8. Accepted students by program
9. Number of registered students
10. Registered students by date
11. Registered students by program
12. Registered students by source
13. Yield rate for all programs and ft/pt as a whole
14. Number of applicants by high school
15. Number of accepted students by high school
16. Number of registered students by high school
(13-15 used to gauge high school visit effectiveness)
17. Number of applicants by county
18. Number of accepted students by county
19. Number of registered students by county
(16-18 used to craft future travel schedules)
20. Number of 24 credit hour applicants
21. Number of 24 credit hour applicants who take and then pass/fail entrance test
22. Creating and administering survey instrument used at open houses/instant admit days on how the prospect learned of the event (results shared with Asst Dean for planning, accountability, etc)
23. Open house satisfaction survey administered/analyzed
(Used to tweak future programs)
24. Number of admissions event attendees
25. Number and percentage of online applications
26. Yield rate of online applications
(used to determine if online applicants are similar to traditional apps for yield rate)
27. Number of high school visits conducted
28. Number of college fairs attended
29. Number of human service visits/community events attended
30. Number of high school instant admission programs attended
31. Number of applications from each high school instant admit program
(to determine efficacy of each program)

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32. Registered/Yield Rate from hs instant admit programs.
33. Number of visiting groups on campus
34. Monitor the age and ethnic composition of new students

The following is a list of activities and strategies as identified by the Enrollment Services Council for purposes of analyzing student enrollment and budget preparation:

Enrollment by semester (Fall, Spring & Summer) data:

Periods of data needed: Fall, Spring and Summer 2008-2009
 Fall, Spring and Summer 2009-2010
 Fall 2010-2011

Total credits earned: By in-county, out-of-county, out-of-state

- Fall - Full-time credits earned
- Spring - Full-time credits earned
- Summer - Full-time credits earned
- Fall - Part-time non-CHS credits earned
- Spring - Part-time non-CHS credits earned
- Summer - Part-time non-CHS credits earned
- Fall - Part-time CHS credits earned
- Spring - Part-time CHS credits earned
- Fall credits hours earned versus enrolled
- Spring credits hours earned versus enrolled
- Summer credits hours earned versus enrolled

Focus is on non-CHS students:

- Average credit hours per student:
- Breakdown of students accepted and register for full time students from each high school in Schenectady, Albany, Saratoga Counties and the number of student from each high school registering as part-time per year for Fall 2008, 2009, 2010
- Overall capture rate per high school
- Distribution of average student credit hours for full time students
- Program Yield rates for last two years by semester
- Retention data for fall to spring and fall to fall

Results

During the Fall Open House held on November 10, 2010, a survey was conducted of all participants to evaluate how they “learned about SCCC’s Open House”. Based on the survey results, the website is the most popular way we are getting our information out to prospective students. More effort will be given to addressing the website and making it more attractive to prospective students. In addition, data suggests that not one participant learned about Open House from the newspaper. Therefore, we have decided to lessen (maybe even discontinue) our practice of paying for advertisements in the local newspapers; instead we will focus on other ways that are more effective and efficient at getting our word out.

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The majority of the content to replace the current academic advising website has been created, which is scheduled to be updated the beginning of January. The new website will include several links for students to obtain an abundance of information. The homepage itself will be simple and easy to use.

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2010 – 2015

A FIVE-YEAR VIEW OF ASSESSMENT ASSESSMENT PLAN FOR STUDENT AFFAIRS

This first table provides an overview of the Four-Step Program Review Process that will be utilized by each office within the Division of Student Affairs during the five year cycle. The second table provides the specifics of the broad assessment activities that will be accomplished by the various offices within the Division of Student Affairs and by the major councils that are overseen by the Student Affairs Division during the five year cycle.

TABLE 1:

Department	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
ADA TRANSITION SERVICES	Campus Program Review	Self-Study	External Program Review		Self-Study
ADMISSIONS OFFICE	External Program Review		Self-study		Campus Program Review
ACADEMIC ADVISEMENT		Self-study	Campus Program Review		External Program Review
ATHLETICS		Campus Program Review	External Program Review	Self-Study	
CAREER AND EMPLOYMENT SERVICES	External Program Review	Campus Program Review		Self-Study	
COUNSELING	Self-study	External Program review		Campus Program Review	
EOP/ MULTI- CULTURAL	Campus Program Review		Self-Study	External Program Review	
FINANCIAL AID OFFICE	Self-study		Campus Program Review	External Program Review	
LIBERTY PARTNERSHIP S PROGRAM		Self-Study		Campus Program Review	External Program Review
SMART SCHOLARS ECHS		Self-Study using	Campus Program Review	External Program Review	

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<p>STUDENT ACTIVITIES</p> <p>VICE PRESIDENT FOR STUDENT AFFAIRS</p> <p>VETERANS AFFAIRS</p> <p>SUNY College and Career Counseling Center</p> <p>Housing</p>					
	Self-Study		Campus Program Review		External Program Review
	Self-Study	Campus Program Review	Self-Study	External Program Review	Self-Study
	In progress		Self-study using CAS	Campus program review	
	External Program Review		Self-Study Survey		Campus program review,
In progress;		ANTICIPATED FOR FALL 2012 TO OPEN			

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TABLE 2:

Department	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
ADA TRANSITION SERVICES OFFICE	Advisory Board (Campus) Review of Program (summer 2011), Assessment Survey, Outcomes, Annual Report	Self-study using CAS Standards; use benchmarking to help, Satisfaction Survey, Outcomes, Annual Report	External Program Review using CAS standards, Outcomes, Satisfaction Survey, Annual Report	Satisfaction Survey, Outcomes, Annual Report	Self-study using CAS Standards; use benchmarking to help, Outcomes, Needs Assessment, Satisfaction Survey, Annual Report
ADMISSIONS OFFICE	External Program Review using Advisory Board and Enrollment Services Council (summer 2011), Assessment, Outcomes, Annual Report	Annual Report; enrollment data and trends	Self-study using CAS standards, use benchmarking to help, Assessment and outcomes, Annual report, enrollment data and trends	Annual Report, enrollment data and trends	Campus Program Review, Annual Report, enrollment Data and trends
ACADEMIC ADVISEMENT	In progress: Assessment conducted with students and faculty advisors, adapting to results, enrollment, Annual Report	Self-study using CAS Standards; use benchmarking to help, Annual Report	Campus Program Review in spring 2013, Annual Report	Annual Report	External Program Review; Annual Report
ATHLETICS	Annual Audit and	Campus Program Review in fall	External Program	Self-Study using CAS	Annual Audit and

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	Annual Report	2011), Annual Audit and Annual Report	Review, Annual Audit and Annual Report	Standards, Annual Audit and Annual Report	Annual Report
CAREER AND EMPLOYMENT SERVICES	Customer Satisfaction, External Program Review in spring 2011, Annual Report	Campus Program Review, Customer Satisfaction, Annual Report	Outcomes, Customer Satisfaction, Annual Report	Self-Study using CAS Standards, Needs Assessment, Customer Satisfaction, Annual Report	Benchmarking Customer Satisfaction, Annual Report
COUNSELING	Self-study using CAS Standards; Satisfaction and needs assessment, Annual Report,	Outcomes, Assessment, External Program review in spring 2012 using CAS standards, Annual Report	Needs Assessment, Outcomes and satisfaction survey each semester, Needs and outcome survey for practicum students, Annual Report	Campus Program Review; Outcomes and Satisfaction survey each semester, Needs and outcome survey for practicum students, Annual Report	Supplemental Program review-using reps from other comparable counseling centers, Outcomes, Annual Report
EDUCATIONAL OPPORTUNITY PROGRAM AND MULTI-CULTURAL	Campus Program Review in summer 2011, Outcomes, Interim and Annual Report	Benchmarking/Program Review, Outcomes, Interim and Annual Report	Self-Study Assessment; Needs Assessment, Outcomes, Interim and Annual Report	External Program Review, Outcomes, Assessment, Interim and Annual Report	Satisfaction Assessment, Outcomes, Interim and Annual Report
FINANCIAL AID OFFICE	Self-study using CAS standards in Summer 2011) Assessment; Benchmarking; Satisfaction Surveys, Outcomes, Annual	Needs Assessment; Fundraising/ Grants Review; Satisfaction Surveys (Personal Consultations and Programs), Outcomes, Program Review in spring 2012, Annual Report	Campus Program Review; Needs Assessment; Outcomes Assessment; Surveys (Personal Consultations and Programs),	External Program Review using CAS standards, Needs Assessment; Satisfaction Surveys (Personal Consultations and	Satisfaction Surveys (Personal Consultations and Programs), Outcomes, Annual Report

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	Report		Annual Report	Programs), Outcomes, Annual Report	
LIBERTY PARTNERSHIP S PROGRAM	Advisory Board initiated; Interim and Annual Report	Self-Study using CAS Standards, Interim and Annual Report	Interim and Annual Report	Campus Program Review; Interim and Annual Report	External Program Review using CAS Standards, Interim and Annual Report
SMART SCHOLARS ECHS	Advisory Boards established; Interim and Annual Report	Self-Study using CAS Standards; Interim and Annual Report	Campus and Advisory Board Program Review in fall 2012, Interim and Annual Report	External Program Review using CAS Standards; Interim and Annual Report	Interim and Annual Report
STUDENT ACTIVITIES	CAS Standards, Included in Division Report	Self-Assessment Review Benchmarking, Annual Report	Campus Program Review in Spring 2013 using CAS Standards, Annual Report, Needs Assessment	Outcome, Assessment, Annual Report	External Program Review using CAS Standards, Annual Report
ENROLLMENT SERVICES COUNCIL	Needs Assessments (multiple and on-going), Ongoing Satisfaction Survey, Annual Report, Outcomes	Assessments (multiple and on-going), Ongoing Satisfaction Survey, Annual Report, Outcomes	Focus Group, O Assessments (multiple and on-going), Satisfaction Survey, Annual Report, Outcomes	Ongoing Assessments (multiple and on-going), Satisfaction Survey, Outcomes, Annual Report	Ongoing Assessments (multiple and on-going), Satisfaction Survey, Outcomes, Annual Report
CAMPUS SAFETY COUNCIL	Assessments (multiple and on-going), Assessment of employees, Review of all reports and documents, evaluate results	Assessments (multiple and on-going), Assessment of students, Outcomes and satisfaction survey each semester, additional surveys, Annual Report	Assessments (multiple and on-going), Assessment of employees, Annual Report	Assessments (multiple and on-going), Assessment of students, Self-study using CAS Standards; utilize bench-	Assessments (multiple and on-going), Assessment of employees, Annual Report

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VICE PRESIDENT FOR STUDENT AFFAIRS OFFICE	quarterly, Annual Report	360° Assessment Survey, CAS Standards, Benchmarking, Annual Report, Outcomes	Follow-up Self-Assessment Survey, Satisfaction Survey (ongoing), Needs Assessment, Annual Report, Outcomes	marking to help, Annual Report	Outcomes, Satisfaction Survey (ongoing), Focus Group, Annual Report, Outcomes	Satisfaction Survey (ongoing), Needs Assessment, Outcomes, Annual Report
	First year in office, Self-Assessment to be conducted using CAS standards, Annual Report	360° Assessment Survey, CAS Standards, Benchmarking, Annual Report, Outcomes	Follow-up Self-Assessment Survey, Satisfaction Survey (ongoing), Needs Assessment, Annual Report, Outcomes	Outcomes, Satisfaction Survey (ongoing), Focus Group, Annual Report, Outcomes	Satisfaction Survey (ongoing), Needs Assessment, Outcomes, Annual Report	
VETERANS AFFAIRS	In Progress, office being established; Annual Report	Satisfaction and needs assessment, Focus Groups, Annual Report	Self-study using CAS Standards, Benchmarking , Focus Groups, Annual Report	Outcomes, Assessment, Focus Groups, Annual Report	Satisfaction and needs assessment, Focus Groups, Annual Report	
	Annual evaluation of services, satisfaction, promotion programs, monthly productivity, Online services utilization, Outcomes, Annual Report	Cultural significance, Needs Assessment, Outcomes, Annual Report	Self-Study Survey using CAS Standards; Benchmarking , user/non-user survey (new facility satisfaction), Outcomes, Annual Report	Online services utilization, Outcomes, Annual Report	Campus program review, Outcomes, Annual Report	
Housing	In progress;					

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Rubric for Evaluating Student Learning Assessment Processes in Student Affairs Division

This is intended for institutions to use as a tool to help them assess the status of their current assessment efforts in terms of Middle States' accreditation standards and expectations. This tool is **not** intended to be used by any evaluators or to prescribe specific Commission actions regarding the institution.

- No plans = **No documented evidence that the institution has plans** to do this.
- No evidence = The institution appears to be aware that it should do this, but there is **no documented evidence that this is happening**.
- A few areas = The institution has documented evidence that this is happening **in just a few areas** (for example, only in programs with specialized accreditation).
- Some areas = The institution has documented evidence—not just assurances—that this is happening **in some but not most areas** (for example, in a number of academic programs but not yet in general education)
- Most areas = The institution has documented evidence—not just assurances—that this is happening **in most but not all areas**.
- Everywhere = The institution has documented evidence—not just assurances—that this is happening **everywhere**.

	<i>For administrative and educational support units, and institutional goals articulated in the mission statement, vision statement, or elsewhere:</i>	No plans	No evidence	A few areas	Some areas	Most areas	Everywhere
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.					x	
2	Clear statements of expected learning outcomes at the unit, program, and division levels have been developed and have appropriate interrelationships.				x		
3	Those with a vested interest in the learning outcomes of the division, unit, or program are articulating, and assessing them.					x	
4	Statements of program-level expected learning outcomes are made available to current and prospective students.				x		
5	When appropriate, course syllabi include statements of expected learning outcomes.	x					
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the mission.					x	
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.					x	
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.					x	
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.				x		
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.					x	
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.			x			

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12	Assessment processes have been reviewed and changes have been made to improve effectiveness and/or efficiency, as appropriate.				x		
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.				x		

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Leadership Development Learning Outcomes Focus: Development of Student Affairs Student Workers

Cognitive Competency (Educational)

- **Intellectual Growth and Critical Thinking**
 - Demonstrate effective reasoning skills
 - Identify personal values and discuss connections to leadership
 - Identify transferable skills and describe connections to life after college
 - Demonstrate ethical thinking and decision making skills
 - Exhibit a working knowledge of leadership and group dynamics theories
- **Creativity and Innovation**
 - Engage in activities where one thinks and works creatively
 - Implement innovative ideas
 - Manage change
- **Collaboration**
 - Describe one's roles within different contexts
 - Establish meaningful interpersonal relationships
 - Demonstrate ability to work collaboratively with others
- **Appreciating Diversity**
 - Demonstrate sensitivity to differences
 - Demonstrate cross-organizational cultural understanding

Practical Competencies (Training)

- **Personal Development (Individual)**
 - Identify and discuss personal and educational goals
 - Act in congruence with personal values
 - Demonstrate skills and competencies of effective leaders including communication, technology, mentoring, goal-setting, and strategic planning
 - Develop a structure for solving problems
 - Identify personal types of power and display appropriate use of power
- **Interpersonal Skills (Group)**
 - Demonstrate ability to give and receive feedback
 - Engage in conflict mediation/management
 - Employ effective listening skills
 - Communicate thoughts clearly and in a convincing manner

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- Gain awareness of self in relation to others
- Demonstrate ability to motivate others toward a common goal
- **Civic Engagement (Community)**
 - Enhance the ability to communicate values and ideas about service to others
 - Develop understanding of being socially responsible engaged leaders in the 21st century
 - Demonstrate the ability to monitor and assess the impact of a service program/activity on the community
 - Know how to use leadership skills to forge plans for productive civic engagement
 - Increase commitment to service for future public service leaders
 - Develop the next generation of leaders
 - Implement a shared vision

Assessment Measures: Since the extent to which learning is achieved will differ among the leadership workshops and programs on campus, the general learning outcomes listed above will be quantified and made more specific in the context of each experience.

The example below relates to the development of student employees within the Division of Student Affairs:

KNOWLEDGE OF HUMAN CULTURESⁱ

()	1. The student employee demonstrates sensitivity to differences.ⁱⁱ		
	<i>A Developmental Approach to Training for Intercultural Sensitivity, Bennett (1986)ⁱⁱⁱ</i>		
	3	2	1
	Student evaluates events and situations in a cultural context. (Integration)	Student is able to empathize with a person of a different culture in a particular situation. (Adaptation)	Student recognizes and accepts differences in fundamental cultural values. (Acceptance)
	Observable Outcomes		
	<ul style="list-style-type: none"> ● Lacks strong cultural identification ● Content with a self-created identity ● Sense of self involves dynamic process 	<ul style="list-style-type: none"> ● Demonstrates an ability to empathize ● Questions about difference are appropriate ● Eager to apply their knowledge of cultural difference 	<ul style="list-style-type: none"> ● Enjoys recognition and exploration of difference ● Tolerates ambiguity ● Questions about difference may be naïve, but are geared to learning

ⁱ Derived from the 2007 monograph from AAC&U, “College Learning for the New Global Century.”

ⁱⁱ Learning Outcomes derived from “Student Employee Learning Outcomes,” Division of Student Affairs, University of Rhode Island.

ⁱⁱⁱ *International Journal of Intercultural Relations, 10, 179-196.*

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ⁱ Derived from the 2007 monograph from AAC&U, "College Learning for the New Global Century."

ⁱⁱ Learning Outcomes derived from "Student Employee Learning Outcomes," Division of Student Affairs, University of Rhode Island.

ⁱⁱⁱ *International Journal of Intercultural Relations*, 10, 179-196.

APPENDIX

Annual Reports by Offices
Athletics

Institutional Assessment Calendar
STUDENT AFFAIRS DIVISION – DEPARTMENT REVIEWS
Four Year Cycle - Spring 2011 through Fall 2014

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ANNUAL REPORT ON SCCC ATHLETIC PROGRAM, 2010-2011

The athletic season for the 2010-2011 school year commenced with men's baseball and women's crew in the fall, followed by men's and women's basketball and men's and women's bowling in the winter and concluded with men's baseball and women's crew in the spring. The 41st year of the school's existence was celebrated with one of the finest athletic seasons in school history.

We begin with men's baseball in the fall, where veteran head coach Tim Andi was embarking on his 20th season at the helm. Andi has an incredible 444-240 win/loss record over his previous 19 years as head coach of the Royals' program. The team finished with a 5-5 record. Highlights of the fall season were doubleheader sweeps of the Montreal Titans and a split with NCAA Division II member, The College of St. Rose.

The women's crew team, now in their fourth year of existence as the only program on the two year level in the Northeast, was guided by adviser Tom White. The women started their season on a very positive note at the "Head of the Mohawk Regatta" when they finished third and fourth respectively in their two races in the event. They finished third in the Collegiate Women Fours with Coxswain just behind a boat from Union College and fourth in the Collegiate Women Eights behind a boat from UAlbany. In the Eights race, the women were competing for the "Aqueduct Cup." In the women's last race of the season, they traveled to Philadelphia to race in the prestigious "Head of the Schuylkill," where many of the top teams in the country were participating. The women finished 15th out of 26 schools and as team adviser Tom White put it "the SCCC women were not far behind the Union College boat and ahead of a lot of big name schools." "The trip and season were big successes as we look forward to the spring season."

We then headed into the winter portion of the sports schedule, which actually starts in early September for our men's and women's basketball teams with pre-season conditioning. The two teams would have a new playing venue for the season, the beautiful gym at the YMCA facility in downtown Schenectady. Our men's team had great success there, qualifying for the regional playoffs for the second straight year behind head coach, Brian Adams. The Royals finished the regular season with a 13-12 overall record, 10-6 and in fourth place in the very competitive Mountain Valley Conference and ahead of local rival HVCC, which finished 7-9. The men were seeded 8th in the "Elite Eight" held at Jefferson Community College in Watertown, N.Y. where they dropped a very close game to eventual regional champion, SUNY Delhi by the score of 78-71. Individually, two SCCC players were named to the All-Conference Team- sophomore forwards Chris Lewis and Vernon Cross from Schenectady and Shaker High Schools, respectively. Lewis was also named to the Third Team All Region Team. This group of

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sophomores won 17 games their freshman year and 14 this year to total 31 wins over their two year careers, tying the school record set by the teams from 1993 and 1994 that were then known as the "Chiefs." Congratulations to head coach Brian Adams, his coaching staff and the players on a very memorable season.

The women's basketball team under first year head coach, Dayna Torino, had a much improved season under her guidance. The team was much more competitive than teams of previous years. Torino had her players playing very hard and in the second semester, they came up with two nice wins. They did not win a game in the conference, but were competitive in many. On a positive note, freshman center Christine Volans from Schalmont High School was named to the Third Team All Mountain Valley Conference Team.

The men's bowling team, under 20th year head coach Ray Ross, completed another competitive season. The men finished third in the Region III Championships held in Utica, New York and second in the Mountain Valley Conference with a very impressive 23-7 record. They traveled to Buffalo, New York to participate in the NJCAA Bowling Championships in March. Individually, freshman bowler Ernie Costello was named to the All Region Team, All Conference Team and qualified for All American honors in the singles category. Congratulations to Coach Ross and his team on another very competitive season.

As we move into the spring sports season, the men's baseball team once again looked to be very competitive going into their spring training trip in Florida. The team went 4-5 on their Florida trip against top competition from all over the country. They came back North to play their second season at the newly renovated home field at the "B" diamond in Central Park and found their new digs to their liking once again. Like the men's basketball team, which went on a seven game winning streak during the regular season, the Royals went on a major winning streak of their own which reached 14 games and enabled them to once again qualify for the regional playoffs and complete another 20 wins regular season. They finished with a 24-9 overall record, 20-4 in regional play. The Royals hosted the best two out of three sub-regional playoffs versus Finger Lakes C.C. and advanced to the regional "Final Four" with a sweep of the Lakers by the scores of 10-1 and 7-6.

In the "Final Four" held at Veterans Park in Little Falls the Royals were seeded third and drew local rival Hudson Valley C.C. The Royals had their hitting shoes on and defeated their local rival by the score of 10-2. But they would be eliminated from the playoffs after a tough 7-6 loss versus Erie C.C. and a 9-1 season ending loss to #1 seeded Niagara C.C. Individually, sophomore pitcher and catcher Billy Creighton from CBA in Albany was named the Player of the Year in Region III and the Mountain Valley Conference as well as a NJCAA First Team All-American. Freshman outfielder Jayson Osborne from Granville was also honored as a First Team All-Region selection and Third Team All-American. Coach Andi was recognized once again by his peers as the top coach in the region by being named Region III Coach of the Year. His overall record now stands at 471-251 after 20 seasons as he closes in on the 500 win mark next year.

The final results from the spring sports season belong to the women's crew team. They opened their season with a close win against Union and RPI on April 9th on the Mohawk River. They

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won the Collegiate Fours in a time of 9:17, just ahead of Union which finished in a time of 9:36 and RPI in 9:54. Their next race was against Division I UAlbany and the Royals were winners again in a time of 9:13 beating the

Danes time of 9:16 by a mere three seconds! Both races were held on the Mohawk River right behind the SCCC campus. Their last race of the season was scheduled to be at the prestigious New York State Championships held in Whitney Point, New York. Unfortunately, due to heavy rains in the spring the course was flooded and determined to not be safe for the competition. So the women instead joined the Stockade Association for a Community Service Day in Riverside Park helping clean up the park for the spring. Congratulations to Sarah Wells, Grace Leibers, Lisa Curtin and Liz Fredericks on a great season.

The academic assistance program for student-athletes was run once again this year in the fall semester with positive results. By the end of the semester, 44 of the 52 students that we monitored or 85% of them achieved a 2.00 gpa or better that enabled them to compete once again in the spring semester.

The results of the last five years are as follows:

2010-2011	44 out of 52 students or 85%
2009-2010	47 out of 59 students or 80%
2008-2009	53 out of 67 students or 79%
2007-2008	45 out of 60 students or 75%
2006-2007	36 out of 44 students or 81%

Continuing with the academic theme, we had two SCCC student-athletes who qualified for the 2011 Academic All-Region Team. The criteria were 45 completed credits with a minimum 3.50 gpa. These two students also qualified for the NJCAA Academic All-American Team which requires the same 45 credits but a higher gpa at 3.60 and above. They are:

Sean Whitty, a sophomore pitcher and outfielder from Amsterdam H.S. on the men's baseball team. Alisha Davis, a sophomore forward from Niskayuna H.S. on the women's basketball team.

We have a large number of student-athletes who will be moving on to four year schools in the fall to continue their academic and athletic careers. They are:

Alisha Davis, Women's Basketball- SUNY Stony Brook
Leigha Motta, Women's Basketball- Philadelphia Biblical University
Cayla Volans, Women's Basketball- Ellis Hospital School of Nursing
Vernon Cross, Men's Basketball- Massachusetts College of Liberal Arts
Chris Lewis, Men's Basketball- Sage College of Albany
Anthony Wilson, Men's Basketball- Sage College of Albany
Wayne Washington, Men's Basketball- University of Buffalo
Dan Beeman, Men's Basketball- Albertus Magnus College
Billy Creighton, Men's Baseball- University of North Carolina at Asheville, East Stroudsburg University or the University of Bridgeport
Dante Shafer, Men's Baseball- Siena College
James Smith, Men's Baseball- Franklin Pierce College
Garrett Rogers, Men's Baseball- University of Bridgeport

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Sean Whitty, Men's Baseball- John Jay College
Dave Chambers, Men's Baseball- Siena College
Nick Hughes, Men's Baseball- University of Tampa
Jake Nelson, Men's Baseball- SUNY Brockport
Blake Wadsworth, Men's Baseball- SUNY Utica/Rome

The following SCCC student-athletes graduated in May of 2011:

Dave Chambers, Men's Baseball, AAS in Business Administration
Eddie Mollette, Men's Basketball, AAS in B.A.
John Pitucci, Men's Bowling, AS in B.A., High Honors.
Jesse Horwedel, Men's Bowling, AAS in Criminal Justice.
Nick Hughes, Men's Baseball, AAS in Criminal Justice.
Sean Whitty, Men's Baseball, AAS in CRJ, Honors.
Garrett Rogers, Men's Baseball, AA in Liberal Arts.
Cayla Volans, Women's Basketball, AS in Science, Honors.
Shawn Kennedy, Men's Baseball, AA in Liberal Arts.
Kelsey Fiorillo, Women's Basketball, AS in Teacher Education.
Joseph DelTorto, Men's Baseball, AAS in CRJ.
Steve Kaufman, Men's Baseball, AAS in CRJ.
Sarah Bogran, Women's Basketball, Certificate in Music.
Derrick Tusang, Men's Bowling, Certificate in Music.

Update on former SCCC women's rower: Alyssa O'Donnell, a rower on the SCCC women's crew team during the 2008-2009 school year just completed her junior year at Nova Southeastern University in Florida. O'Donnell, the first female student-athlete at SCCC to ever earn an athletic scholarship, led the Sharks to a third place finish in the NCAA Division II Championships this spring in Gold River,

California. She was named to the Division II All-American First Team and was also selected to the All-Sunshine State Athletic Conference First Team.

In conjunction with Dale Miller, the Coordinator of Institutional Research, the athletic program was asked in the fall of 2010 to provide him with a list of student-athletes from 2006-2009 so that he could see how they measured up against the general student population in the areas of graduation and retention. The student-athletes exceeded the students from the general population in graduation rate during those years with a high of 46% in 2006 while the high for the general population during that four year span was 29%. The high water mark for retention after one year during that time for athletes was 83% in 2009 and only 55% for general students. The percentage of student-athletes who transferred on to four year schools and graduated during that time reached a high of 60% in 2006 compared to a high of 28% for general students in 2007. The intervention that goes on with the student-athletes where they are required to attend study halls and bring progress reports to their professors that are reviewed with the Academic Adviser to the student-athletes and coaches is obviously having a very positive impact.

MISSION STATEMENT FOR INTERCOLLEGIATE ATHLETICS (developed in spring 2011)

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To provide an opportunity for students to participate in a competitive intercollegiate athletic program where they can test their athletic skills, develop leadership qualities and be part of a group striving for a common goal.

Overall, it was an outstanding year for our SCCC student-athletes in both the classroom and on the playing venues. As we look ahead to the 2011-2012 school year we hope to be just as successful if not more.