PROTOCOL FOR THE ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS IN RESEARCH, PUBLIC SERVICE, ACADEMIC SUPPORT, AND ADMINISTRATIVE SERVICES

OVERVIEW

The following template outlines the information to be incorporated into school/college and vice presidential plans for assessing administrative unit contributions to institutional effectiveness though contributions to strategic goal attainment.

The degree to which administrative units contribute to campus strategic goal attainment is the organizing framework for and the focus of the assessments. The means to demonstrate unit effectiveness must be based on documented (observed/measurable) performance.

Administrative unit assessments are being phased in according to the schedule included in this document. The administrative unit assessments are phased in in order to reflect upon and learn from each prior assessment, and in order to shape and inform succeeding assessments. The assessment process may include a systematic gathering of feedback from faculty/staff and students served by (and serving within) the units of focus without overburdening both of them and the campus community to provide feedback on all administrative units every year. Units within a vice presidential area may themselves be phased in over time rather than assessing all of the units within a vice presidential area at the same time. The following outline shall be used to guide the construction of the assessments and self-study reports of research, public service, academic support, and administrative service units.

Finally, while a formal self-study report, as outlined below, is required only once in a five-year cycle for each vice presidential area or school/college, it is expected that an annual report will be provided once each unit establishes its multi-year assessment plan. The annual report will, at minimum, detail: the outcomes of that year's particular assessments as aligned to the unit's mission, goals, and objectives, and to campus strategic objectives; their findings; and any changes in programs, procedures, or operations informed by information gathered during the assessment process.

Part I – Self-study Guidelines for Research, Public Service, Academic Support, and Administrative Service Units

I. **Formally Specify Mission and Goals**

    A. Review University and division mission statements and strategic goals. Review and/or develop unit mission statements which include unit goals aligned to the campus's strategic goals.

    B. It is highly recommended that defining unit mission statements and program goals should be a collaborative process within the unit or department to ensure buy-in from unit constituents. Three to five unit goals are recommended.

    C. If applicable, review criteria and external standards of certification and be sure that goals are aligned to external standards of certification.

    D. Prioritize goals to assist in developing a timetable for implementing an assessment plan that is targeted to specific goals. Again, this should be a collaborative and participatory process within the unit or department.

II. **Formulate Detailed Objectives for Each Goal**

    A. Identify current and anticipated outcome metrics for each goal. Metrics should be measurable and observable. Identify activities that may affect multiple goals, and implications for those that do.

    B. List anticipated outcomes (end products) that should occur as a result of activities to be undertaken, and also think about possible unintended outcomes that might result from such activities.

    C. Establish performance benchmarks, either internally developed or aligned to national benchmarks or standards if available.

III. **Describe Unit Budget, and Allocation of Resources Toward Achieving Goals and Objectives**

    A. Using standard information provided by the Office of Financial Management and Budget, Describe the unit's overall budget and resource trends over the past five years

    B. Describe how unit and other funds, as well as staff resources, are intended to support the attainment of the unit goals and objectives.

    C. What areas are adequately resourced in pursuit of unit goals and objectives? Identify areas where resources are a challenge.

IV. **Develop Assessment Metrics (preferably qualitative and quantitative) to Gauge the Achievement of Goals and Objectives**

    A. Consider assessment methods already in use (e.g., satisfaction surveys, work flow monitoring, resource utilization, service levels, etc.).
        i. Appendix B contains numerous metrics, currently or previously used, for assessing the campus's strategic goals, many of which can be disaggregated to the unit level. Use of these particular metrics are encouraged, but not mandatory. Units should use assessment metrics that make the most sense to effectively evaluate their particular goals and objectives within the scope of their mission.

    B. Use assessment instruments already accepted in the field (e.g., professional associations, accrediting boards, accepted best practices, etc.) to identify benchmarks and assessment tools.

C. Use multiple (direct and indirect) assessment activities to assess outcomes and processes if possible.
  i. Direct assessment relies on observation of outputs or samples of outputs or actual work products that reviewers can use to assess how well the outputs or work products meet expectations.
  ii. Indirect assessment methods are based upon perceptions, often self-reported, of particular outcomes. Satisfaction or point of service surveys are good examples of indirect measures. That said, we as a campus do need to be judicious with survey efforts.
D. Both qualitative and quantitative measures are acceptable, however, some quantitative measures must be included as part of the analysis.
E. It is recommended that the views of faculty/staff and students served, as well as the views of faculty/staff who comprise the units themselves are taken into account.
  i. Units are also encouraged to consult with IRPE on how to best gather input from faculty/staff and/or students on their performance.

It is worth reiterating that units should use whatever assessment metrics make the most sense to evaluate their particular goals and objectives, within the scope of their mission. Consulting with IRPE will help ensure that valid and reliable metrics are employed.

V. Identify the Logistics of the Assessment Plan

A. Create a five-year timeline for the unit's assessment activities.
  i. Each goal and objective need not be assessed every year, and may only be assessed once or twice in the five-year period. Some goals and their associated objectives would, by their critical to mission status, require more frequent assessments.
  ii. While spacing out the assessments allows for reflection and consideration of assessment findings to modify programs, procedures, and policies in the intervening years, building assessments into what the unit does – rather than creating an add-on activity – has the potential to provide yearly feedback on the success of the unit.
  iii. Identify important business and technological processes that impact unit operations and assess their efficacy.
    a. An inventory of any major operational systems may prove helpful.
    b. It may be useful to consult with Enterprise Applications Services (EAS) of the Division of Information Technology Services (ITS) and the UAlbany Comptroller's Office about how these processes and systems are functioning and ways to gauge their effectiveness.
B. Identify individuals, committees, or groups and what each is responsible for (e.g., instrument design, data collection, analysis, report writing, communicating results back to students, staff, and faculty).
C. Identify resource needs.
D. Where appropriate, identify how faculty/staff/student input should be built into the assessment process.
E. Engage IRPE early on in your assessment planning for advice.

VI. Collect and Analyze Data

A. Collect data.
B. Analyze assessment results noting important patterns and trends. Discuss opportunities and challenges to help the unit maintain success.

VII.   Describe the Unit's Improvement Loop

     A.   Describe how the unit or department will use the information generated from assessment activities to improve effectiveness.

     B.   Describe the change plan to be implemented
          i.   Identify the steps to be taken
          ii.   Identify the groups and individuals responsible for each step

     C.   Identify target audiences, including students, where appropriate.

     D.   How will results be disseminated and feedback solicited?

     E.   Describe assessment activities to be performed in the future related to the improvement plan executed, and be sure to include when and how the unit will evaluate the assessment plan.

Part II – Units to be assessed and rotating year of review (1-5):

Administrative Program Reviews Calendar of Activities 2019-2020 through 2023-2024				
2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
School of Criminal Justice Dean's Office	VP Finance & Administration – including focus on IT	College of Emergency Preparedness, Homeland Security and Cybersecurity Dean's Office	VP Student Affairs	Office of Provost
Rockefeller College Dean's Office	School of Business Dean's Office	College of Engineering and Applied Sciences Dean's Office	VP Research	Center for International Education and Global Strategy (CEIGS)
School of Social Welfare Dean's Office	VP University Advancement – including focus on communications	VP Government and Community Relations	University Libraries	
College of Arts & Sciences Dean's Office	School of Public Health Dean's Office			
Undergraduate Education	School of Education Dean's Office			
Graduate Education				
Applied Learning (Self Study only, no site visit)				
Online Education (Self Study only, no site visit)				

Part III – Outline for Academic Dean's offices versus support/administrative units under the vice presidents
The issues around academic administration are notably different from support units.

An outline for dean's offices might consist of:
1. Academic Administration
   a. Course scheduling
   b. Student advisement and support for this function
   c. Online learning
   d. Internships
2. Academic policies
   a. Handling disruptive behavior in the classroom
   b. Policy on absence of instructors from class
   c. Student academic grievance procedures
   d. Syllabus requirements
   e. Syllabus storage policy
   f. Standards of academic integrity
   g. Undergraduate regulations
3. Personnel administration
   a. Tenure and promotion, grievance processes
   b. Faculty (and staff) hiring processes
   c. Faculty development and mentoring program(s)
      i. Travel policies
      ii. Instructional workload policies
      iii. Policies on course leaves, buy-outs, and usage trends
   d. Faculty/Staff Diversity
      i. Historical trends
      ii. Initiatives to increase diversity
4. Financial administration
   a. Budgeting process
   b. All-funds resource trends
   c. Part-time faculty trends and resourcing
5. Facilities management
   a. Space usage and distribution
   b. Management of laboratories and offices
   c. Graduate student space
6. Public Engagement
   a. Applied Learning
   b. Integration of scholarship/research/creative works with external communities

Part IV – The External Review

An external review is now included as part of the administrative program review process. This section describes the process that shall be followed in recruiting and arranging for reviewers as well as organizing for the site visit.

It is important that programs select potential external reviewers as soon as possible to ensure adequate time for review of names and planning. Usually reviewers need to be invited at least one semester prior to the site visit.

The unit or area Vice President is responsible for all costs incurred as part of the site visit, including but not limited to: external reviewer honoraria; external reviewer meal per diems; airline/train/rental car costs; hotel rooms for reviewers.

After working with the Director of Assessment to identify firm and suitable dates for the site visit, the unit head or designee shall identify and compile a list of names of six potential reviewers from appropriate sources. Please rank order the list, and include a brief narrative describing why the potential reviewer would be an appropriate choice. Whenever possible, a CV should also be included. The unit head shall forward the list to the area Vice President for approval. Once approved by the area Vice President, the list is to be forwarded to the Director of Assessment, who will handle the logistics of inviting reviewers. The following criteria should guide the selection of reviewers:

A) The reviewer must have experience in (a) similar program(s) at a comparable institutional setting.
B) Experienced reviewers with national reputations in their fields should be sought. All reviewers must be at the level of Director or higher within their organization. Any exceptions should be explained when submitting the list of potential reviewer names to the Director of Assessment.
C) Ideally, each reviewer should have both a broad knowledge of the field as a whole, and expertise in a specialization emphasized in your unit in particular.
D) Together, the reviewers should cover the most important areas appropriate to your unit.
E) Conflicts of interest must be avoided (e.g., selecting reviewers who are alumni or former co-workers).
F) The list of reviewers should be balanced demographically (e.g., by gender, race, ethnicity) to the extent possible.
G) One – but not both – of the reviewers may be someone who served as a reviewer during a previous cycle.
H) One – but not both – of the reviewers may be from another SUNY institution, preferably one of the other university centers.

Questions about the number of reviewers (beyond two) and whether they operate independently or as a team can be handled differently for each unit, in consultation with the Director of Assessment, according to what seems desirable and practicable. *Please note: Under no circumstances should anyone from the department "check in with" or "pre-invite" a potential*

reviewer. While incidental professional contact with potential reviewers may be unavoidable, the self-study or site visit should not be a part of those conversations.

Travel and Accommodation
- The Director of Assessment books all planes, trains, and hotel reservations.
- Transportation to and from the airport or train station is the responsibility of the unit to coordinate. *It is the University's expectation that you will make arrangements for members of your unit to do the pickup – expecting the reviewer to take a taxi or use a ride sharing service (Uber, Lyft) is not acceptable practice.*

Meals
- The University is unable to pay for meals, coffee service or snacks. Should you choose to provide those, such expenses would be absorbed by the department.
- The reviewers are provided meal per diems which are added to their stipends and pays for all of their other meals. *(the University is unable to pay for or subsidize in any way the meals for any members of your unit who attend any meals with the reviewers).*

Creating the Site Visit Itinerary
Approximately one month prior to the visit, the department Chair or designee should begin to develop the itinerary for the site visit which should be completed at least one week prior to the visit so that it can be shared with the reviewers and all local constituents. The Director of Assessment will assist the program with creating the itinerary, but the invitations and meeting requests should come from the unit/department head or departmental support staff. Most visitations will occupy the reviewers for a full day on the first day of the visit, and a half-day on the second day of the visit. The meeting schedule will generally begin at 8am, and no later than 9am. The exact order of the schedule will vary according to the department and availability of administrators, but the following meetings should be included:

A. The afternoon or evening before the visit, representatives from the department will pick up the reviewers at the airport/train station and bring them to their hotel. If scheduling allows, you may schedule a dinner meeting with the reviewers and one or more members of the departmental leadership team at this point to provide an overview of the department. The dinnertime slot may be used the second night of the visit as well if necessary, for the reviewers to meet individual members or a small group.
B. A brief (30 minute) meeting with the Director of Assessment for a general orientation. Typically, the Director of Assessment and the Assistant Vice President for Academic and Resource Planning will meet the reviewers for breakfast on the morning of the first day of the review, if the schedule allows for it.
C. Time for reviewers to meet near the end of the visit to discuss the report and prepare for the summary meeting with administrators.
D. A summary meeting (1 hour) with members of University administration. While exact individuals are determined as a function of the area being reviewed, the Assistant Vice President for Academic and Resource Planning and the Director of Assessment will be included. This is generally the last meeting at the end of the second day, subject to availability of participants.

Accommodations, Transportation, and Meals

The unit or area Vice President is responsible for all costs incurred as part of the site visit. The initial outlay of funds to cover the accommodations, plane and train fares, meal per diems, the honoraria of $1,000 per reviewer, as well as reviewers' per diem meal allowances and incidental expenses, comes from the assessment account managed by the Director of Assessment. At the end of the self-study process the Director of Assessment will send an itemized list of expenses to the contact within the VP/deans area so that a budgetary transfer may be done. The overall cost for the program review will vary, however, in general the VP/unit head should plan to budget approximately $5,000.

Neither the Director of Assessment, the Provost, nor the President are able to reimburse for meals of people other than the reviewers. Departments are free to use their foundation accounts to reimburse employees for meals related to the site visit if they would like to.

While it is common and appropriate to schedule working dinner meetings with the reviewers and various constituencies during their site visit, care should be taken not to schedule activities of a purely social or entertainment-related nature, so as to avoid the appearance of a conflict of interest.

The External Reviewer Report

After the site visit the reviewers will collaboratively prepare a report that:

- evaluates the program(s) self-study document, and aspects of the program gleaned from the site visit, including strengths and weaknesses of the program, the faculty, and the students, and
- presents their recommendations.

The external reviewers are asked to submit their report electronically to the Director of Assessment within thirty days of the site visit. Copies of the report are then forwarded to the unit head, area Vice President, Dean (as appropriate), and the administrative assessment committee. Copies of the report are also permanently housed in the office of the Director of Assessment, and archived within a wiki space that is made available to relevant accrediting bodies (MSCHE, NASPA, etc.) as necessary and appropriate.

Part V – List of Topics for External Team Reviews

I. Unit Overview

1. Assess the unit's **purpose, structure, and administration** as well as formal mechanisms for **management of core responsibilities and implementation of key initiatives.** Address the relationship of the unit to the University's mission and vision.

2. Comment on the **special focus** of reporting units, if any, as they relate to the mission of the unit.

3. Comment on the strategies for **self-assessment and continuous improvement**.

4. Discuss the **functions and responsibilities of the unit**, and the appropriateness of those activities in comparison to similar units or divisions at peer or aspirational peer institutions.

5. Discuss **the relationship** of this unit to other units in the University, as well as collaboration with external partners, and assess available support from collaborating offices and institutions.

II. Professional Faculty and Staff

6. **Evaluate the organizational structure of the unit's professional faculty and staff**, individually and collectively, with regard to training, experience, expertise, and appropriate deployment of human capital.

7. **Comment on the number and qualifications of professional faculty and staff** relative to comparable units at peer or aspirational peer institutions, including any **approved plans for future staffing**.

8. Discuss **employee satisfaction and engagement** in terms of communication, collaboration, contentment and effective talent utilization.

III. Students (if applicable)

9. Comment on the **student population the program serves**, and assess the range and effectiveness of strategies for **student recruitment, enrollment, outreach and engagement.**

10. Comment on the **protocols, evaluation criteria, and management of student admissions.**

11. Comment on provisions for encouraging participation of **persons from underrepresented populations**.

12. Assess the system for monitoring **students' progress and performance** and for **advising and mentoring students**.

13. Comment on **student satisfaction** with support services, programming, range of opportunities, and general responsiveness to student needs by the unit.

IV. Resources

14. Comment on the adequacy of physical **resources and facilities**, including use of resources outside the institution if applicable.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, staff lines and salaries, the number of staff members relative to student numbers and workload, and support from other offices and administrators?

16. Comment on the **availability and utilization of any project or incentive funds** (scholarships, awards, etc.) that are relevant to the success of the unit.

17. **Comment on the pursuit and use of any other funding streams** (development, grant writing, revenue generating activities, etc.).

IV. Summary Comments and Additional Observations

18. Summarize the **major strengths and weaknesses** of the unit with special attention to how it aligns with best practices and how it compares with similar units at peer and aspirational peer institutions.

19. Comment on any **exceptional contributions made or unique strategies employed**, and the unit's likelihood of serving as a model with state, regional, national, and/or international **prominence**.

20. Include any **further observations** important to the evaluation of this unit and provide any **recommendations**.

Appendix A – Administrative Assessment Review Body and Reports

I. **Assessment Advisory Committee –** advisory body to the president, vice presidents, and deans, and has Senate representation. This body is charged with ensuring that University at Albany policies, procedures, and guidelines regarding administrative unit assessments meet internal needs and external mandates.

The Advisory Committee's general roles include:

1. Identifying when and where financial and administrative support is needed to support and advance assessment on the campus,
2. Advocating assessment and committing to the implementation of a culture of assessment on the campus, and
3. Familiarizing its members with Middle States accreditation standards, particularly new standards 6 (Planning, Resources, and Institutional Improvement) and 7 (Governance, Leadership, and Administration)

The Advisory Committee's charge can be broken down into three goals that will shape its future agenda:

- **Goal 1:** Periodically reviewing and updating the Institutional Assessment Plan (IAP).

- **Goal 2:** Working with the vice presidents, deans, and faculty governance to create organizational structures to implement and support assessment across the campus by:

  1. Prompting each unit to identify its mission, goals, and objectives within the framework of institutional and divisional mission,
  2. Assisting units in determining how to measure whether their goals and objectives are being achieved and how to use evaluative measures to improve services and processes,
  3. Developing linkages between the assessment process and planning and resource allocation functions,
  4. Aiding units to document these processes of evaluation and improvement, and
  5. Yearly review of the administrative unit assessment process itself and suggesting improvements for future iterations.

- **Goal 3:** By virtue of goals 1 and 2, the Assessment Advisory Committee will play a significant role in positioning the University to comply with the Middle States Commission on Higher Education's (MSCHE) accreditation standards.

II. Assessment Advisory Committee shall include representatives of the following University constituencies:

<u>President's Office</u>
1. **Co-chair –** Assistant Vice President for Academic & Resource Planning (IRPE)

<u>Provost's Office:</u>
2. Chief of Staff, or designee

<u>Governance and Faculty/Staff:</u>
3. University Planning and Policy Council (UPPC)
4. Council on Academic Assessment (CAA)
5. Governance Council (GOV)

<u>Vice Presidential Divisions:</u>
6. **Co-chair** – Director of Student Affairs Assessment and Planning
7. Information Technology Services
8. Finance & Administration

<u>Deans:</u>
9. Vice Provost and Dean for Graduate Education
10. Vice Provost and Dean for Undergraduate Education
11. School of Education
12. School of Social Welfare
13. College of Arts and Sciences

<u>Students:</u>
14. Undergraduate – Student Association President
15. Graduate – Graduate Student Association President

<u>Staff:</u> Director of Assessment

The Assessment Advisory Committee will be asked to:

1. Prepare an inventory of proposed administrative unit assessment metrics to assess overall institutional effectiveness and unit contributions to overall institutional effectiveness.
2. Help to identify and disseminate assessment best practices.
3. Maintain a Web site making assessment resources available to faculty and staff.
4. Maintain a library of campus assessment documents to be used in the preparation of summary reports for Middle States, site visits, and for internal departmental use.
5. Assist the vice presidential divisions and their units, and the schools/colleges in organizing and implementing assessments of administrative effectiveness as related to achieving institutional strategic goals.
6. Annually review the process for assessing administrative units.

Appendix B – Sample metrics identified during a recent strategic planning process

Strategic Plan Goal	Objective	Assessment Metric
1 - UG Education	Enhance availability and quality of undergraduate writing instruction	Percentage of students meeting or exceeding Writing Program objectives
1 - UG Education	Enhance quality, efficiency and clarity of the General Education program	Percentage of students meeting or exceeding Gen Ed learning objectives
1 - UG Education	Enhance the international components of undergraduate education	Number of courses with Internationalization content
1 - UG Education	Enhance the international components of undergraduate education	Number of graduating seniors with study abroad experience
1 - UG Education	Enrich the educational experience in the major and minor	1st year retention rates
1 - UG Education	Enrich the educational experience in the major and minor	2-year graduation rates (transfer students)
1 - UG Education	Enrich the educational experience in the major and minor	6-year graduation rates (native frosh)
1 - UG Education	Enrich the educational experience in the major and minor	Average time to degree
1 - UG Education	Enrich the educational experience in the major and minor	Classroom usage rates
1 - UG Education	Enrich the educational experience in the major and minor	Credits earned at graduation
1 - UG Education	Enrich the educational experience in the major and minor	Dollars per sq ft spent on refurbishment/ upkeep
1 - UG Education	Enrich the educational experience in the major and minor	Enrollments in online courses
1 - UG Education	Enrich the educational experience in the major and minor	NSSE - Enriching Educational Experiences benchmark
1 - UG Education	Enrich the educational experience in the major and minor	NSSE - Level of Academic Challenge benchmark
1 - UG Education	Enrich the educational experience in the major and minor	NSSE - Student Interaction with Faculty benchmark
1 - UG Education	Enrich the educational experience in the major and minor	Number and percent of students by racial/ethnic category
1 - UG Education	Enrich the educational experience in the major and minor	Number of applicants, admits, and enrollees from underrepresented populations
1 - UG Education	Enrich the educational experience in the major and minor	Number of courses with diversity content
1 - UG Education	Enrich the educational experience in the major and minor	Number of faculty teaching service-learning courses
1 - UG Education	Enrich the educational experience in the major and minor	Number of graduating seniors with community-engaged research project
1 - UG Education	Enrich the educational experience in the major and minor	Number of graduating seniors with internship experience
1 - UG Education	Enrich the educational experience in the major and minor	Number of online courses
1 - UG Education	Enrich the educational experience in the major and minor	Number of STEM graduates
1 - UG Education	Enrich the educational experience in the major and minor	Number of students in honors programs

1 - UG Education	Enrich the educational experience in the major and minor	Number of Students in Living Learning Communities
1 - UG Education	Enrich the educational experience in the major and minor	Number of students in recognized student groups
1 - UG Education	Enrich the educational experience in the major and minor	Number of students in service learning courses.
1 - UG Education	Enrich the educational experience in the major and minor	Rising Junior graduation rates
1 - UG Education	Enrich the educational experience in the major and minor	SOS - Academic Experience scale
1 - UG Education	Enrich the educational experience in the major and minor	SOS - Overall Satisfaction item
1 - UG Education	Enrich the educational experience in the major and minor	Student faculty ratio
1 - UG Education	Enrich the educational experience in the major and minor	Student to support staff ratios
1 - UG Education	Improve the academic profile of incoming freshman and transfer students	Average SAT score (or equivalent ACT score) of all matriculating students
1 - UG Education	Improve the academic profile of incoming freshman and transfer students	Number of Group One incoming freshmen
1 - UG Education	Improve the academic profile of incoming freshman and transfer students	Percentage of all matriculated students who are Group One
1 - UG Education		Academic success of Living Learning Community students
1 - UG Education		Average high school GPA of all matriculating freshmen at UAlbany each year
1 - UG Education		Average high school GPA of the top 500 matriculating freshmen at UAlbany each year
1 - UG Education		Average SAT score of the top 500 matriculating freshmen at UAlbany each year
1 - UG Education		COACHE - Faculty satisfaction with classroom facilities
1 - UG Education		NSSE - Scale let - Course Challenge
1 - UG Education		NSSE - Scale let - Gains in General Education
1 - UG Education		NSSE - Scale let - Gains in Practical Skills
1 - UG Education		NSSE - Scale let - Higher Order Thinking
1 - UG Education		NSSE - Scale let - Writing
1 - UG Education		Number of student groups
1 - UG Education		Number of minors programs
1 - UG Education		Number of BA/MA programs
1 - UG Education		Number of degree programs partially online (last 60 credits?)
1 - UG Education		Number of departments offering one or more service-learning courses.
1 - UG Education		Number of events sponsored by student groups (?)
1 - UG Education		Number of IELP students

1 - UG Education		Number of ITLAL faculty development workshops
1 - UG Education		Number of majors with honors programs
1 - UG Education		Number of new courses or programs each year
1 - UG Education		Number of students served by online degree programs
1 - UG Education		Number of tenure track faculty who have completed a service learning training workshop or modules
1 - UG Education		SOS - Satisfaction with Availability of Gen Ed courses
1 - UG Education		SOS - Satisfaction with Course Availability/Registration Scale
1 - UG Education		SOS -Student satisfaction with classroom facilities
1 - UG Education		Success rate for student to leave academic probation in good standing
2 - Student Experience	Instill in the University at Albany community a distinctive and enduring identity through its traditions and cultures	Number of students honored for leadership, high academic achievement, and accomplishments
2 - Student Experience	Amplify the 'World Within Reach' perspective through a dynamic, rich assemblage of experiences	FAR - Partnerships with other institutions and businesses
2 - Student Experience	Amplify the 'World Within Reach' perspective through a dynamic, rich assemblage of experiences	Number of faculty on exchange programs
2 - Student Experience	Amplify the 'World Within Reach' perspective through a dynamic, rich assemblage of experiences	Number of students (and %) in study abroad
2 - Student Experience	Amplify the 'World Within Reach' perspective through a dynamic, rich assemblage of experiences	Number of students on exchange programs
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	Academic success of Living Learning Community students
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	NSSE - Enriching Educational Experiences scale
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	Number of student participants in campus recreation program
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	Number of student participants in wellness programs
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	Number of Students in Living Learning Communities
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	SOS - Personal Integration scale
2 - Student Experience	Create a strong sense of community among faculty, students, staff and alumni	SOS - Social Environment & Services scale
2 - Student Experience	Increase full-time faculty engagement with undergraduate education	Number of student research experiences

2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	COACHE - Faculty satisfaction with mentoring
2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	Faculty Activity Report (FAR)- Faculty research collaborations with students
2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	Number of student internship experiences
2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	Number of students with peer mentors
2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	SOS - Academic Advisement scale
2 - Student Experience	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring	SOS - Opportunities for community engagement, internships item
2 - Student Experience	Provide excellent and effective student support services that enhance student satisfaction and contribute to academic and lifelong success	Comparative debt obligation upon graduation
2 - Student Experience	Provide excellent and effective student support services that enhance student satisfaction and contribute to academic and lifelong success	NSSE - Supportive Campus Environment scale
2 - Student Experience		Attendance at campus events
2 - Student Experience		Departmental mentoring policies on websites.
2 - Student Experience		General campus climate survey items & scales
2 - Student Experience		Internal Survey - Use of employee guide/checklist
2 - Student Experience		Internal Survey - mentoring non-Tenure-Track Faculty
2 - Student Experience		Internal Survey - new employee follow-up on guide/checklist
2 - Student Experience		NSSE - Scale let - Active Learning
2 - Student Experience		NSSE - Scale let - Collaborative learning
2 - Student Experience		NSSE - Scale let - Diversity
2 - Student Experience		NSSE - Scale let - Information Technology

2 - Student Experience		NSSE - Scale let - Out-of-Class Interaction
2 - Student Experience		NSSE - Scale let - Support for Interpersonal Environment
2 - Student Experience		NSSE - Scale let - Support for Student Success
2 - Student Experience		NSSE - Scale let - Varied Experiences
2 - Student Experience		Number of non-Tenure-Track faculty (NTTF) moving up the 'career ladder'
2 - Student Experience		Number of campus events by category
2 - Student Experience		Number of Departments that effectively evaluate the teaching of their NTTFs
2 - Student Experience		Number of Departments with NTTF mentoring programs
2 - Student Experience		Number of Departments with Orientation for NTTFs
2 - Student Experience		Number of Honors College courses offered by departments
2 - Student Experience		Number of student clubs/societies founded within academic units
2 - Student Experience		Number of Tier 1 and local students who apply and attend UAlbany (standing in local community)
2 - Student Experience		Number of wellness programs offered
2 - Student Experience		Orientation survey of new Non Tenure-Track Faculty (NTTF) and of Tenure-Track Faculty
2 - Student Experience		SOS - Food service rating
2 - Student Experience		Surveys of unit and employee satisfaction
2 - Student Experience		Unit and employee participation in campus events
2 - Student Experience		Workshop participation for dept chairs on integrating NTTFs
3 - Graduate Education	Identify faculty pedagogical needs and enhance support for these activities in graduate education	Number of departments offering one or more service-learning courses.
3 - Graduate Education	Identify faculty pedagogical needs and enhance support for these activities in graduate education	Number of students in service learning courses.
3 - Graduate Education	To inform investment decisions, strengthen the program evaluation process	Student placement 5 years post-graduation, in context of program goals
3 - Graduate Education	To inform investment decisions, strengthen the program evaluation process	Time-to-degree (median), compared to discipline norms
3 - Graduate Education	Attract and retain outstanding graduate students and support and prepare them appropriately	Average stipend levels for supported students

3 - Graduate Education	Attract and retain outstanding graduate students and support and prepare them appropriately	Number of applicants, admits, and enrollees from underrepresented populations
3 - Graduate Education	Attract and retain outstanding graduate students and support and prepare them appropriately	Number of STEM graduates
3 - Graduate Education	Attract and retain outstanding graduate students and support and prepare them appropriately	Number of students supported on research grants
3 - Graduate Education	Attract and retain outstanding graduate students and support and prepare them appropriately	Number of students with externships
3 - Graduate Education	Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students	Adult and non-traditional student enrollment
3 - Graduate Education	Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students	Adult and non-traditional student revenue generation
3 - Graduate Education	Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students	Number of online courses
3 - Graduate Education	Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students	Number of students enrolled in online courses
3 - Graduate Education	More effectively integrate graduate academic programs, administration, and governance to strengthen graduate education	Graduate Student Assessment Survey (GSAS) - Scale - Overall Satisfaction
3 - Graduate Education	More effectively integrate graduate academic programs, administration, and governance to strengthen graduate education	GSAS - Scale - Satisfaction with faculty
3 - Graduate Education		Average GRE scores - discipline specific (e.g., GRE-Q for sciences, GRE-V for humanities); Average GPA (for domestic students only)
3 - Graduate Education		Average time to candidacy
3 - Graduate Education		Certificate program enrollments
3 - Graduate Education		Degree completion rate
3 - Graduate Education		FAR - Journals/societies hosted
3 - Graduate Education		FAR - new external partnerships by faculty
3 - Graduate Education		FAR - Publications per capita
3 - Graduate Education		FAR - research opportunities for graduate students
3 - Graduate Education		GSAS - Scale - Satisfaction with academic advisement

3 - Graduate Education		GSAS - Scale - Satisfaction with campus life
3 - Graduate Education		GSAS - Scale - Satisfaction with facilities
3 - Graduate Education		GSAS - Scale - Satisfaction with financial aid
3 - Graduate Education		GSAS - Scale - Satisfaction with mentoring by faculty
3 - Graduate Education		GSAS - Scale - Satisfaction with professional development and placement
3 - Graduate Education		GSAS - Scale - Satisfaction with program climate
3 - Graduate Education		GSAS - Scale - Satisfaction with research appointments
3 - Graduate Education		GSAS - Scale - Satisfaction with research opportunities
3 - Graduate Education		GSAS - Scale - Satisfaction with resources and services
3 - Graduate Education		GSAS - Scale - Satisfaction with teaching appointments
3 - Graduate Education		Identify the number of courses (and enrollments) with experiential learning.
3 - Graduate Education		Number of faculty teaching service-learning courses
3 - Graduate Education		Number of ITLAL faculty development workshops
3 - Graduate Education		Number of online graduate degrees programs
3 - Graduate Education		Number of tenure track faculty who have completed a service learning training workshop or modules
3 - Graduate Education		Percent of dissertations resulting in publications - Departments
3 - Graduate Education		Student placement (immediate) in context of program goals
3 - Graduate Education		Student research productivity per capita
3 - Graduate Education		Three-year retention rate
3 - Graduate Education		Visibility and reputation as evident in external rankings (NRC, USNWR, etc.)
4 - Research	Improve administrative support for post-award services and create a culture of support for investigators	COACHE - PI satisfaction with pre- and post-grant processing service
4 - Research	Increase postdoctoral and student engagement in scholarship and external funding	FAR - Number of graduate student creative works/ exhibitions produced
4 - Research	Increase postdoctoral and student engagement in scholarship and external funding	FAR - Number of graduate student publications

4 - Research	Increase postdoctoral and student engagement in scholarship and external funding	Number of postdoctoral positions
4 - Research	Increase postdoctoral and student engagement in scholarship and external funding	Number of students with sponsored grants
4 - Research	Increase scholarly and creative output	FAR - Number of community-engagement focused scholarly publications
4 - Research	Increase scholarly and creative output	FAR - Number of creative exhibits or performances
4 - Research	Increase scholarly and creative output	FAR - Number of refereered publications
4 - Research	Increase scholarly and creative output	Number of active grants and contracts
4 - Research	Increase scholarly and creative output	Number of citations in refereered publications
4 - Research	Increase scholarly and creative output	Number of disclosures
4 - Research	Increase scholarly and creative output	Number of faculty with sponsored grants
4 - Research	Increase scholarly and creative output	Number of Grant and contract applications
4 - Research	Increase scholarly and creative output	Number of licenses
4 - Research	Increase scholarly and creative output	Number of patents
4 - Research	Increase scholarly and creative output	Research expenditures
4 - Research	Increase visibility and reputation of UAlbany scholarship	FAR - Number of prestigious faculty awards/honors
4 - Research		Annual report detailing time to approval, and of purchase, for all procedures
4 - Research		Dollar value of grant and contract applications
4 - Research		Faculty retention rates
4 - Research		Number of grant training session attendees
4 - Research		Number of grant training sessions
4 - Research		Number of grant-related town hall meetings
4 - Research		Number of hires/staff placed on research support team
4 - Research		Number of modified online RF-related training modules
4 - Research		Number of new online RF-related training modules
4 - Research		Program rankings
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	Campus internet capacity
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	Campus-wide wireless internet capacity
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	Classroom usage rates
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	COACHE - Faculty satisfaction with classroom facilities

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5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	Dollars per sq ft spent on refurbishment/ upkeep
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	Energy consumption (BTUs/SF)
5 - Phys and IT Infrastructure	Create and maintain attractive and accessible places for learning, interaction, living and recreation	SOS -Student satisfaction with classroom facilities
5 - Phys and IT Infrastructure	Explore emerging technologies and invest in and keep up to date IT infrastructure	Electronic storage space for research data
5 - Phys and IT Infrastructure	Explore emerging technologies and invest in and keep up to date IT infrastructure	Enrollments in online courses
5 - Phys and IT Infrastructure	Explore emerging technologies and invest in and keep up to date IT infrastructure	Number of online courses
5 - Phys and IT Infrastructure	Explore emerging technologies and invest in and keep up to date IT infrastructure	Researcher satisfaction with IT infrastructure
5 - Phys and IT Infrastructure	Explore emerging technologies and invest in and keep up to date IT infrastructure	SOS - Campus Computing scale
5 - Phys and IT Infrastructure		COACHE - Faculty satisfaction with computing and technical support
5 - Phys and IT Infrastructure		NSSE - Scale let - Information Technology as relates to classroom
5 - Phys and IT Infrastructure		Percentage of classrooms with technology.
5 - Phys and IT Infrastructure		Satisfaction with information infrastructure and reporting for operations and planning needs
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	FAR - Graduate student community-engaged research projects
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	FAR - Number of community-based research projects undertaken
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	FAR - Number of community-engagement focused scholarly publications
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	Number of hours students contribute to community engagement service
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	Number of students and groups receiving awards for exceptional community service
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	Number of students participating in service learning courses (or programs)
6 - Community Engagement	Create a more integrated University-wide system for community-engaged research, teaching and service	Number of students providing 20+ hours per semester to community engagement service
6 - Community Engagement	Grow UAlbany as a University for all ages, at the local, regional and State levels, with	Number of pre-K to grade 12 students tutored and/or mentored in the community

	a special focus on building the K-16 pipeline,	
6 - Community Engagement	Increase strategic partnerships for social development and scholarly benefit…	Number of strategic research and academic partnerships established.
6 - Community Engagement	Increase strategic public and private partnerships to advance economic development, workforce development and entrepreneurial activity	Level of Federal funding for school/college, research center, and university-wide initiatives
6 - Community Engagement	Increase strategic public and private partnerships to advance economic development, workforce development and entrepreneurial activity	Level of State funding for school/college, research center, and university-wide initiatives
6 - Community Engagement	Increase strategic public and private partnerships to advance economic development, workforce development and entrepreneurial activity	Number of public and non-profit community-based organizations engaged
6 - Community Engagement		Number of courses that incorporate themes of environmental sustainability, and climate change
6 - Community Engagement		Number of sustainability programs developed for local schools, communities, and municipal governments.