

SOUTHAMPTON COLLEGE SELF-STUDY DESIGN

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SOUTHAMPTON COLLEGE SELF-STUDY DESIGN

Campus Overview and Mission

Southampton College is a primarily residential campus with an enrollment of about 1200 undergraduates and 300 master's-level graduate students. Located on the eastern end of Long Island, its distinctive character emanates from its coastal location in an area rich in marine, environmental, artistic, and writing tradition. The Mission Statement articulates: "Southampton College is dedicated to educating students to realize their full potential and make a positive contribution to the world in which we live. Excellent academic programs, a wide variety of opportunities for experiential learning, and a small, caring community with rich cultural and natural resources close at hand make Southampton a special place in which to study and grow."

Nature and Scope of Self-Study

Following the guidance of the University-wide Middle States Steering Committee and in consultation with the Campus community, the Campus Accreditation Review Committee selected the Comprehensive Model as a Self-Study design. Because there has been great change and is potential for more growth in all areas of the College, the scope of the Comprehensive Model will be useful to the Campus community. While the College will certainly examine specific matters within each area that are of particular concern, the College community can benefit greatly from a collective examination of all areas of the College in light of the community's understanding of the College's mission.

The mission of Southampton College has remained relatively unchanged in the past ten years. What has changed, however, is the nature of the Campus community, both in terms of faculty and students, and the relative emphasis placed on various programs and activities. Specific changes include:

- The move from a regional to a national student body (approximately 60% of the College's students come from outside of New York State, and 40 states are represented in the applicant pool for the class of 2005.)
- A corresponding move to a faculty that results from national, as opposed to regional, searches.
- Greater emphasis on research in the promotion and tenure process.
- The growth in the number of students enrolled in graduate programs.
- Long a strength, even greater emphasis is given to various experiential education opportunities, most prominently the Friends World Program, Cooperative Education, Internships, and a growing array of travel courses.
- The full implementation and integration of the Friends World Program.
- Development of systematic processes to measure outcomes in all academic areas.

- A major multi-year capital campaign that has resulted in the construction of Chancellors Hall, a 37,000 square foot state-of-the-art facility that is now the academic center of the Campus, and approximately \$3.5 million in renovations to existing facilities, all funded by sources external to the budget.
- The acquisition of a parcel of land adjacent to the College's Marine Station on which the College plans to construct a 7,500-square foot laboratory and classroom building.
- The identification of funds and the development of plans to build a 27,000-square foot library, with groundbreaking projected for winter 2002.

Specific Goals and Objectives of Self-Study

In addition to the University-wide goals and objectives of the Self-Study, which are set forth in the University-wide section of this design, the Campus has adopted the following Campus-specific goals and objectives for its Middle States review.

Through a comprehensive review process, Southampton College will examine the reasons why, throughout its history, the College has been unable to recruit and retain the number of full and part-time students required to produce a balanced budget. It will also examine the programmatic, financial and plant activities, strategies, policies and practices that, properly implemented, will allow enrollment to grow to approximately 1950 students over the next five years. Work on this goal will require effort with respect to several related, perhaps subordinate, goals, including:

- To conduct an intensive and honest assessment of the College's academic programs, the resources, both physical and financial, that support them, and the competitive environment in which the College offer them;
- To identify new academic programs for which the College already possesses, or can readily identify the resources requisite for quality, and a market sufficient to produce reasonable enrollments;
- To identify and prioritize the College's various physical plant needs, as well as the means to address them;
- To undertake a thorough assessment of the College's academic support and student life efforts.

Through a comprehensive review process, Southampton College will also examine:

- Its progress on developing outcomes assessment programs for its academic programs and student development activities.
- The extent to which these programs have improved the quality of these activities.
- Its mission as a regional liberal arts college with an international marine science program.

- The manner in which long range planning is supported by budgetary planning.

A self-study group that began its work in March 2001 leads this period of self-examination. Faculty, students, administrators, community members, and alumni are all represented on the group. Several subcommittees have already been formed and it is envisioned that these subcommittees will include many other members of the Southampton College community. The academic divisions and student development teams have all developed planning and outcomes assessment programs, so the group will be able to get a very full sense of the College's progress toward addressing key issues raised in the last Middle States review.

Organizational Structure of the Campus Accreditation Review Committee and Task Forces

Task Force on Mission and Integrity

The purpose of this task force is to review the mission, goals, and objectives of the College. It will discuss the vision of the College, reviewing the mission statement and strategic plans of the University, the College's own mission statement, and its institutional goals and objectives.

Characteristics of Excellence Covered: Mission, Goals & Objectives; Institutional Integrity

Task Force on Assessment of Educational Programs

This task force will review the implementation of the assessment plans of each academic program of Southampton College, Friends World, and Continuing Studies, including implementation, data gathering, feedback mechanisms, and program changes resulting from outcomes assessment.

Characteristics of Excellence Covered: Educational Program and Curricula; Institutional Effectiveness and Outcomes

Task Force on Planning, Resources, Goals and Objectives, and Publications

The task force on planning, resources, and publications will review and analyze the planning process at Southampton College and evaluate it in terms of its consistency with the institution's mission, goals, and objectives, while paying close attention to the mechanisms used to address resources, change, and assessment. This review will include assessment of divisional/departmental planning in relation to goals, objectives and resources. Publications will be examined in connection with mission, goals, objectives, cross-publication consistency and the evaluation process of the publications themselves.

Characteristics of Excellence Covered: Strategic Planning and Resource Allocation; Alumni and Community Relations; Marketing, Catalogs and Publications

Task Force on Facilities, Equipment, Library, Educational Technology and Other Learning Resources

This task force will examine whether the library, educational technology, and other learning resources adequately support the College's current and anticipated academic programs and the extent to which any existing needs will be addressed with the addition of the new library. This includes, but is not limited to, space, book and periodical holdings, adequate computer technology, and personnel with sufficient expertise to support the computer/information technology. It will also examine facilities and equipment, including the quality and quantity of classroom/lab space and residence halls, and social gathering spaces, whether faculty members are provided with resources necessary to maintain research and teaching responsibilities, whether what is on Campus is consistent with the mission of the College, and the adequacy of ongoing maintenance and upgrading of facilities and equipment.

Characteristics of Excellence Covered: Library, Educational Resources, and Other Learning Resources; Facilities, Equipment, and Other Resources

Task Force on Governance

This task force will examine whether the University and Campus administrative structure is effective, including faculty and student governance and various administrative departments and groups.

Characteristics of Excellence Covered: Organization, Administration, and Governance

Task Force on Student Life, Campus Life, Cultural Activities and Athletics

This task force will review categories of students, including numbers, demographics, educational background, and characteristics, and identify and review support services in place for each group. Services to be examined will include admissions, financial aid, registration, orientation, advising, counseling, tutoring, discipline, health, housing, student organizations and activities, cultural programming, child care, athletic activities and programs, and security.

Characteristics of Excellence Covered: Students, Campus Life, Cultural Activities, and Athletics

Task Force on Friends World Program

This task force will conduct a comprehensive self-study of the Friends World Program internally and in relation to Southampton and the other LIU Campuses.

Characteristics of Excellence Covered: All, in reference to Friends World

Campus Accreditation Review Committee and Task Force Membership

Campus Accreditation Review Committee

Co-Chairs

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Task Force on Friends World Program

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Julia Renfro	Faculty Advisor	Friends World China Center	
Janet Palmer	Council of Overseers	Friends World	
Robert Offer-Westort	Student		
Sheri Bird	Alumna and Council of Overseers	Friends World	
2001-2002 Student executive - to be named			

Charges to the Task Forces

Charge to Task Force on Mission and Integrity

The purpose of this task force is to review the mission, goals, and objectives of the College. The task force will discuss the vision of the College, review the mission statement and strategic plans of the University, the mission statement of Southampton College, its institutional goals and objectives and supporting departments. Based upon this guideline the task force poses the following questions:

- Does the mission statement of the College support the mission of the University?
- Can members of the College community articulate the true vision of the College?
- Does the mission statement of the College reflect the true vision of the College?
- Do the institutional goals adequately address fulfillment of the mission?
- Are the institutional goals measurable in terms of outcomes?
- Are the department objectives interrelated to the goals?
- Are the components of institutional integrity supported by evidence?

Charge to Task Force on Assessment of Educational Programs

Each academic program of Southampton College, Friends World, and Continuing Studies should provide a copy of its assessment plan. A similar assessment program should be provided for the General Education Curriculum. These plans include a program mission statement, goals

and objectives, and methods of assessment, and mechanism for reviewing the results of the assessment.

- Each program mentioned above should provide a detailed discussion of the implementation of their assessment plan to date, including implementation, data gathering, feedback mechanisms, and program changes.
- Describe any changes in the assessment plan that have been made or are anticipated based on the implementation of the plan to date.
- How are results from assessment procedures communicated to affected constituencies (faculty, students, administrative departments, others)?
- Do assessment procedures accommodate inter-unit coordination of evaluation of programs?
- Departments should provide information on the characteristics of departmental faculty.
- Departments should supply faculty CV's and course syllabi for the visiting team workroom.
- Each academic support service should also supply a copy of its mission statement and an evaluation of its effectiveness, including Academic Advising Office, Learning and Writing Center (including tutoring services), HEOP, the Co-op and Internship Office, and the Marine Station.

Charge to Task Force on Planning, Resources, Goals and Objectives, and Publications

The task force on planning, resources, and publications will review and analyze the planning process at Southampton College and evaluate it in terms of its consistency with the institution's mission, goals and objectives, while paying close attention to the mechanisms used to address resources, change and assessment. This review will include assessment of divisional/departmental planning in relation to goals, objectives and resources. Publications will be examined in connection with mission, goals, objectives, cross-publication consistency, and procedures for evaluating publications.

Planning

- What is the history of planning at Southampton College since the last Middle States visit?
- What is the current planning structure/cycle, and are mechanisms for evaluation/change/development built into the process?
- What Campus constituencies are involved in planning? How and in what capacities?
- What is the future of planning at Southampton?

Publications

- What are the College's publications?
- Is the Academic Bulletin consistent with the "Characteristics of Excellence in Higher Education"?
- Are all ancillary publications consistent with the mission, goals and objectives of Southampton College?
- What are the various publication cycles and mechanisms for reviewing publications for accuracy, coordination, quality, timeliness, and effectiveness?

Charge to Task Force on Facilities, Equipment, Library, Educational Technology and Other Learning Resources

This task force will examine whether the library, educational technology, and other learning resources adequately support the College's current and anticipated academic programs and the extent to which any existing needs will be addressed with the addition of the new library. This includes, but is not limited to, space, book and periodical holdings, adequate computer technology, and personnel with sufficient expertise to support the computer/information technology.

In regard to facilities and equipment, the task force will examine the College's current resources and needs. Specific issues that should be addressed include a) the quality and quantity of classroom/lab space and residence halls b) whether there is sufficient space for students to comfortably socialize (e.g., student center)? c) whether faculty members are provided with resources (e.g., computers, lab space, and office space) necessary to maintain research and teaching responsibilities? d) how, and to what extent, the current infrastructure impacts the manner in which the College is perceived both within and outside the institution (including morale)? e) whether the reality of what is on Campus consistent with the mission of the College? f) and to what extent current facilities and equipment are maintained and/or upgraded when needed?

- Examine the planning process. Is there planning for spending what is available? Have needs been considered when decisions are made? Is facility maintenance planned?
- Examine the budgeting process. For example, how are resources currently allocated? Is there a fair and systematic procedure in place for determining allocation of limited funds? Is there planning of capital acquisitions? How could planning, staffing, budgeting, and allocation of resources be improved? Should there be a planning council for allocating resources for small improvements?
- Examine maintenance. Does the College have adequate numbers of staff? Are additional resources needed to maintain existing buildings?

Charge to Task Force on Governance

This task force will examine whether the University and Campus administrative structure is effective, including faculty and student governance and various administrative departments and groups.

- What is the University and Campus hierarchy and does this structure work effectively for the College?
- Develop a flow chart for the overall structure and reporting relationships and one for each subgroup if needed.
- Does faculty governance promote appropriate involvement in governance?
- Does student governance serve the College well?
- What is the role of the Administrative Directors Association?
- What role do unions play?
- Is there good communication between groups?
- Are there disenfranchised groups?
- Do groups work well internally?
- Do groups work together with each other well?
- Do middle managers and non-directors have a voice?
- What is extent of overlap, cooperation, empowerment, and enfranchisement?
- What is role of the Alumni Association?
- What is the role of the Southampton Board of Overseers?
- Do the groups effectively relate to each other and how well do they work together?
- What gaps/weaknesses exist in the current structure? Can the College develop strategies to deal with these problems? What are the benefits of the current structure?
- Does academic division structure serve the College well?
- Does the structure effectively support the College's mission? Have each constituency give their evaluation of the effectiveness of their structure relative to the mission.
- How are special and off-Campus programs involved in governance? Does the administrative structure work well for them (i.e., Brentwood, gerontology, continuing studies, ACE, Seamester)?

Charge to Task Force on Student Life, Campus Life, Cultural Activities and Athletics

This task force will review categories of students, including numbers, demographics, educational background, characteristics (beliefs, values, interests, cultural awareness, etc.). (For example, students living on and off campus, commuters, students of color, gender, exchange

students, international students, athletes, honors students, students with disability students at risk, part-time and full-time, transfer, graduate students, nontraditional students, continuing studies students.)

It will identify and review support services in place of above-mentioned students. Services should include, but not be limited to, admissions, financial aid, registration, orientation, advising, counseling, tutoring, discipline, health, housing, student organizations and activities, cultural programming, child care, athletic activities and programs (recreational intercollegiate, intramural), and security. It will trace the progress of students moving in as freshmen or transfers, moving through the College, and moving out.

- How does the College define community and what does the College do to foster it?
- Review retention data and examine what role the social and campus life of the student plays in that data.
- Examine physical facilities, such as dorms, food services, student center, and recreational facilities.
- How does academic life (i.e., Friday classes) impact on student life? Does the academic calendar have an impact?
- Do the College's nonacademic programs actively support the College's mission statement?

Charge to Task Force on Friends World Program

This task force will conduct a comprehensive self-study of the Friends World Program internally and in relation to Southampton and the other LIU Campuses.

Mission

- Is the mission of Friends World one that the Program itself (through its own governance structure) still accepts and recognized as distinct from but related to and compatible with other mission statements of LIU and the Southampton Campus?
- How is the mission statement translated into explicit goals and objectives at the Center/unit level?

Assessment (in general)

- What are the assessment cycles within Friends World at both the program level and at the Center/unit level?
- What have been the areas of particular attention during the past 5 years? How were they determined?
- What findings have been reached and how?
- What use is being made of the findings?

- What has been identified as needing attention at this point and/or in the future?

Planning

- What planning occurs and what happens to plans?
- How are plans communicated beyond the planning committee and to what effect?
- What documents show how planning is/has been tied in with assessment?
- How could the planning-enacting-assessment process itself be made more effective?

Educational Programs

- What has happened in the areas of Friends World that have been identified as needing attention or clarification? (i.e., data, findings, changes that have occurred or are planned in the following)
- What intended student outcomes are assessed?
- How are they assessed?
- Do the methods of assessment and the findings seem adequate?
- What changes to the educational program have been or will be made as a result?

Resources and Facilities

- What resources are provided or are easily available to students in various centers?
- How is the adequacy of resources and facilities assessed and evaluated by relevant constituencies?
- What changes have been made as a result? What further changes are recommended?

Governance

- What are the various governance structures that are attached to Friends World, and how are they related? Who has what authority and responsibilities?
- What are the areas of responsibility of the different structures?
- How are the mechanisms and strategies of the various governance structures assessed in terms of their effectiveness in keeping the program running smoothly?
- What findings and recommendations and changes have resulted?

Publications

- How does the spread and distance of Centers affect what gets published about the Program?

- How can the Program make more effective use of the Web to disseminate information?
- Where and how are publications distributed and is that distribution effective?

Student Support

- What assessment and planning occurs in the different service areas (admissions, financial aid, and registration)?
- What activities and support does each Center provide in orientation, advising, counseling, tutoring, discipline, health, housing, placement, sponsored activities and organizations, extra- or co-curricular programming?
- What evaluation and consequent changes have been made in those activities and support services?

Outcomes Assessment

The assessment of student outcomes in academic programs involves a College-wide assessment of the general education program and departmentally based assessments of each academic program. Information is generated with the assistance of the data management and statistical analysis provided by the Office of Institutional Research and the Office of the University Chief Information Officer at University Center, Campus offices and staff assigned with special responsibility for supporting assessment and planning efforts, and departmentally-generated data.

The plan for general assessment involves the following measures:

- The Academic Profile, a standardized ETS test of general education knowledge, is administered in both the freshmen and senior years. Data for the first cohort of tested seniors will be available in early 2002. Scores for that same group from the year they matriculated, 1998, are already available.
- At the same time the Academic Profile is administered, freshmen are given a questionnaire about their expectations for college and seniors a parallel survey about their satisfaction with various aspects of the College.
- The CAPP Essay Writing Assessment (from ACT) was also administered to 1998 freshmen and senior scores will be available in 2002. This will measure the effectiveness of required English and Writing-Across the Curriculum courses.
- All students must pass an English proficiency exam in order to graduate. Students first take it at the end of the required first-semester English course, English 112. Data on the percentages of students who pass and the number of retakes are available for the past several years.
- All alumni with known addresses were sent a survey that assesses their accomplishments since graduation and their satisfaction with a comprehensive array

of academic activities, support services, and student life programs at the College. Of the 5600 known alumni, more than 1200 returned the survey, an impressive 21% response rate. Aggregate analyses are completed and analyses broken out by program will be available by the time task forces meet in the fall of 2001. This will provide outcomes information about each academic program, the general College curriculum, and other services on campus.

- The Writing and Learning Center has data on the scores of students on various measures used for placement in English and mathematics courses. While primarily focused on placement in developmental courses, these data also permit tracking of students through developmental courses and the assessment of outcomes in those courses.

Each academic division has developed its own assessment plan, starting with the mission, goals and objectives of the program. In addition to the alumni and general data mentioned above, which are available to all major programs, the following can be broken out for and made available to most departments:

- GRE scores of students applying to graduate schools.
- Education students' performance on New York State Teacher Certification general knowledge exams to assess the effectiveness of the delivery of disciplinary knowledge.
- Such a large proportion of Southampton students do internships or cooperative education experiences, that site supervisors' evaluations of students provide assessment of accumulated student knowledge and skills in most disciplines. These evaluations have been kept on computer and can be analyzed systematically for trends that may lead to improvements in those programs.
- Most departments have done and will continue to do internal surveys of students to evaluate their programs.
- Student course evaluations are done every semester and collected and can be used to assess the effectiveness of individual courses. Many instructors also supplement these with their own course assessment instruments and make regular changes based on feedback from them.
- Course enrollment statistics going back for six years are examined regularly when the schedule for each semester is planned. (Statistics going back 10 years are available.)
- Other institutional data, such as the number of majors in each program, are reported regularly and used by departments to plan schedules and assess how students "vote with their feet" on program effectiveness.

In addition, each division has developed assessment measures appropriate to their divisions:

- Division of Arts and Media: The primary means for assessment will be a portfolio. Photographic records of the high school portfolio contents used for program

placement have been obtained. These will be compared with portfolios created in the Senior Seminar and BFA Exhibitions.

- Division of Humanities: Will also use student portfolios to assess the effectiveness of their major programs. Early work and senior projects will be compared.
- The Division of Professional Studies is using the ETS standardized test of general business programs to assess its students. It was first administered in the fall of 2000 and the department will begin to make changes in the curriculum based on that feedback shortly.
- The Division of Education relies on the NY State Teacher Certification Exams as one aspect of assessment. Longitudinal data for many years is available. In addition, the critiques of supervisors of student teachers provide detailed qualitative assessment of students' classroom skills and knowledge. Graduating students also are given exit surveys to assess their perceptions of the program.
- The Division of Social Sciences departments are using a variety of modes of assessment. The sociology and environmental studies departments have introduced qualitative assessment measures into their required first-year and senior capstone courses. Psychobiology will also rely on comparison of senior work in required senior projects or courses.
- The Division of Natural Sciences is developing assessments of lower level required courses, such as the chemistry sequence, and will compare work in introductory disciplinary courses with work in required senior courses (e.g., Marine Operations) or on independent projects.

Southampton departments are just beginning to use these assessment devices to systematically assess student outcomes in their programs. Division Directors will submit assessment reports to the self-study assessment task force in the fall of 2001. These will be the basis of the evaluation of academic programs in the self-study, along with whatever other data that task force gathers or requests.

Inventory of Support Documents

A comprehensive inventory of support documents, keyed to the 14 *Characteristics of Excellence*, has been developed by the Office of Institutional Research and the Office of Academic Affairs at University Center and is attached to this design document as Appendix A. That inventory includes Middle States publications, University-wide documents and reports (e.g., University Mission Statement, Capital Plan, Catalogues, Collective Bargaining Agreements, etc.), recent reports on specialized accreditations and curriculum reviews, previous Middle States reports and periodic reviews, and a host of campus-specific documents.

Timetable for the Self-Study

The University-wide Middle States Steering Committee has adopted a timetable for the Self-Study. That timetable, which is incorporated in the University-wide section of this design, will be followed in conducting the Campus-level accreditation review.

Editorial Style and Format

The report of the Campus Accreditation Review Committee will conform to the editorial style and format prescribed in the “Style Guide for Preparing Middle States Self-Study and Campus Accreditation Review Reports,” which was adopted by the University-wide Middle States Steering Committee and is attached to this design document as Appendix B.

Format of the Self-Study Report

The outline and table of contents for the overall University Self-Study and the outline of the Campus Accreditation Review Committee Reports are provided in the University-wide section of this design.

Profile of the Evaluation Team

Recommendations concerning the profile of the Evaluation Team are presented in the University-wide section of this design.