



The SUNY Morrisville Assessment Handbook provides a summation of the functions, processes, and policies the College uses to evaluate, measure, and document academic, programmatic, and institutional outcomes. This is a living document that is annually updated as Morrisville continues to advance institutional effectiveness best practices in alignment with the College mission and the Middle States Commission of Higher Education Standards.

# SUNY Morrisville

Assessment Handbook

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## Introduction

In 2022, a committee of faculty, staff, administrators and students underwent a review of the College mission, vision, and strategic goals as part of a comprehensive strategic plan building process. This process captured the core values and beliefs that embody Morrisville's institutional mission and resulted in an updated mission statement built through community consensus. This updated mission statement reads:

*We cultivate a community of learners rooted in experiential education.*

Upon completion of the [Strategic Plan: 2030](#), it was clear that Morrisville needed a more robust and systemized assessment process to drive decision-making, institutional improvement, and support progress towards meeting this renewed mission. This document provides the underlying framework to advance this mission and track progress of meeting institutional goals outlined in the college's strategic plan.

Assessment, as a function, ensures a collective organizational alignment with the priorities engrained within Morrisville's institutional vision, which, as outlined in the Strategic Plan: 2030, aims "to deliver world-class experiential learning that is dynamic, career-oriented, and sustainability-focused." This vision is grounded in five core values:

- **Student-Centered:** We believe student safety, physical and mental health, academic achievement, and personal and professional growth are central to the mission of SUNY Morrisville.
- **Community:** We believe our greatest asset is the people we serve, and we strive to build a trusting, inclusive environment that welcomes diverse ideas and beliefs.
- **Diversity:** We believe that diversity, in all its tenets, is the primary driver of innovation, understanding, and performance.
- **Sustainability:** We believe in advancing all elements of sustainability, including environmental, social, and economic well-being and balance.
- **Hands-On Learning:** We believe experience-based learning is the most effective way to educate and prepare our students for strong careers and meaningful citizenship.

These core values guide Morrisville's institutional priorities and lay the foundation for an intentional and transparent assessment process. While these processes may vary depending on

institutional orientation, they collectively promote improvement in areas of student learning, pedagogical, and curriculum design. In addition, these assessment processes ensure Morrisville is compliant with professional standards, SUNY regulations, and accrediting bodies, including the Middle States Commission on Higher Education (MSCHE). Perhaps most importantly, assessment plays a key role in the development of an institutional culture that supports ongoing and continuous improvement through an outcomes-directed process.

As outlined within the Strategic Plan: 2030, Morrisville's three institutional goals are:

1. **To Embrace and Cultivate a Sustainability Mindset:** We will optimize our college operations to advance environmental, social, and economic sustainability.
2. **To Enhance and Expand Access to Experiential Education:** We will enhance access to experiential learning for traditional and non-traditional student populations.
3. **To Strengthen and Advance the Institutional Reputation:** We will provide a world-class educational experience recognized for applied education, student placement outcomes, and sustainability practices.

Much like Morrisville's Core Values, these institutional goals guide in the development of program-level outcomes and provide a means to administratively systemize, quantify, and measure overall success.

Culturally, Morrisville's faculty and staff are supported in developing the necessary skills to enact effective assessments. Processes are regularly evaluated to ensure continuous improvement in data collection and application, ultimately enhancing student learning and institutional success.

## Institutional Learning Outcomes

In line with SUNY Morrisville's vision of delivering world-class experiential learning, the assessment process emphasizes dynamic, career-oriented, and sustainability-focused outcomes. This commitment ensures that assessment activities are relevant and directly contribute to preparing students for successful careers and meaningful citizenship. This aligns with SUNY Morrisville's Institutional Learning Outcomes, which states that upon successful completion, SUNY Morrisville students should be able to:

- Demonstrate professional readiness through service, leadership, innovative technology, and structured reflection in applied learning and in various campus life venues.
- Use communication skills in composing written texts that effectively inform or persuade, and to engage in discussion, debate, and public speaking in a manner suitable to the listener(s) and the discourse.
- Employ critical thinking and creativity in a variety of learning, experiential, or community contexts.
- Practice quantitative and scientific reasoning in several learning settings.
- Apply information literacy abilities to effectively discover information, to understand how information is produced and valued and to use information ethically in communities of practice.
- Engage in communication and collaboration across diverse communities and organizations and reflect on the experience.
- Recognize, adapt, or apply sustainable and ethical practices within social, economic, and environmental spheres in multiple settings.

By adhering to this charge, SUNY Morrisville ensures a cohesive and comprehensive approach to academic assessment, fostering an environment of continuous improvement and excellence in education.

## Primary Areas of Assessment

The integration of assessment practices at Morrisville is divided into three primary areas: 1) Academic Assessment, 2) Non-Academic Assessment, and 3) Institutional Assessment.

Academic assessment concerns student learning and aims to answer the question: “Did students learn what was intended?” Non-academic assessment, on the other hand, focuses on supporting office or unit-level performance outcomes. Institutional assessment is a broader analysis of Morrisville’s collective performance as measured by the goals, objectives, strategies, and targets within the college strategic plan. Together, these areas of assessment embody the systematic processes used to collect, analyze, and review data as means to measure progress toward improvement.

### Academic Assessment

The responsibility for ensuring the ongoing assessment of academic programs and general education at SUNY Morrisville is assumed by the Office of the Provost, with shared responsibility for assessment activities carried out by all members of the campus community.

Division Chairpersons, Program Coordinators, Liaisons, and Directors (Nursing and Individual Studies), in consultation with respective Deans and faculty, are responsible for program-level assessment. These responsibilities include developing, implementing, and overseeing curriculum maps and assessment plans to measure the degree to which students have met learning outcomes at the course, program, and institutional level. Program-level assessment results are documented annually using an internal reporting platform. The results are used to measure progress toward meeting institutional learning outcomes and gauge program-level improvements. Furthermore, each program is expected to adhere to the [Program Review Schedule](#), which includes conducting a self-study every five to seven years.

Commented [WB1]: Academic leadership

Faculty members provide input and are integral to the assessment process for their respective area at all levels (course, program, and institutional). All faculty are encouraged to review and analyze assessment data and contribute their insights. These insights are used to guide decisions related to curriculum development, pedagogical strategies, and student support services.

The responsibility for the assessment of the State University of New York (SUNY) General Education categories is shared by the College Academic Assessment Committee and faculty who serve as category representatives. Representatives coordinate efforts to evaluate the effectiveness of the General Education outcomes by category and ensure alignment with institutional goals. Like program-level assessment, results are documented annually utilizing a reporting platform. Results highlight assessment findings, future plans, and are used to gauge course-level improvements in terms of student learning outcomes and competencies.

### Non-Academic Assessment

For non-academic areas, the division of Institutional Effectiveness facilitates an annual assessment cycle that requires each non-academic office or department to develop and assess unit goals and map outcomes to one or more institutional objectives. The annual report is comprised of a series of goals, objectives, metrics, targets, and outcomes – each of which provide means to conduct a measurable evaluation of the unit's progress. This continuous

feedback loop ensures that assessment findings are not only documented but are also actively used to drive programmatic, departmental, auxiliary, and institutional improvements.

### Institutional Assessment

The function of Institutional Assessment is achieved through ongoing analysis of Morrisville's strategic priorities and key performance indicators (KPIs), as outlined within the Strategic Plan's Operational Table. The Operational Table provides the key strategies, measures and targets designed to inform the College's progress toward institutional goals and objectives. Since this function concerns all areas of the Morrisville community, the responsibility of institutional assessment is overseen by the Institutional Effectiveness Council. This council is chaired by the Vice President for Institutional Effectiveness and includes a diverse group of presidentially appointed faculty, staff, and administrators.

## Assessment Committees, Areas, and Events

### College Academic Assessment Committee (CAAC)

The purpose of the College Academic Assessment Committee is to work with the Provost and Academic Deans to:

- Maintain the College-wide assessment schedule for program, course, and general education,
- Collaborate with faculty and staff to ensure assessment practices are meeting the needs of the institution,
- Coordinate the bi-annual SUNY Morrisville Assessment Day, and
- Ensure the institution is continuing to meet Middle States Standard V – Educational Effectiveness Assessment.

### General Education Taskforce

As a supportive area of the College Academic Assessment Committee, the General Education Taskforce was established with the following objectives:

1. General Education Assessment Schedule
  - a. Adhere to the assessment schedule for the general education category to ensure timely and systematic evaluation of learning outcomes.
  - b. Coordinate with relevant departments and faculty to ensure assessments are conducted as planned and results are analyzed to inform decision-making.



- c. Develop assessment strategies to measure how effectively the general education curriculum supports these learning outcomes.
  - d. Use data from assessments to make informed recommendations for curriculum changes, teaching practices, and student support services.
2. Curriculum Review for General Education Category Objectives
    - a. Identify gaps and opportunities in the current curriculum and recommend updates to ensure comprehensive coverage of essential skills and knowledge areas.
    - b. Integrate interdisciplinary approaches and perspectives to foster a well-rounded educational experience for students.
  3. Faculty Development and Support
    - a. Identify faculty development needs related to teaching in the general education program and recommend resources, workshops, or training sessions to address these needs.
    - b. Encourage collaboration among faculty across disciplines to share best practices and innovative teaching strategies for general education courses.
    - c. Integration with major programs.
    - d. Explore ways to connect general education courses with students' major fields of study, ensuring that the skills and knowledge gained in general education are relevant and applicable to their academic and professional goals.
    - e. Recommend strategies for seamless integration of general education courses into degree pathways, minimizing redundancy and maximizing student learning.
  4. Alignment with SUNY General Education Framework and Middle States Assessment Requirements
    - a. Ensure that the general education courses assessment process complies with the SUNY General Education framework and Middle States Standards for Accreditation and Requirements of Affiliation.
    - b. Report assessment results using the data repository platform.

*Program-level Taskforce – Under Development*

#### **Non-Academic Assessment Committee**

The SUNY Morrisville Non-Academic Assessment Committee facilitates the ongoing assessment of offices, units, auxiliary units, and areas that support student success and the broader college community. Non-academic assessment is primarily conducted through a systemized annual reporting process that interconnects unit level outcomes with each of the eight institutional

objectives outlined within the institutional strategic plan. Non-Academic unit heads (budget custodians) are primarily responsible for conducting the annual reports for their area and divisional leaders are responsible for producing an annual divisional report that synthesizes progress made relative to divisional and institutional priorities. The Non-Academic Assessment Committee organizes the annual report timeline and supports the unit and divisional leaders throughout each cycle. A final institutional report is developed in partnership with the College President and approved by the president's cabinet prior to submission to SUNY System.

### Institutional Effectiveness Council

The institutional Effectiveness Council (IEC) provides operational oversight of the Strategic Plan's prescribed strategies and monitors Morrisville's progress toward meeting 8 objectives as outlined within the Strategic Plan: 2030 document. More specifically, IEC is responsible for:

- Assignment of existing and new strategies within the strategic plan operational table.
- Facilitate the assessment of progress toward institutional goals.
- Alignment of assessment with budgetary cycles.
- Compliance with Accreditation.
- Integration of institutional evidence-based decision-making practices.

The IEC meets monthly and is comprised of 10 members from faculty, staff, and administrative ranks.

### College Senate

The College Senate is the United University Professions (UUP) faculty/staff governance organization at SUNY Morrisville. Its mission is to:

- Formulate and recommend to the President and Provost of the College policies concerning academic standards, curriculum, student conduct and activities, and other matters of concern;
- Promote communication among its membership and between its membership, the college administration and students; and,
- Promote the professional growth of the faculty and staff, with a focus on serving teaching and learning.

### Office of the Provost

The Office of the Provost is responsible for the oversight and administration of all academic and support programs at SUNY Morrisville. In addition, the Library, Workforce Development, Concurrent, Dual, and Early College, the Norwich Campus, and the Environmental Training Center report to the Office of the Provost.

### Division of Institutional Effectiveness

The Division of Institutional Effectiveness is comprised of several assessment-oriented functions including the Registrar, Institutional Research, Technology Services, Accreditation Compliance, and areas of Non-Academic Assessment. Led by the Vice President for Institutional Effectiveness, this area oversees the following functions of assessment.

- Facilitates the Institutional Effectiveness Council priorities and agenda.
- Advances systems of institutional research and data sharing.
- Oversees institutional strategic planning and facilitates assessment.
- Manages the college assessment interface (Weave).
- Ensures institutional compliance with the Middle States Commission on Higher Education (MSCHE).
- Facilitates non-academic assessment processes and training.
- Prepares and completes the SUNY Institutional Annual Report.

### Assessment Events

#### *Assessment Day*

Assessment Day is a full day, biannual event which provides faculty and staff the opportunity to discuss assessment activities, share out accomplishments, and report assessment results. Assessment Day occurs at the end of the fall and spring semesters. The morning sessions include presentations on assessment activities that occurred throughout the semester, leading into collaborative, breakout sessions providing opportunities for areas to plan, review, and organize assessment information and report results.

#### *Assessment Workshops*

Workshops occur throughout academic semesters and provide opportunities for faculty to work on assessment activities such as updating Curriculum Maps and Assessment Plans, course revisions, and updating Program Learning Outcomes.

### *Advisory Board Event*

The annual advisory board event, held in November of the fall semester, serves as a platform to foster collaboration and engagement among our advisory board members, community partners, program faculty, and the broader college community. It is also a designated time that program leaders can arrange to meet with their advisory boards to examine their existing programs, showcase their impact, and explore opportunities for improvement or enhancement. These gatherings aim to encourage meaningful discussions around our programs and strengthen connections among our stakeholders by empowering participants to share insights, forge partnerships, and contribute to the continuous improvement of our educational offerings.

## Assessment Processes

At SUNY Morrisville, assessment is central to our commitment to institutional excellence. Regular assessment practices ensure alignment with core values, support student needs, and foster a dynamic learning environment. By integrating ongoing assessment, we provide diverse experiential learning opportunities while promoting educational quality and student success.

### Academic Assessment (AA)

Program-level assessment: A data repository platform is utilized to effectively manage the AA Process, encompassing guidelines, collection, analysis, storage, and the use of results while ensuring privacy. This digital platform facilitates the streamlined collection of data, the application of standardized guidelines for analysis, and secure storage of information. Assessment reporting occurs at the program level with the use of assessment of course learning outcomes. Reporting includes assessment targets, findings, and future goals. The repository allows for the organized use of results, ensuring that all processes adhere to privacy standards and best practices.

### Program-Level Assessment

Program-level assessment is an annual process where the program chair and faculty collaboratively update the Assessment Plan. This plan maps Course Learning Outcomes to Program Learning Outcomes, which are further aligned with Institutional Learning Outcomes, and specifies the assessment activities. The faculty evaluates student artifacts to determine the percentage of students who exceed, meet, approach, or do not meet the course learning outcomes. The results, findings, and future action plans based on the assessment are

documented and stored in a centralized data repository platform for ongoing tracking and improvement.

### General Education Assessment

The General Education Assessment process begins with a review of course syllabi to ensure that course learning outcomes align with SUNY General Education learning outcomes, maintaining consistency and alignment. An assessment rubric is utilized to accurately and consistently measure these outcomes. Student artifacts are identified, and a collection process is planned and executed, with artifacts assessed against the rubric. Following this, the assessment results are reviewed, and any necessary changes to the curriculum or instructional methods are implemented. A mini review is conducted to determine if the changes had the desired impact, followed by a final review of assessment results to complete the cycle and inform future improvements. A [assessment schedule](#) is adhered to, adjusted if needed, on an annual basis.

The process for adding a course to a General Education (GE) category begins when faculty request the inclusion of a course. Representatives for the relevant GE category assess the course learning objectives to determine if they align with the established GE criteria. Adjustments to the course learning outcomes may need to be made, but once the course meets the necessary objectives, a course revision form is created and submitted to the General Education Committee. Upon approval by this committee, the course revision form progresses to the Academic Council and subsequently to the Curriculum Committee for final review. Once the course is approved to meet the GE category requirements, the Registrar adds it to the official list, which is accessible through campus resources.

### Course Level Assessment – Student Evaluations

The course-level assessment process at SUNY Morrisville is designed to be simple, efficient, and user-friendly, providing tools for instructors to administer evaluations and receive results quickly. Faculty members can customize evaluations by adding their own questions and, if tenured, may opt out of having their courses evaluated. Instructors are encouraged to set aside five minutes during class to inform students about the evaluation process, emphasizing its importance, anonymity, and how feedback has been applied in the past to improve courses. Students can complete evaluations using QR codes distributed in class, streamlining the process. Additionally, instructors can send anonymous reminder emails to students who have not completed their evaluations, with the option to customize email templates or schedule automatic emails for future semesters. These steps help ensure a high response rate and meaningful feedback for continuous improvement.

## Program Reviews

A schedule for Program Reviews is managed by the school Deans and Associate Dean under the guidance of the Provost. Faculty engaged in Program Review activities are supported by shared information, as can be found in the [SUNY Morrisville Assessment webpage](#). The following resources guide the program review process:

- Program Review Guide
- Program Review Template
- External Review Team Agenda Template
- External Review Team Report Template
- Faculty Response Template

A [Program Review Support document](#) is provided to program chairs and faculty to guide them through the process of creating self-study documents. The document outlines the key steps and resources for conducting a comprehensive program review, including information on administering an alumni survey with a customizable survey template. Alumni contact information can be obtained through the Office of Institutional Advancement. A survey deployment plan is established, identifying who will send the survey and setting reminder dates. The document also offers guidance for obtaining graduate outcomes, including five years of job placement and transfer data. A comprehensive five-year data set from the registrar's office provides essential information on admissions, retention, enrollment, and more. The faculty created the program self-study document by following a standardized template that incorporates up-to-date assessment plans and curriculum maps.

An essential component of the program review is the establishment of an external review team, which usually consists of one internal member and two external members. This team participates in a full-day review of the program, meeting with faculty and various campus stakeholders, and provides a report to which the program faculty responds. A student panel is encouraged during the review team's visit to provide valuable student insights. Lastly, the process concludes with an exit meeting involving key campus leadership to discuss the program's strengths, opportunities, and future goals. Key resources and templates for each step are accessible through the SUNY Morrisville Assessment Webpage.

## Faculty Assessment – Faculty Annual Reports (FARs)

Each year, faculty partake in self-assessment on a biannual basis using the Faculty Annual Report (FAR). The FAR process includes goal setting at the beginning of the fall semester and

reporting goal progress at the end of the spring semester. The dean of the faculty member reviews goals and accomplishments to support professional development and meets with the faculty member for feedback and suggestions.

Resources:

- [Goal reporting form for 2023-24 – June 2024 – link](#)
- [Goal setting form for 2024-25 – September 2024 – link](#)

Faculty receive feedback on their FAR submitted for continuing appointment, promotion, and self-improvement.

### Non-academic Assessment and Annual Reports

Each year, Morrisville assesses annual non-academic unit progress in alignment with Morrisville's Strategic Objectives and Core Values. This process includes the following elements:

- Establishment of an office or department mission statement.
- Conceptual goals in alignment with the office or department mission.
- Measurable objectives that inform progress toward office or department goals.
- Established metrics or measures designed to track progression.
- Intentional targets that are designed to inform success in relation to the established measure.
- Findings that inform the outcome in relation to the established targets.
- Action plans that address any missed targets for the next assessment cycle.

### Institutional Assessment

Institutional assessment concerns the ongoing evaluation of progress toward reaching the strategic targets and priorities within Morrisville's Strategic Plan: 2030. This "high level" assessment process is monitored by Institutional Effectiveness Council with insights provided from the President's Cabinet. Each objective within the strategic plan has underlying measurable strategies that are collectively weighted, assessed, and used to explain institutional progress toward success once every two years (2026, 2028, 2030). Each strategy is assigned to one or more divisional areas who, through a process called *horizontal integration*, develop corresponding divisional plans that outline the tactical processes, programs, and targets used to meet the assigned target.

### Vertical Integration

Institutional assessment also entails the collective quantification of unit level assessment findings. This process, also known as vertical integration, provides a framework to measure Morrisville's institutional progress toward strategic goals as collectively measured by each specific unit. At the end of the assessment cycle, the Office of Institutional Effectiveness calculates institutional progress toward strategic goals by quantifying the total number of unit level targets met for each mapped objective. Once this information is collected, it is then quantified to provide an overall assessment of annual year-to-year progress achieved for each of the seven strategic plan objectives. This information is then used to update Morrisville's Operational Plan within the Weave Assessment platform.

### Surveys

SUNY Morrisville uses an array of survey instruments to obtain information about current and former students, campus services, College employees, and community members. For the sake of brevity, this document will focus on regularly administered surveys that are integrated into Morrisville's academic and institutional assessment processes.

#### *Mid-semester Check-in Survey*

The Office of Institutional Research in partnership with the Provost and Vice President for Student Life administers a mid-semester survey to matriculated students in the fall and spring terms. This survey serves three underlying purposes:

- To measure and track the degree to which students have integrated into Morrisville's learning environments
- To assess overall satisfaction with student services
- To offer an anonymous medium of intervention for students who are struggling at the mid-point of the semester.

The information received from this instrument is used to measure the effectiveness of a variety of institutional functions and to engage struggling students with additional college resources. Furthermore, the data provides longitudinal trends of institutional effectiveness, essential needs, and can be used to track general student satisfaction and satisfaction progression.



### *Employee Climate Survey*

Morrisville administers a series of climate surveys to faculty and staff satisfaction and “sense of belonging”. These surveys are typically conducted once every 3 years through state approved third vendor providers such as *Beyond Feedback*. The Morrisville Human Resources department facilitates the survey’s administration effort along with an appointed council comprised of faculty and staff. The information is collected and used to inform performance in areas of college leadership, planning, and, more broadly, human resource services.

### *SUNY DEI Climate Survey*

As part of a broader SUNY-wide diversity, equity, and inclusion initiative, the SUNY DEI Climate survey is designed to measure the extent to which principles of DEI are integrated within college policies, structure, and culture as well as its influence on the campus experience. The aim is to advance findings in support of an inclusive learning and working environment. This is a nationally administered survey, funded by the SUNY Office of Diversity, Equity, and Inclusion, and administered by [Insight into Diversity](#).

### *Student Satisfaction Survey*

The SUNY Student Satisfaction Survey (SSS) is administered online once every 3 years by the SUNY Institutional Research Office. This survey instrument measures student satisfaction uses a series of 96 Likert style questions to evaluate the various programs, services, and facilities Morrisville provides to undergraduate students. Additionally, the Chancellor and system officials may also use the survey findings to assess overall campus performance and as a component of presidential evaluations.

### *Accessibility Services Center Survey*

The Accessibility Services Center (ASC) survey is administered at the end of each academic semester. It is used to gather feedback regarding student perceptions and experiences with the ASC. Student input is valued and plays a crucial role in enhancing the effectiveness of the Center’s services. All responses provided in this survey are kept confidential.

### *Assessment Day Reflections Form*

The Assessment Day Reflections form is administered during each Assessment Day event, which are held at the end of each academic semester. It is designed to complement comprehensive assessment activities for academic and non-academic areas enabling the generation of qualitative evidence. For those who taught, it serves as a valuable tool to review semester courses and course

assessment activities concerning student achievement of learning outcomes. For individuals who did not teach during this semester or who primarily serve in non-academic capacities, it provides an opportunity to reflect on primary projects or responsibilities from the academic year. Furthermore, the form enables faculty and staff to indicate their interest in or need for future professional development trainings or workshops focused on assessment. Your cooperation in providing this information is appreciated.

### Weave Education Accreditation and Assessment Software

The Weave software interface is a collaborative platform that is used for a range of assessment functions including strategic planning, administrative assessments, academic assessment, program assessment, and accreditation reviews. At the time of writing this version of the Assessment Handbook, Morrisville uses Weave to support the creation and integration of Morrisville's strategic plan and for non-academic annual report assessments.

Weave's unique design provides Morrisville users with the ability to create and regularly alter assessment plans including unit or program mission statements, goals, objectives, measures (instruments to measure outcomes), targets and findings. The operating system comes with unlimited cloud storage allowing users to upload supporting documentation and seamlessly interconnect planned targets with one of 4 outcomes at the end of each assessment cycle (exceeded, met, partially met, unmet). In addition to informing future unit level action plans and priorities, this information is also institutionally collected and indexed categorically to strategic goals and priorities at the end of each cycle. This summary information allows the Morrisville Office of Institutional Effectiveness to calibrate Morrisville's progress toward meeting institutional goals and priorities.

A [SUNY Morrisville Weave User Guide](#) was developed in the spring 2023 by the Non-Academic Assessment Committee to inform Morrisville's Non-Academic Annual Reporting process.

### Data and Data Requests

The Office of Institutional Research provides college constituents with access to data sourced information and services including official IPEDS reports, graduate placement, survey findings, and, in some cases, inferential data analysis. Common datasets and research information are made available on the Morrisville [Institutional Research website](#). Morrisville faculty and staff may also request information using the [Institutional Research Data Request form](#). The data request form provides Morrisville employees with the ability to request designated directory information, descriptive statistics, survey development services, program review data tables, and an "other" category of request.

## Assessment Timeline

The Assessment Timeline provides a structured framework for evaluating student learning outcomes, program effectiveness, and overall institutional goals. This section outlines a cyclical schedule of assessment activities, ensuring systematic data collection, analysis, and reflection to support continuous improvement across academic and administrative units. By aligning assessment periods with institutional priorities and accreditation standards, the timeline facilitates timely feedback and actionable insights, fostering a culture of evidence-based decision-making and accountability throughout the college.

Date	Event	Responsible Parties
<b>July</b>	<ul style="list-style-type: none"> <li>Non-Academic annual reports are due for internal review (July 1).</li> <li>Strategic Plan: 2030 Annual Progress Update (July 1) in 2026, 2028, and 2030.</li> </ul>	Unit heads and staff, Institutional Effectiveness Council (IEC), Non-Academic Assessment Committee (NAAC)
<b>August</b>	<ul style="list-style-type: none"> <li>Non-Academic annual report internal review feedback due.</li> </ul>	NAAC, IEC
<b>September</b>	<ul style="list-style-type: none"> <li>Academic chairs meet with Academic Dean(s) to discuss assessment findings and resource needs.</li> <li>College Academic Assessment Committee (CAAC) sets academic year goals and reviews assessment reports and process.</li> <li>Faculty Annual Report (FAR) due to the Academic Dean(s).</li> </ul>	Direct reports and supervisors, Chairs and dean, CAAC committee members, Faculty and dean
<b>October</b>	<ul style="list-style-type: none"> <li>Prior academic year Non-Academic annual reports finalized and “closed” on Weave (October 4).</li> </ul>	Chairs and Academic Dean(s),

	<ul style="list-style-type: none"> <li>• Prior academic year SUNY Morrisville Annual Report written and submitted to system (October 31).</li> <li>• Academic Dean(s) meet with academic chairs to evaluate program review schedule.</li> <li>• The General Education Taskforce (GET) reviews the proposed schedule and plan.</li> <li>• Academic Dean(s) meets with faculty to review FAR.</li> </ul>	<p>GET representatives</p> <p>Dean and faculty</p> <p>President's Cabinet</p>
<b>November</b>	<ul style="list-style-type: none"> <li>• Current year Non-Academic plans complete and "in progress" on Weave (November 1).</li> <li>• Programs up for review continue to meet with Academic Dean(s) to plan.</li> </ul>	Chairs and Academic Dean(s)
<b>December</b>	<ul style="list-style-type: none"> <li>• Fall Assessment Day – end of semester, academic units set assessment targets into platform.</li> </ul>	CAAC and faculty
<b>January</b>	<ul style="list-style-type: none"> <li>• CAAC reviews academic year goals.</li> </ul>	CAAC members
<b>February</b>		
<b>March</b>	<ul style="list-style-type: none"> <li>• Assessment website content update.</li> <li>• Program reviews, exit meetings.</li> <li>• Dates for institutional and non-academic Annual Report approved by IEC.</li> </ul>	<p>Institutional Effectiveness Council</p> <p>Chairs, faculty, staff, Academic Dean(s), Provost, President</p>
<b>April</b>	<ul style="list-style-type: none"> <li>• Program reviews, exit meetings.</li> <li>• Weave Assessment Guidebook and Assessment webpage updates.</li> </ul>	NAAC, division chairs, faculty, staff, Academic Dean(s), Provost, President
<b>May</b>	<ul style="list-style-type: none"> <li>• Non-academic annual report submissions open on Weave.</li> </ul>	Staff

	<ul style="list-style-type: none"> <li>• Spring Assessment Day – end of semester, academic units import results into platform.</li> <li>• CAAC annual report to Provost.</li> </ul>	CAAC and faculty
<b>June</b>	<ul style="list-style-type: none"> <li>• CAAC reviews assessment reports.</li> <li>• Finalize Operational Table updates (2025, 2027, 2029).</li> <li>• Institutional Assessment of Strategic Plan Strategies and Targets (2026, 2028, 2030).</li> <li>• Assessment Handbook content update.</li> <li>• Faculty Staff Handbook update.</li> </ul>	CAAC Institutional Effectiveness Council

## Data Repositories

Assessment reports are integrated into a data repository platform used to manage and collaborate on assessment activities, promoting a culture of continuous improvement. At the time of writing, Morrisville uses two primary repositories to collect institutional assessment data. The first is cloud storage through the designated Weave Assessment software. Weave provides unlimited cloud-based storage designed to interconnect relevant data and findings to assessment outcomes. The second includes internal databases called drives that are networked through one or more of Morrisville’s institutional servers. These internal databases are maintained by Morrisville’s Technology Services Office and interface directly with the College’s primary information system (Banner) and business intelligence system (Argos).

These two repositories facilitate the management of guidelines, data collection, analysis, storage, and use of results, all while ensuring adherence to cyber security and privacy standards.

### Middle States Evidence Repository

To ensure compliance with the fourteenth edition of Middle States standards, Morrisville has integrated a two-factor system for collecting and presenting required evidence. This system includes an initial step of storing relevant evidence by standard to internal databases then, after the information has been internally validated, copying and indexing the relevant documents to Morrisville’s Weave Assessment platform. This two-step process reduces the risk

of lost or stolen documents and complies with the SUNY [Information Security](#) and [Records Management](#) policies.

## Summary

SUNY Morrisville's Assessment Handbook is designed to explain the assessment processes and practices used to support Morrisville's mission. These processes and practices catalog and guide progress toward institutional priorities and are rooted in the institution's core values, which prioritize student-centered education, community, diversity, sustainability, and hands-on learning. The assessment process is comprehensive, integrating ongoing and intentional evaluations across all academic and non-academic divisions to promote continuous improvement and institutional effectiveness. Responsibility for assessment is shared among faculty, staff, and administrative leaders, with specific roles outlined for program-level and general education assessments. Furthermore, this plan aligns with SUNY Morrisville's strategic goals, which include enhancing sustainability, expanding access to experiential education, and strengthening the institution's reputation. Through a collaborative approach, SUNY Morrisville ensures that collected data and assessment results are used to inform pedagogical and curricular decisions, improve student learning outcomes, and fulfill accreditation requirements. This process enhances the teaching-learning environment and supports a continuous improvement cycle.