

# Student Learning Outcomes Assessment Handbook

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**DOWNLOAD PDF HANDBOOK**

<http://www.prattsenate.org/assessment/>

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# Forward

The Assessment Handbook has been developed, collaboratively, by the Office of Institutional Research and Assessment, the Office of the Provost and the Academic Senate of Pratt Institute.

The Assessment Handbook and corresponding Assessment Website were designed to help departments in the process of assessing student learning outcomes at the department/program and course level. They are intended to supplement departmental efforts, which would include in-person meetings, discussions and other methods adopted by faculty of individual departments.

The handbook functions, primarily, in the following ways:

- It provides information about the assessment process, such as scope, responsibility, steps to take and timeliness; guidelines, such as criteria and guiding questions;
- It helps facilitate widespread faculty participation by providing optional tools, such as forms to help departments collect faculty contributions. The forms are online and designed to send submissions, directly, to the faculty's respective department chair.

Because of the on-going, organic nature of the assessment process, the content and functionality of the handbook will, periodically, be refined and updated. It, thus far, contains the following sections:

- I **Assessment** provides information and guiding principles about the various types and levels of assessment at Pratt. The Assessment Toolkit section provides tools and guidance for identifying existing methods of assessment, for further refinement and development.
- II **Learning Goals** provides definitions of goals, objectives, learning outcomes and general guidelines for developing learning goals at the program and course levels. The Learning

Goals Toolkit section provides tools and guidance for identifying existing learning goals, for further refinement, development and alignment with each program's mission, vision, goals and objectives.

- III **Curriculum**, when completed, will provide guidelines for curriculum review and development.
- IV **Mission Statements** is a repository of Mission Statements at Pratt Institute, at the institute, school and program levels (the latter will be added as programs submit). The Mission Statements Toolkit section provides tools and guidance for developing individual program Mission Statements, which will align with the Mission Statements of Pratt Institute and those of their respective schools.
- V **Calendar** provides an updated schedule of activities related to Assessment
- VI **Academic Policies** includes institutional policies related to Academic Integrity, Assessment, Disability, Environmental/Health/Safety Issues and Grading.
- VII **Contact Information** lists administrative offices and personnel, which provide academic support services. It additionally provides contact information for the Academic Senate and its committees for academic programs and policies; student learning outcomes assessment; academic support and concerns; and academic initiatives.
- VIII **Index** of handbook content is being developed.
- IX **Appendix** pages are being developed.

Assessment Website available here: [www.prattsenate.org/assessment/index.htm](http://www.prattsenate.org/assessment/index.htm)

WebForms available here: [www.prattsenate.org/assessment/07/70.htm](http://www.prattsenate.org/assessment/07/70.htm)

# I. Assessment

## 1. WHY UNDERTAKE ASSESSMENT?

Pratt Institute is currently in the process of developing a strategic plan for the next five years. The strategic plan is rooted in the Mission of the Institute and serves as a roadmap to achieve substantial improvements in the academic and administrative programs, structures, and processes by 2010. The strategic planning committee is currently developing annual goals and action plans to make that vision a reality.

Assessment plays a very important role in achieving the enhancements envisioned in the strategic plan. An examination of the current state of the institute with respect to what it wants to achieve, makes it possible to initiate appropriate programs and processes that will bring results. Also, systematic evaluation of progress made toward meeting goals is needed to discern what has been effective and what needs to be changed in order for the desired goals to be achieved. Assessment, therefore, if done well, can contribute significantly to institutional improvement.

Several external forces are also driving us towards assessment of student learning and institutional effectiveness. State legislatures nationwide are expecting greater accountability from academic institutions, and professional and regional accrediting agencies, including the Middle States Commission on Higher Education, are requiring assessment as part of the accrediting process.

Middle States requires that institutions carry out assessment of student learning that "...demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that the students at graduation have achieved appropriate higher education goals."

It also requires that institutions periodically undertake a more comprehensive assessment of their overall effectiveness in meeting their mission and goals. A written assessment plan for examining the implementation of the strategic planning process; efficient uses of resources, and existence of appropriate administrative structures and leadership is expected.

The faculty and staff at Pratt will show our commitment to assessment by developing an assessment program that reflects our values and uniqueness.

**Assessment will be undertaken at Pratt in order:**

1. To improve teaching and learning and administrative services and processes by providing feedback to determine how improvements can be made;
2. To inform faculty and other decision makers of the contributions of the academic and administrative programs;
3. To prove to students, faculty, staff, and outsiders what the accomplishments of the programs are.
4. To support Institute-wide activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

**1.1 Reasons for Assessment**

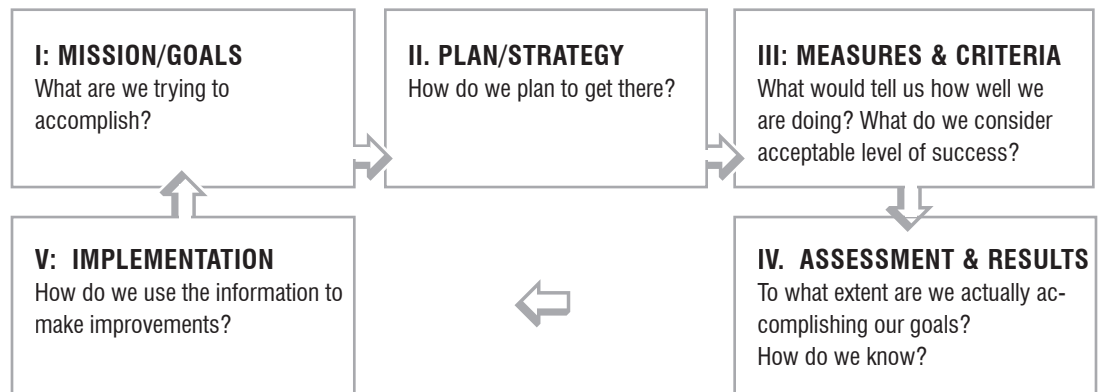
- Assessment encourages a systematic examination of student expectations (our goals) and the learning experiences (our curriculum and co-curricular opportunities) that we offer. This assures that the curriculum and other services are current, and that students are profiting from their instruction and experiences at Pratt.
- Assessment provides verification of the effectiveness of our learning community for external constituencies.
- Some types of assessment can directly enhance teaching/learning effectiveness.
- Assessment provides information for resource decisions and for strategic planning. Determination of program strengths and challenges leads to an identification of curriculum and/or resource needs for program improvement (additional faculty, equipment, support funds, etc.). A well-done assessment program can serve as the strategic plan for the unit.

## 2 WHAT IS ASSESSMENT?

Assessment is an ongoing process of inquiry whose goal is improvement. As shown in the diagram below, it involves getting answers to the following questions:

- What are we trying to accomplish?
- What would tell us how well we are doing?
- How well are we actually doing? How do we know?
- How do we use the information to improve?

### 2.1 Overview of Assessment Process



## 3 ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AT PRATT

Institutional effectiveness refers the extent to which an institution achieves its mission and goals. It is based on a continuous planning and assessment cycle which is grounded in the institution's mission and planning goals. A plan for evaluating the Institutional Effectiveness of Pratt Institute is being currently developed, which includes the following components.

### 3.1 Assessment of Administrative Effectiveness

Examination of the existence of appropriate administrative structures and services, leadership and governance, and planning-driven resource allocations to achieve the mission and strategic goals of the Institute. The plan will set a time frame for developing and implementing assessment plans and provide guidance for all student support units and administrative units to assess: student learning, program outcomes, and attitudes of major constituencies.

### 3.2 Assessment of Educational Quality

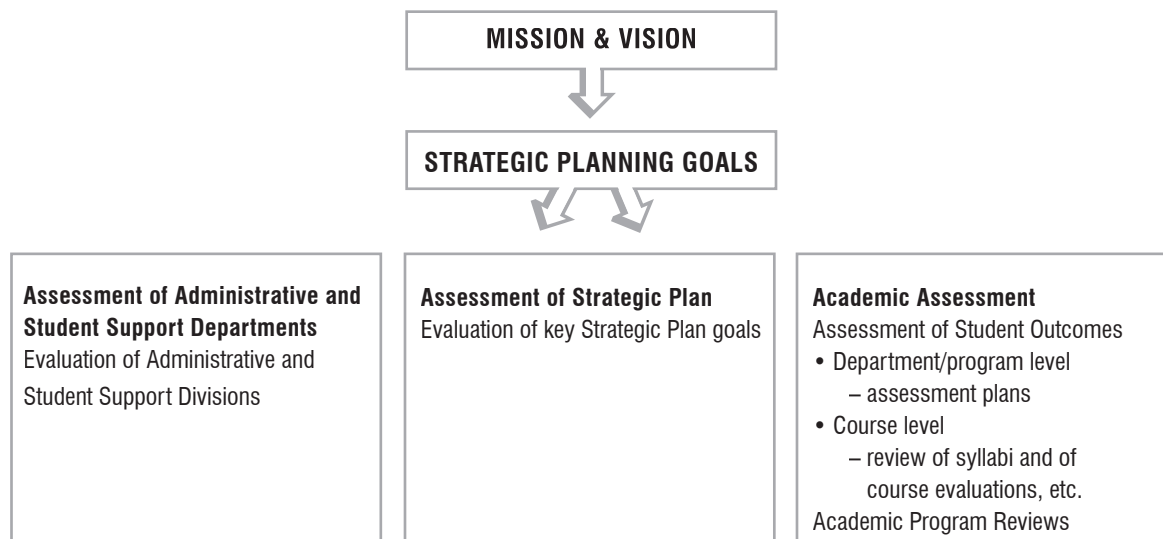
The plan focuses on the effectiveness of academic programs and priority is given to

assessment of student learning and development. The plan will set a time frame for developing assessment plans, providing guidance and advice for assessing student learning and program quality in all academic programs at both the undergraduate and graduate levels. Academic assessment will also include cyclical academic program reviews and review of syllabi and course evaluations.

### 3.3 Assessment of Key Strategic Plan Goals

The assessment plan will examine the extent to which the key goals of the Institute-wide Strategic Plan are being accomplished on an annual basis. The Strategic Planning Committee will be responsible for reviewing evidence of the Institute's progress in meeting its strategic goals and objectives.

### 3.4 Model of Institutional Assessment at Pratt



## 4 PROGRAM-LEVEL STUDENT OUTCOMES ASSESSMENT

### 4.1 Definition of Student Outcomes Assessment

Assessment is defined as the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyze, and interpreting evidence to determine how well student performance matches expectations; and using the resulting information to understand and improve student learning in the program.

Student outcomes are desired ends or objectives. They describe what students are expected to be able to demonstrate after they complete their program. They are dis-

tinguished from inputs (such as attributes of students and faculty) and processes (such as curricular offerings, and the experience of living in a dormitory).

#### 4.2 Levels of Student Outcomes Assessment

Assessment of student outcomes can take place at three levels:

- **Course level**

At the course level, assessment examines the degree to which students achieve the objectives for a specific course. Faculty members engage in course assessment by evaluating student performance on assignments, projects, and exams and then fine-tuning their approach in the course to achieve a better outcome.

- **Program/department level**

At this level, assessment seeks to determine the degree to which learning goals set by the faculty of the program are being met. These goals flow directly from the mission of the program. To accomplish this mission, students need to demonstrate certain learning outcomes: in-depth knowledge in the field of study; general knowledge and competencies (e.g. problem-solving skills, communication skills); and personal/interpersonal skills (e.g. ability to work effectively in a group). Assessment seeks to determine the extent to which students in the program can demonstrate these learning outcomes.

It is often the case that the objectives for individual courses include or overlap with learning outcomes for the overall program (e.g., communication skills). The distinguishing feature of program assessment is that it addresses goals that are accomplished across multiple courses in the curriculum.

- **Institutional level**

At the institution level, assessment seeks to determine the degree to which broad institutional objectives are being met. For example, how successful is Pratt in creating graduates with aesthetic judgment, professional knowledge, collaborative skills, and technical expertise? (Mission Statement). How well does it succeed in educating artists and creative professionals to be responsible contributors to society? (Mission Statement).

*Adapted from Bridgewater State College Assessment Guidebook; downloaded on 11/23/04 from <http://www.bridgew.edu/AssessmentGuidebook/>*

#### 4.3 Types of Student Outcomes

While student learning and development are usually the primary goals faculty expect to achieve, they may have other goals for their students and graduates. The following are types of student outcomes that are usually examined.

**Learning outcomes**

What students are expected to know, care about, and be able to do after they have completed a program of instruction. Three types of outcomes are usually examined:

- Knowledge in the field of study
- Cognitive skills and abilities (General Education/Liberal Arts) -- (e.g. critical thinking, esthetic judgment, technical skills, writing skills, information literacy)
- Attitudes and values that are consistent with the aims of the program (e.g., social responsibility, international perspective, ability to work collaboratively)

**Other student outcomes**

They can be categorized under the loose heading of 'success'. They may include:

- Retention and timely graduation
- Achievements of graduates (e.g. employment related to field of study, continuation to higher levels of education)
- Accomplishments of alumni/ae (in career, community involvement, citizenship, etc.)

## 5 MOST COMMON MISCONCEPTIONS ABOUT PROGRAM ASSESSMENT

### 5.1 **Misconception 1: The results of assessment will be used to evaluate faculty performance.**

Nothing could be further from the truth. Faculty awareness, participation, and ownership are essential for successful program assessment, but assessment results should never be used to evaluate or judge individual faculty performance. The results of assessment are used to improve programs.

### 5.2 **Misconception 2: Our program is working well, our students are learning; we don't need to bother with assessment.**

The primary purpose of program assessment is to improve the quality of educational programs by improving student learning. Even if you feel that the quality of your program is good, there is always room for improvement. In addition, various accrediting bodies mandate conducting student outcomes assessment. For example, Middle States requires that every program assess its student outcomes and use the results to improve programs. To not conduct assessment is not an option.

### 5.3 **Misconception 3: We will assign a single faculty member to conduct the assessment. Too many opinions would only delay and hinder the process.**

While it is a good idea to have one or two faculty members head the assessment process for the department, it is really important and beneficial to have all faculty members involved. Each person brings to the table different perspectives and ideas for improving the academic program. Also it is important that all faculty members understand and agree to the mission (i.e., purpose) and goals of the academic program.

**5.4 Misconception 4: We want nothing to do with program assessment. The administration might use the results to eliminate some of the department's programs.**

There are two types of evaluation processes: summative and formative. The purpose of summative program evaluation is to judge the quality and worth of a program. On the other hand, the purpose of formative program evaluation is to provide feedback to help improve and modify a program. Program assessment is intended as a formative evaluation and not a summative evaluation. The results of program assessment will not be used to eliminate programs.

**5.5 Misconception 5: Assessment is a waste of time and does not benefit the students.**

The primary purpose of assessment is to identify the important objectives and learning outcomes of your program for the purpose of improving student learning. Anything that enhances and improves the learning, knowledge and growth of your students cannot be considered a waste of time.

**5.6 Misconception 6: We will come up with an assessment plan for this year and just reuse it every year thereafter.**

For program assessment to be successful, it must be an ongoing and continuous process. Just as your program should be improving, so should your assessment plan and measurement methods. Each academic department must look at its programs and its learning outcomes on a continual basis and determine if there are better ways to measure student learning and other program outcomes. Your assessment plan should be continuously reviewed and improved.

**5.7 Misconception 7: Program assessment does sound like a good idea, but it is time-consuming and complex.**

It is impossible to “get something for nothing.” Effective program assessment will take some of your time and effort, but there are steps that you can follow that can help you to develop an assessment plan that will lead to improving student learning. Also, the office of Operational Excellence and Assessment Support (OEAS) is available to provide you with assistance. If you need any help go to <http://oeas.ucf.edu>, the Operational Excellence and Assessment Support website for guidelines and assistance in conducting program assessment or contact the office (407-882-0277) to make an appointment for a consultation.

*Adapted from University of Central Florida: UCF Academic Program Assessment Handbook February 2004*

## **6 PRINCIPLES OF GOOD ASSESSMENT PRACTICE**

Assessment of student outcomes must be guided by sound principles to be meaningful. The American Association for Higher Education proposes nine principles of effective assessment practices:

1. What kinds of learning do we value most for our students? Assessment of student learning begins with educational values, which should drive not only what we choose to assess, but how we do so.
2. Learning is complex and requires a diverse array of methods to give a more complete and accurate picture of learning. Thus, assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment as a process moves us forward and helps us focus more clearly on where to aim and what standards to apply. Thus, assessment works best when the programs it seeks to improve have clear and explicitly stated purposes.
4. Where students “end up” matters greatly, but to improve assessment we also need to know how they got there (the student experience along the way). Thus, assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes
5. Assessment has a “cumulative” effect when it entails a planned, purposeful, linked series of events over time. Thus, assessment works best when it is ongoing and not episodic.
6. Student-learning is a campus-wide responsibility. It’s not a task for a small group of “experts,” but a collaborative activity. Thus, assessment fosters wider improvement when representatives from across the educational community are involved.
7. To be useful or make a difference, assessment is connected to issues or questions people really care about. The point of assessment is not to gather data and return “results”; it is a process that starts with questions decision-makers have, involves them in the gathering and interpreting of data, and informs and helps guide them in continuous improvement efforts.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes when the quality of teaching and learning is valued and is central to the University’s planning, budgeting, and personnel decisions.
9. There is a compelling public stake in education. Our deeper obligation – to ourselves, our students, and society – is to improve. Through assessment, educators meet responsibilities to students, parents and the public.

## 7 GENERAL GUIDELINES FOR OUTCOMES ASSESSMENT AT PRATT

Student outcomes assessment will be conducted at the program level. Each department will be asked to develop and implement an assessment plan for each of its programs. Departments offering programs at both the graduate and undergraduate level should develop a separate plan for the each program since the competencies the students are expected to have at the end of the program are different. Programs with multiple majors or concentrations at only one level (associate, bachelors, or graduate) can have a more comprehensive mission statement relating all subprograms to a unified purpose.

Program assessment is not an evaluation of individual students, faculty or staff. Rather it is a process used to indicate the extent to which a program's faculty and staff achieve the objectives they set for their students. Outcomes assessment enables faculty to understand the strengths/weaknesses of their programs; to identify and prioritize goals; to make financial decisions based on their academic priorities; be able to report on the quality of the education they are providing; and continually improve their program.

Assessment at the course level will also be undertaken at Pratt. It will consist of a) review and revision of course syllabi to include expected learning outcomes and b) review and revision of course evaluations to assess achievement of student expected learning. (Course-level assessment is beyond the scope of this handbook. Guidelines will be provided by the Provost's office in the coming months).

### **POLICY**

Outcomes assessment data and information generated by the assessing unit shall not be required for purposes of resource allocation to schools, departments, and programs. Assessing units may be required from time to time to report on assessment activities completed and the impact of those activities on their programs.

Other evaluative processes for personnel or program review and/or management decisions are not precluded by the policy on the use of student outcomes assessment data and information.

### 7.1 Preparing for Program Assessment

- Departments should decide how the assessment plans will be developed; approaches vary: appointing a planning and assessment committee; designating an existing committee to assume planning and assessment responsibilities; and using the whole program faculty as a committee-of-the-whole. It is important that faculty have ample opportunities to participate in the process.
- Faculty should familiarize themselves with the contents of this handbook

## 7.2 Some Practical Advice to Make Assessment Meaningful

- Plan to assess all your program's academic goals over a brief (1 to 3 years) period of time;
- Don't try to assess everything all at once;
- If you get the same results with repeated assessments, you need not keep assessing the same item for several years;
- Use both direct and indirect methods of assessment;
- Use methods that faculty in your discipline are familiar with: e.g., if your discipline does not use tight statistical designs, descriptive studies may be appropriate;
- If you have some key concerns or questions about your program, focus your major assessment efforts upon those;
- What is most important to find out?
- What do you really want to learn?
- Build your assessment plan to provide the best data that your department can use, not simply to satisfy an accreditation or administrative requirement;
- Assessment plans will evolve over time: if something doesn't work or new questions arise after an assessment, change the plan;

*[http://www.skidmore.edu/administration/assessment/H\\_A\\_Few\\_Bits\\_of\\_Advice.htm](http://www.skidmore.edu/administration/assessment/H_A_Few_Bits_of_Advice.htm)*

## 8 DEVELOPING PROGRAM ASSESSMENT PLANS

### 8.1 Characteristics of Effective Assessment Plans

An effective plan:

- Is used to improve student learning, not merely satisfy a requirement that the faculty must assess student learning.
- Starts with the Department's mission statement and is built upon the program's goals;

- Addresses the real questions and concerns faculty have about student learning in their program;
- Includes assessment methods that are adequate to measure student achievement. More than one type of measure for each student goal are used. The plan does not rely overly on a single type of measure.
- Is developed and carried out by the program faculty, in collaboration with program administrators and staff, and the Offices of the Provost and Institutional Research and Assessment;
- Establishes a timeframe that is appropriate and workable. It uses existing current data sources and activities:
- Specifies who will do the assessments, collect and analyze data;
- Includes a formal mechanism for reporting results of assessment and for summarizing results and to ensure that assessment provide information to be used in program improvement.
- Is feasible, workable and affordable, given available resources.

## 8.2 Steps in Developing Program Assessment Plans

### Step 1: Identify the program's mission

- Establish program mission statement
- Articulate relationship of program mission to the Institute mission

### Step 2: Identify the program's goals (intended outcomes)

- Define expected student competencies
- Formulate intended learning outcomes for each of the expected

### Step 3: Programs determine appropriate learning processes/strategies

- List actions that will be taken to achieve each intended learning outcome. That is, identify the process(es) (e.g., courses and curriculum, internships, co-curricular activities) that will lead to the intended learning outcome.
- Determine whether all students have the opportunity to achieve the intended outcomes can be achieved with the learning experiences and strategies that are currently in place.

A matrix is commonly used to summarize the relationship between program components (curriculum, courses) and intended outcomes. (*You will be asked to complete a matrix for each program.*)

### Step 4: Programs determine appropriate assessment methods

- Consider data needed to show if desired results are being accomplished

- Choose assessment methods
- Describe timeline, procedures, and who is responsible for implementation

**Step 5: Programs conduct the assessment procedures they have developed**

- Obtain or develop instruments/procedures
- Collect data
- Analyze results

**Step 6: Programs review assessment results and propose relevant changes, completing the program assessment plan**

- Revise the intended learning outcomes
- Design new strategies to achieve the original learning outcomes
- Refine assessment methods
- List resources needed for proposed changes

**Step 7: Assessment-Based Improvement Report**

- State proposed changes and desired improvements included in the previous cycle's completed program assessment plan
- List actions taken to implement the changes for improvement
- Give the semester and year the actions for improvement were implemented

## 9 DEPARTMENTAL ASSESMENT PLAN GUIDELINES

Please include the following information in your assessment plan.

### 9.1 Basic Information:

- a. The name of your program
- b. The name of its department (if applicable)
- c. The name of the department chair (if applicable)
- d. The name of the program director or program coordinator (if applicable)
- e. The name of the assessment coordinator
- f. If this is a new program, the date you expect your first student cohort to graduate from the program
- g. If this is an existing program, the number of students who typically graduate from the program each year
- h. The date the plan is completed

- 9.2 Key Program Learning Goals (Column A):** Please list three to six key learning goals of your program. Each learning goal should describe knowledge, a skill, and/or an attitude, value, or disposition that you want your students to be able to demonstrate *after* they complete your program. Use observable “action words”; rather than say students can “understand” a concept, for example, say that they can explain” or “summarize” it. If you would like your learning goals named a “best practice,” please attach evidence that key program learning goals are clearly and actively communicated to students and faculty in the program.

- 9.3 Goal/Curriculum Alignment (Column B):** For each key learning goal, please describe how you ensure that all students in your program will have sufficient opportunity to achieve this goal before they complete the program. What required assignment(s) or other learning activities help students achieve this goal? In what course(s) do students have these assignments?
- 9.4 Assessment Methods (Column C):** For each key learning goal, please describe how you plan to assess how well your students have achieved it. Please attach examples of any assessment tools that you have drafted (e.g., assignments with grading criteria, scoring guidelines, surveys).
- 9.5 Assessment Timeline (Columns D and E):** For each key learning goal, (1) when do you plan to begin using this assessment for program-level assessment and (2) how often do you plan to compile, analyze, and report the results (e.g., every semester, every other year)?
- 9.6 Use of assessment results for program improvement (Column F):** Please describe the processes by which you will use the results of assessment to effect program improvement.
- 9.7 Comments (Column G):** Please feel free to add any optional comments (e.g., anticipated changes in program goals).

## 10 ASSESSMENT TOOLKIT

The primary function of the Toolkit is to provide resources and support to departments in the process of assessing student learning outcomes at the department/program and course levels.

Because of the on-going, organic nature of the Assessment process, the Toolkit will receive frequent, additional and updated content.

The Assessment Toolkit, thus far, contains the following items:

- Information about process, such as scope, responsibility, steps to take and timeliness.
- Guidelines, such as criteria and guiding questions.
- Optional tools, such as Forms for departments to collect faculty contributions.

### 10.1 General Guidelines For Outcomes Assessment At Pratt

- Student outcomes assessment will be conducted at the program level. Each department will be asked to develop and implement an assessment plan for each of its programs. Departments offering programs at both the graduate and undergraduate level should develop a separate plan for the each program since the competencies the students are expected to have at the end of the program are different. Programs with multiple majors or concentrations at only one level (associate, bachelors, or

graduate) can have a more comprehensive mission statement relating all sub-programs to a unified purpose.

- Program assessment is not an evaluation of individual students, faculty or staff. Rather it is a process used to indicate the extent to which a program's faculty and staff achieve the objectives they set for their students. Outcomes assessment enables faculty to understand the strengths/weaknesses of their programs; to identify and prioritize goals; to make financial decisions based on their academic priorities; be able to report on the quality of the education they are providing; and continually improve their program.
- Assessment at the **course level** will also be undertaken at Pratt. It will consist of
  - a. review and revision of course syllabi to include expected learning outcomes
  - b. review and revision of course evaluations to assess achievement of student expected learning.

Course-level assessment is beyond the scope of this handbook. Guidelines will be provided by the Provost's office in the coming months.

### **POLICY**

Outcomes assessment data and information generated by the assessing unit shall not be required for purposes of resource allocation to schools, departments, and programs. Assessing units may be required from time to time to report on assessment activities completed and the impact of those activities on their programs.

Other evaluative processes for personnel or program review and/or management decisions are not precluded by the policy on the use of student outcomes assessment data and information.

## **10.2 Preparing for Program Assessment**

- Departments should decide how the assessment plans will be developed; approaches vary: appointing a planning and assessment committee; designating an existing committee to assume planning and assessment responsibilities; and using the whole program faculty as a committee-of-the-whole. It is important that faculty have ample opportunities to participate in the process.
- Faculty should familiarize themselves with the contents of this handbook.

### **Some Practical Advice to Make Assessment Meaningful**

- Plan to assess all your program's academic goals over a brief (1 to 3 years) period of time;
- Don't try to assess everything all at once;
- If you get the same results with repeated assessments, you need not keep as-

sessing the same item for several years;

- Use both direct and indirect methods of assessment;
- Use methods that faculty in your discipline are familiar with: e.g., if your discipline does not use tight statistical designs, descriptive studies may be appropriate;
- If you have some key concerns or questions about your program, focus your major assessment efforts upon those;
- What is most important to find out?
- What do you really want to learn?
- Build your assessment plan to provide the best data that your department can use, not simply to satisfy an accreditation or administrative requirement;

Assessment plans will evolve over time: if something doesn't work or new questions arise after an assessment, change the plan.

*Adapted from Skidmore: Some Practical Advice to Make Assessment Meaningful*

### 10.3 Characteristics of Effective Assessment Plans

An effective plan:

- is used to improve student learning, not merely satisfy a requirement that the faculty must assess student learning.
- starts with the Department's mission statement and is built upon the program's goals;
- addresses the real questions and concerns faculty have about student learning in their program;
- includes assessment methods that are adequate to measure student achievement. More than one type of measure for each student goal are used. The plan does not rely excessively on a single type of measure.
- is developed and carried out by the program faculty, in collaboration with program administrators and staff, and the Offices of the Provost and Institutional Research and Assessment;
- establishes a timeframe that is appropriate and workable. It uses existing current data sources and activities;
- specifies who will do the assessments, collect and analyze data;
- includes a formal mechanism for reporting results of assessment and for summarizing results and to ensure that assessment provide information to be used in program improvement.
- is feasible, workable and affordable, given available resources.

### 10.4 Steps in Developing Program Assessment Plans

#### Step 1: Identify the program's mission

- Establish program mission statement. Refer to Guiding Questions
- Articulate relationship of program mission to the Institute mission

**Step 2: Identify the program's goals (intended outcomes)**

- Define expected student competencies
- Formulate intended learning outcomes for each of the expected competencies

**Step 3: Programs determine appropriate learning processes/strategies**

- List actions that will be taken to achieve each intended learning outcome. That is, identify the process(es) (e.g., courses and curriculum, internships, co-curricular activities) that will lead to the intended learning outcome.
- Determine whether all students have the opportunity to achieve the intended outcomes can be achieved with the learning experiences and strategies that are currently in place.
- A matrix is commonly used to summarize the relationship between program components (curriculum, courses) and intended outcomes. *(You will be asked to complete a matrix for each program)*

**Step 4: Programs determine appropriate assessment methods**

- Consider data needed to show if desired results are being accomplished
- Choose assessment methods
- Describe timeline, procedures, and who is responsible for implementation

**Step 5: Programs conduct the assessment procedures developed**

- Obtain or develop instruments/procedures
- Collect data
- Analyze results

**Step 6: Programs review assessment results and propose relevant changes, completing the program assessment plan**

- Revise the intended learning outcomes
- Design new strategies to achieve the original learning outcomes
- Refine assessment methods
- List resources needed for proposed changes

**Step 7: Assessment-Based Improvement Report**

- State proposed changes and desired improvements included in the previous cycle's completed program assessment plan
- List actions taken to implement the changes for improvement
- Give the semester and year the actions for improvement were implemented

## Assessment Plan Request Guidelines

Please include the following information in your assessment plan.

### Basic Information:

- The name of your program
- The name of its department (if applicable)
- The name of the department chair (if applicable)
- The name of the program director or program coordinator (if applicable)
- The name of the assessment coordinator
- If this is a new program, the date you expect your first student cohort to graduate from the program
- If this is an existing program, the number of students who typically graduate from the program each year
- The date the plan is completed

**Key Program Learning Goals (Column A):** Please list three to six key learning goals of your program. Each learning goal should describe knowledge, a skill, and/or an attitude, value, or disposition that you want your students to be able to demonstrate *after* they complete your program. Use observable “action words”; rather than say students can “understand” a concept, for example, say that they can “explain” or “summarize” it. If you would like your learning goals named a “best practice,” please attach evidence that key program learning goals are clearly and actively communicated to students and faculty in the program.

**Goal/Curriculum Alignment (Column B):** For each key learning goal, please describe how you ensure that all students in your program will have sufficient opportunity to achieve this goal before they complete the program. What required assignment(s) or other learning activities help students achieve this goal? In what course(s) do students have these assignments?

**Assessment Methods (Column C):** For each key learning goal, please describe how you plan to assess how well your students have achieved it. Please attach examples of any assessment tools that you have drafted (e.g., assignments with grading criteria, scoring guidelines, surveys).

**Assessment Timeline (Columns D and E):** For each key learning goal, (1) when do you plan to begin using this assessment for program-level assessment and (2) how often do you plan to compile, analyze, and report the results (e.g., every semester, every other year)?

**Use of assessment results for program improvement (Column F):** Please describe the processes by which you will use the results of assessment to effect program improvement.

**Comments (Column G):** Please feel free to add any optional comments (e.g., anticipated changes in program goals).



## II.

# Learning Goals

### 1.1 **Guidelines For Developing Program Goals**

Once you have reached an understanding of the mission of the program and the faculty members are in agreement on what the program is trying to accomplish, you can start writing the program goals. Goals are broad statements that describe the long-term program targets or directions. They state in broad terms what the program wants to accomplish or become over the next several years. These goals can focus on general outcomes for graduates (what you want students to learn) as well as discipline specific outcomes relevant to the department or program itself.

Goals provide the basis for decisions about the nature, scope, and relative priorities of various activities in a program. They are used in planning and should help move the program to attain its vision. In order for program assessment to be successful, the department must reach a consensus on the goals of the program and have an understanding of what the program is trying to accomplish, as well as how the goals are addressed in the curriculum.

### 1.2 **Goals, objectives, learning outcomes—What’s the difference?**

The distinction between “goals,” “objectives,” and “learning outcomes” is not always sharply defined. Goals usually refer to overarching statements about the aims and purposes of the academic departments or programs. They state in broad terms what the program wants to accomplish, in terms of student learning and development, over a number of years. Objectives are briefer, clear statements about specific expectations of what students should be able to think, know or do when they’ve completed a given educational program. Objectives derive from goals and are measurable. Student learning outcomes (SLO’s) are synonymous with objectives. They describe specific behaviors that a student should demonstrate after having completed the program and focus on the expected abilities, knowledge, values and attitudes of a student after the completion a program.

### 1.3 Getting started

The general process for writing goals should start with the vision statement for the program. Think about what that program would look like and how it should operate (refer to your mission) to reach that vision. This may include improving student learning, maximizing employment rates, and minimizing time to degree. Generate a list of potential “goals” and then prioritize them. Write these more formally as goal statements.

Outlined below are some activities that can help you articulate and shape goal and learning outcomes statements.

- Review the mission statement for the program.
- Collect and review instructional materials. Use any of the following:
  - syllabi and course outlines
  - course assignments and tests
  - textbooks (especially the tables of contents, introductions, and summaries)
- Collect and review documents that describe your department and its programs:
  - brochures and catalogue descriptions
  - accreditation reports
  - curriculum committee reports
  - program reviews
- Review examples of goals of similar programs in other schools.
- Use the 25 percent problem to refine or reduce a set of goal statements. Imagine that you want to reduce program or course material by 25 percent. What goals would you keep and which would you discard?
- Administer a goals inventory or conduct an interview study. Involve a variety of groups (or “stakeholders”) when possible.
- Review professional (NASAD, NAAB, RATE, etc.) and regional (MSCHE) accreditation standards
- Describe an “ideal” student at various phases in your program, focusing on the abilities, knowledge, values and attitudes that you feel that this student has either acquired or have been supported as a result of your program. Then ask:
  - Knowledge: What does the student know?
  - Performance / skills: What can the student do?
  - Beliefs and values: What does the student care about?

- Review professional (NASAD, NAAB, RATE, etc.) and regional (MSCHE) accreditation standards
- List the skills and achievements expected of graduates of the program (e.g. employment, continuation to higher levels of education, life-long education plans).
- Describe the program alumni in terms of their achievements such as career accomplishments, lifestyles, and community involvement.

#### 1.4 Guidelines for Writing Effective Program Goals

Program goals should:

- reflect the strengths, unique characteristics, and values of the program;
- focus on the goals that are most significant and appropriate for your program;
- be realistic and attainable; are limited in number-- no more than five;
- address student learning, as well as other student outcomes, such as satisfaction with experiences at Pratt, retention and graduation, and alumni/ae accomplishments.
- clearly support the mission of the department or program, so that, if all goals are accomplished the vision of the program will be realized;
- support the missions and goals of the school and of the Institute;
- be developed with extensive participation by faculty and are validated by departmental colleagues;
- be written clearly, using action verbs and in a form that is appropriate for your program
- describe outcomes or results rather than learning processes.
- be clear to people outside the discipline
- Each learning goal should describe knowledge, a skill, and/or an attitude, value, or disposition that you want your students to be able to demonstrate AFTER they complete your program.

#### 1.5 General Format of a Goal Statement

The general format of a goal statement can be as follows:

“to (action verb) (object) (modifiers)”

#### 1.6 Examples of Program Goals

**Poor:** *To teach students design principles.*

This is an inadequate goal statement since the focus is on the teaching rather than on the expected behavior of graduates of the program.

**Better:** *To adequately prepare students.*

This is better than the first example. Although this statement does not specifically explain the expectations of graduates, the focus is on student learning and not the teaching activity.

**Best:** *To adequately prepare students for graduate school.*

*To have students graduate from the program with the necessary skills and knowledge to succeed in Hypothetical field.*

*To prepare students to be contributing citizens.*

*Students will obtain mastery of higher-order objectives (i.e. problem solving skills) in the discipline.*

*Students will develop skills useful to functioning as a professional in their field of study.*

*Students should develop a critical understanding of a significant portion of the field of critical studies.*

*Students will develop an understanding of important concepts and methods in the library sciences.*

These are good examples of program goal statements that include a brief description of the expected actions of students of the program.

# IV. Mission Statement

## **Mission Statement**

The mission of Pratt Institute is to educate artists and creative professionals to be responsible contributors to society. Pratt seeks to instill in all graduates aesthetic judgment, professional knowledge, collaborative skills and technical expertise. With a firm grounding in the liberal arts and sciences, a Pratt education blends theory with creative application in preparing graduates to become leaders in their professions. Pratt enrolls a diverse group of highly talented and dedicated students, challenging them to achieve their full potential.

## **Vision Statement (2005 – 2010)**

Pratt Institute is an educational, intellectual, and artistic community of outstanding reputation. It supports accomplishments and builds collaborative relationships among students, faculty, administrators, and alumni. Its learning environment is sustained by published policies, transparent procedures and clear communication. Pratt's programs are responsive to new concepts and technologies, fostering creative and critical thinking for leadership in professions and society.

## **Strategic Objectives (2005 – 2010)**

- **Community**  
*Objective:* To strengthen Pratt as an educational, intellectual, and artistic community
- **Reputation**  
*Objective:* To sustain and enhance internal and external reputation
- **Collaborative Relationships**  
*Objective:* To foster and develop collaborative relationships among individuals and constituencies
- **Organizational Effectiveness**  
*Objective:* To improve organizational effectiveness
- **Programs**  
*Objective:* To ensure educational vitality and quality
- **Leadership**  
*Objective:* To provide an environment for leadership that encourages innovation, problem-solving, and consensus building

## **MISSION STATEMENTS BY SCHOOL as they appear in Pratt Catalogs, 2004**

### **School of Architecture Mission Statement**

The Pratt Institute School of Architecture's mission is to educate the future leaders of the design disciplines in the professional fields of architecture, urban design, city and regional planning, construction and facilities management, and historic preservation. This effort builds upon a strong context of professional education within an art and design institute that stresses the relationship between intellectual development and creative activity. The school provides a broad cultural and intellectual base in the liberal arts and sciences, while providing the specialized knowledge unique to individual disciplines. The importance of life-long learning is emphasized by studio based curricula and research-oriented thesis programs.

### **School of Art and Design Mission Statement**

The mission of the School of Art and Design at Pratt Institute is to educate artists and designers as well as educators, therapists, and historians in cognate fields. Drawing on the intellectual, technological and professional resources of fourteen departments, the school offers a Renaissance-style immersion in many related disciplines. Beyond the enhancement of skills, students are taught to be creative, responsible professionals willing and able to contribute to society in fundamental ways.

### **School of Information and Library Science Mission Statement**

The mission of Pratt's School of Information and Library Science is to educate professionals as responsible leaders in a broad range of settings. Pratt-SILS's student-centered programs are designed to offer a blend of practice and theory, integrating emerging technologies into the curriculum. Quality interdisciplinary academic programs prepare graduates with values and expertise that promote the highest ethical standards, the principles of intellectual freedom and equal access to information, responsible uses of technology, advocacy for libraries and literacy, and a commitment to life-long learning.

### **School of Liberal Arts and Sciences Mission Statement**

The mission of the School of Liberal Arts and Sciences is to enable our students to explore areas of knowledge and reflect critically and creatively on aesthetic forms and on intellectual and cultural practices. We want them to be able to do research, substantiate arguments, and communicate in the broadest possible socio-historical, literary, and scientific contexts. Our primary goal is for Pratt students to make continuing contributions as critical thinkers and creative professionals.

### **Center for Continuing and Professional Studies Mission Statement**

The mission of the Center for Continuing and Professional Studies is to develop and promote quality services in the areas of education, workforce/professional development, and training for non-traditional learners in artistic and technical fields.

The Center provides excellent educational opportunities for students to achieve their professional and personal goals through communication technologies, individualized and special programs, and flexible modes of instructional delivery. The Center for Continuing and Professional Studies believes that learning is a life-long process, and the CCPS moniker is to be Pratt's dynamic link to the region's adult, non-traditional learning, and corporate communities.

### **Defining The Program Mission Statement**

The program mission is a broad statement of what the program is, what it does, and for whom it does it. It reflects the values and philosophy of the program, a vision of what the program is supposed to do. It establishes the broad directions and aspirations of the program and provides a clear statement of purpose. It might include a brief history of the program, the type of students to be served, the academic environment and primary focus of the curriculum, faculty roles, the contributions to and connections with the community, and a stated commitment to diversity and nondiscrimination. The mission statement guides decision-making about the curriculum and provides a framework for setting goals for graduates of the program. A program mission statement should be consistent with the mission statements of the school and of the Institute and with standards of accrediting agencies.

The mission statement is the starting point for an assessment program, because in order to think about the outcomes the program aims to achieve, one needs to understand the purpose, which these outcomes are serving. Without a mission statement, faculty members may have different ideas as to the purpose of the program and, therefore, be unable to reach consensus as to what the outcomes of the program should be. Also, students may have different ideas about the aims of the program than the faculty and expect a type of education that the program is not designed to deliver. A clear mission, shared by faculty, and administrators, and students is likely to enhance the quality of the program by providing focus and direction; it also provides the standard against which achievements are measured.

#### **A well-defined program mission statement usually**

- is directly related to and supports the mission and vision of the Institute and the mission of the school; (Pratt Mission and Vision statements and school statements can be found above, as they appear in Pratt Catalogs, 2004.)
- provides a clear description of the primary purpose(s) of the program;
- reflects the philosophy and values of the program is distinctive for that particular program and establishes broad directions and aspirations of the program.
- includes language regarding the learning environment: faculty roles; how the teaching and other activities of the program are used to enhance student learning;

- describes in general terms what the ideal graduate of the program knows and is able to do and refers to how the program contributes to the education and future careers of its students;
- describe the contributions to and connections with the community;
- is developed with extensive participation from faculty and reflects widespread intra-departmental agreement;
- is brief and concise;
- is clearly written in terms that can be understood by students, faculty, and persons outside the discipline;
- addresses the standards of accrediting agencies;
- is inspirational, but not unrealistic; it takes into consideration current realities.

### **Guidelines for Developing/Updating Mission Statements**

- Each program should have one mission statement, reflective of the missions of Pratt Institute and of its schools. Departments offering programs at both the graduate and undergraduate level should have separate mission statements for the undergraduate and graduate programs. Programs within one level (associate, bachelors, or graduate) level with multiple majors/concentrations can have a more comprehensive mission statement relating all subprograms to a unified purpose.
- Faculty Role, Participation: In conjunction with guiding principles published by the Academic Senate, Pratt Institute asks faculty to participate in the process. The Institute believes that faculty, as the critical interface between students and the school, are uniquely situated to set goals and assess the effectiveness of their delivery. Through this effort, the Institute hopes to establish learning objectives for all undergraduate and graduate degree programs and to develop departmental plans for evaluating the extent to which students are achieving those objectives.

All faculty members who help to deliver a program should help shape the mission statement. The goal of this process is not simply to write a mission statement but also to develop consensus within programs as to their purposes. A well-crafted statement is clear and informative; where further validated by consensus, it can become a focal document for a program. The collaborative nature of the process as well as the resulting statement is valuable in harmonizing and focusing everyone's efforts within a department.

- Procedures for developing mission statements will vary. Among the tools available to departments are the use of faculty meetings, and electronic communication. Naturally the more comprehensive and inclusive the process, the better.
- **Optional Web Form:** To facilitate the process, the Academic Senate has developed a Feedback Form for faculty to submit contributions toward the Department Mission Statement: <http://www.prattsenate.org/assessment/07/71f.htm#>
- Please send the link to your faculty to respond to the guiding principles and general questions. Faculty responses are set to send to his/her respective department chair upon pressing “submit”.
- Faculty responses collected by the Feedback Form may be compiled and distributed within your respective departments, by email and hard copy in faculty mailboxes. All faculty contributions should be considered and discussed via a combination of in-person meetings and e-mail exchanges. It is hoped that this process, which is intended to include all members of the department, will result in a cohesive and representative Department Mission Statement.
- A checklist is provided to help you determine if the mission statement effectively and clearly defines the mission of your program.
- Completed mission statements should be submitted to the Office of the Provost Committee by January 20, 2005. The Office of the Provost will review for alignment with the Institute’s mission and strategic planning directions and may ask for adjustments.
- The Office of Institutional Research and Assessment will be happy to answer any questions or work with you in ways that are helpful. Marianthi can be reached at 718-399-4256 or by email at [mzikopou@pratt.edu](mailto:mzikopou@pratt.edu).

### **Guiding Questions in Developing a Program Mission Statement:**

#### **What is our purpose?**

Briefly, state the primary purpose of the academic program - the primary reason(s) why you perform your major activities (e.g. teaching, research, and service). This might include, for example, educating students to prepare them for particular jobs and/or to prepare them for graduate school. Explain why you do what you do.

#### **Whom do we serve?**

Indicate who the stakeholders are. Include the primary groups of individuals to whom you are providing your program and those who will benefit from the program and its

graduates (e.g., students, faculty, staff, parents, employers, etc.) The following may be considered:

- What types of students are ideal for our program? What kinds of students do we want to attract?
- What impact do we want our program and our students to have on society?
- What kind of students would we consider ideal graduates of our program? What will they know and be able to do? What dispositions and values do we want them to have, if any?
- What is our view about employability of our students?

### **How do we serve?**

What is the content of the educational experience: Indicate the primary activities of the program. Highlight the most important offerings, and emphases of your program. You may want to consider the following:

- What is the balance between theory and practice?
- The focus of our curriculum: Is our focused on the visual and creative arts (only relevant to Art & Design; is it too general to be of assistance?)
- What is our view on curricular balance, including diversified and specialized/generalized educational offerings?
- What should be the role of the liberal arts and sciences, with respect to our program?
- Do ethics, principles and standards of behavior have a role in the curriculum?

### **What are our values and guiding philosophy?**

- How do we view the creative/artistic and critical thinking processes?
- What is our view about the use of technology?

### **How does our program fit into the collegial, disciplinary, professional, and regional context?**

- Where is our program in relation to the latest developments in the field?
- Do we want our program to fill a particular niche within the discipline?
- How do we compare with other programs in the New York area?
- What collaborations with NYC and national art world, industry, professional organizations, etc. do we see as important components of our program?
- Should our program engender general cultural awareness or a world view?

### What makes our program unique in its context?

- How do we compare with similar programs in other schools? What differentiates us from them?

### What future plans do we envision?

## Sample Mission Statement Format

The following is a general format that can be used when developing a mission statement:

*The mission of (name of your program) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” (Additional clarifying statements)*

Note that the order in which the statements are made may vary from this format, but the content should be easily identified.

## Program Mission Statements Comparison

**Poor:** *The mission of Hypothetical Art is to provide a broad art education.*

The statement is very vague and does not distinguish this particular program from other engineering programs. It lacks information about the primary functions of the program and does not identify the stakeholders. Additionally, there is no indication that the program’s mission is aligned with the school and Institute missions.

**Better:** *The mission of Hypothetical art is to educate students coming from diverse backgrounds in the principles of Hypothetical Art that will prepare them for both current and future professional challenges in Hypothetical Art.*

This statement is better because it identifies the stakeholders as well as a primary function of the program. However, it still is not a distinctive statement.

**Best:** *The mission of Hypothetical Art bachelor’s degree program is to educate (through courses and an internship) students coming from diverse backgrounds in the fundamental skills, knowledge, and practice of Hypothetical Art in order to (1) prepare them for Hypothetical Art careers and (2) prepare them for continuing for an advanced degrees in Hypothetical Art or related disciplines. The program will promote a commitment to continued creativity and technical expertise among its graduates and foster a spirit of innovation. It will also promote an environment that is inclusive and diverse.*

This is a very effective mission statement. The mission of the program is very clearly defined.



## Checklist for Reviewing a Mission Statement

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SCHOOL

---

PROGRAM

---

ACADEMIC YEAR

---

DATE PREPARED

The purpose of this checklist is to help you determine if the mission statement is effective and clearly defines the mission of the department/program.

- Is your mission statement brief?
- Does it clearly state the purpose of the program?
- Does it indicate the primary functions or activities of the program?
- Does it indicate who the stakeholders are? Does it include language about expected competencies of graduates?
- Does it clearly support the mission, vision, and strategic goals of the Institute and the mission of the school?
- Does it address standards of accrediting agencies?
- Is it realistic and achievable considering existing realities?
- Is it distinctive and memorable? corporate communities.



# V. Calendar

## Assessment Workshops

1. Nov 01, 2004: School of Information and Library Science
2. Nov 05, 2004: School of Architecture
3. Nov 08, 2004: School of Art and Design, Design disciplines
4. Nov 12, 2004: School of Art and Design, Art disciplines
5. Dec 03, 2004: School of Liberal Arts and Sciences; and the Library

## Program Level Student Outcomes Assessment

Each department is required to develop & implement an assessment plan for each of its programs, undergraduate and graduate.

The steps and schedule are, approximately, as follows:

1. Make an inventory of current assessment methods (Guidelines and Forms provided).  
**Submit to Marianthi by December 21, 2004**
2. Review or develop program/department Mission (Guidelines and Forms provided).  
**Submit to the Office of the Provost by January 20, 2005**
3. Develop key Program Learning Goals. List three to six (Guidelines and Forms will be provided). Guidelines, Forms and schedule are being developed
4. Complete course matrix (Guidelines and Forms will be provided)  
Guidelines, Forms and schedule are being developed

## Course Level Assessment

Note that course-level assessment is beyond the scope of this manual. Guidelines will be provided by the Provost's office in the coming months.

1. Review and revise course syllabi to include expected learning outcomes
2. Review and revise course evaluations to assess achievement of student expected learning



# VI.

## Academic Policies

### **ACADEMIC INTEGRITY**

Absolute integrity is expected of every member of the Pratt Community in all academic matters, particularly with regard to academic honesty. The latter includes plagiarism and cheating. In addition, the continued registration of any student is contingent upon regular attendance, the quality of work and proper conduct. Irregular class attendance, neglect of work, failure to comply with Institute rules and official notices or conduct not consistent with general good order are regarded as sufficient reasons for dismissal. The faculty member and/or the Academic Integrity Board adjudicate cases of academic infractions. The Board does not hear grade disputes because these receive a final review at the level of the school dean. Students and faculty are expected to be familiar with and observe academic standards and policies as well as the procedures to address infractions or resolve disputes. A full description of these policies and procedures may be found in the Student Handbook and the Bulletin.

*From the Student Handbook, 2004-2005 <http://www.pratt.edu/pdf/studenthb/shandbook.pdf>*

### **ACADEMIC STANDARDS**

#### **Academic Integrity Code**

When a student submits any work for academic credit, he/she makes an implicit claim that the work is wholly his/her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any area. Students are free to study and work together on homework assignments unless specifically asked not to by the instructor. In addition, students, especially international students, are encouraged to seek the editorial assistance they may need for writing assignments, term papers and theses. Our Writing and Tutorial Center staff is always available to clarify issues of academic standards and to provide writing and tutorial help for all Pratt students. In the case of examinations (tests, quizzes, etc.), the student also implicitly claims that he/she has obtained no prior unauthorized information about the examination, and neither gives nor obtains any assistance during the examination. Moreover, a student shall not prevent others from completing their work.

1. **Examples of violations include but are not limited to the following:**
2. The supplying or receiving of completed papers, outlines, or research for submission by any person other than the author.
3. The submission of the same, or essentially the same paper or report for credit on two different occasions.
4. The supplying or receiving of unauthorized information about the form or content of an examination prior to its first being given, specifically including unauthorized possession of exam material prior to the exam.
5. The supplying or receiving of partial or complete answers, or suggestions for answers, of assistance in interpretation of questions on any examination from any source not explicitly authorized. (This includes copying or reading of another student's work or consultation of notes or other sources during examinations.)
6. Plagiarism. *See statement following which defines plagiarism.*
7. Copying or allowing copying of assigned work or falsification of information.
8. Unauthorized removal or unnecessary "hoarding" of study or research materials or equipment intended for common use in assigned work, including the sequestering of library materials.

Alteration of any materials or apparatus which would interfere with another student's work.

Forging a signature to certify completion of a course assignment or a recommendation and the like

### **Plagiarism**

Plagiarism means presenting, as one's own, the words, the work, information, or the opinions of someone else. It is dishonest, since the plagiarist offers, as his/her own, for credit, the language, or information, or thought for which he/she deserves no credit.

Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source. (Exceptions are very well-known quotations, from the Bible or Shakespeare, for example.) In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses, or made a part of the text: "Robert Sherwood says..."

This first type of plagiarism, using without acknowledging the language of someone, is

easy to understand and to avoid: When a writer uses the exact words of another writer, or speaker, he/she must put those words in quotation marks and give their source. A second type of plagiarism is more complex. It occurs when the writer presents, as his/her own, the sequence of ideas, the arrangement of material, or the pattern of thought of someone else, even though he/she expresses it in his/her own words. The language may be his/hers, but he/she is presenting as his/her work, and taking credit for, the work of another. He/she is, therefore, guilty of plagiarism if he/she fails to give credit to the original author of the pattern of ideas.

Students writing informal theses, in which they are usually asked to draw on their own experience and information, can guard against plagiarism by a simple test.

They should be able to honestly answer “no” to the following questions:

1. Am I deliberately recalling any particular source of information as I write this paper?
2. Am I consulting any source as I write this paper? If the answer to these questions is no, the writer need have no fear of using sources dishonestly.

The material in his/her mind, which he/she will transfer to his/her written page, is genuinely digested and his/her own. The writing of a research paper presents a somewhat different problem for here the student is expected to gather materials from books and articles read for the purpose of writing the paper. In the careful research paper, however (and this is true of term papers in all college courses), credit is given in footnotes for every idea, conclusion, or piece of information that is not the writer's own; and the writer is careful not to follow closely the wording of the sources they have read. If the writer wishes to quote, they must put the passage in quotation marks and give credit to the author in the footnote; but they write the bulk of the paper in their own words and their own style, using footnotes to acknowledge the facts and ideas they had taken from their reading.\*

*\*Reprinted with permission of Macmillan Publishing Company from Understanding and Using English by Newman P. Birk. 1972.*

### **Attendance and Conduct**

The continued registration of any student is contingent upon regular attendance, the quality of work and proper conduct. Irregular attendance, neglect of work, failure to comply with Institute rules and official notices or conduct not consistent with general good order are regarded as sufficient reasons for dismissal.

There are no unexcused absences or cuts. Students are expected to attend all classes. Any unexcused absences may affect the final grade. Three unexcused absences may result in course failure at the discretion of the instructor.

### **Attendance and Religious Beliefs**

Pratt Institute recognizes and respects the diversity of its students and their respective religious obligations and practices. The Institute will therefore make every effort to afford all individuals appropriate opportunity to fulfill those religious obligations and practices. With the concurrence of the appropriate deans and academic administrators, students will have the opportunity to make up examinations that are missed because of religious obligations and practices.

### **Privacy and Confidentiality**

The Family Educational Rights and Privacy Act of 1974, popularly known as the “Buckley Amendment,” guarantees certain rights of privacy for students and controls access to their records. Students may secure from the Registrar’s Office a full copy of the written policy of Pratt Institute on these matters which includes the location of all education records and more fully explains the other matters set forth below. With certain exceptions, students have the right to review information contained in their education records. Students also have the right to challenge the contents of their education records through informal and formal procedures.

*In addition, students have the right to prevent disclosure, with certain exceptions, of personally identifiable information from their education records. In certain cases, the Institute is required to keep a record of disclosures which are made. A recent federal law provides that Institute officials have the right to notify parents or legal guardians of students under 21 who have been involved in illicit drug or alcohol-related incidents. Students may file complaints concerning any alleged failure of Pratt Institute to comply with the act with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 330 Independence Avenue, S.W., Washington, DC 20201.*

## **ACADEMIC INTEGRITY ADJUDICATION**

### **How are academic integrity cases handled?**

Alleged Academic Integrity Code violations may be adjudicated directly by faculty members and/or they may be referred to the Academic Integrity Board. The Board is composed of faculty members, academic administrators, and students. For alleged Social Conduct Code violations, faculty and academic administrators are urged to send an incident report to the Vice President for Student Life who will follow appropriate procedures.

What are the penalties in integrity cases?

If the faculty member chooses the first alternative and determines that the student violated the Academic Integrity Code he or she may impose the following sanctions:

- Ask the student to repeat the assignment.
- Impose a lower or failing grade for the particular assignment.
- Assign a lower or failing grade for the course.

In addition to a sanction, the faculty member must report the incident to the Registrar. The incident will be recorded in the student's non-permanent file. More than one reported incident to the Registrar during a student's program of study at Pratt will result in a hearing before the Academic Integrity Board. If a faculty member deems a violation to be serious enough, he or she may refer the incident directly to the Academic Integrity Board for adjudication. Whether an allegation is brought before the Academic Integrity Board for repeated violations or is referred at once by the faculty member, if the student is found in violation, the Board may impose the following sanctions:

- Grade sanctions, including the assignment of a lower or failing grade in the course.
- Recommend suspension from the Institute to the Provost.
- Recommend dismissal from the Institute to the Provost.

### **The Appeals Process**

Students have the right to appeal the decision of a faculty member to the Academic Integrity Board and the decision of the Board to the Provost. Specific guidelines ensure that a timely and fair review take place when a decision of a faculty member or the Academic Integrity Board is appealed. In the latter case the Provost's decision is final. The appeal must touch upon one of the following key issues:

- Did the Academic Integrity Board conduct itself in such a way that both parties (faculty member and student) had an adequate opportunity to prepare their case?
- Was the evidence presented at the hearing "substantial" enough to justify a decision?
- If the penalty is being appealed, was the sanction imposed in keeping with the gravity of the violation?

The composition of the Academic Integrity Board and its procedures, including appeal procedures, are detailed in the document "Pratt Institute Community Standards: Judicial Procedures". This document is available in various offices, including the Provost, the School Deans, the Vice President for Student Life, the director of Human Resources and the director of Residential Life and Housing.

## **DISABILITY SERVICES**

From the Office of Disability Services  
Fall 2003–Spring 2004

The mission of Disability Services, a part of the Office for the Vice President for Student Life, is to ensure that all students with disabilities can freely and actively participate in all facets of Pratt life. To this end the office provides and coordinates support services and programs that enable students with disabilities to maximize their educational and creative potential and to develop their independence to the fullest extent possible. Furthermore, the office's goal is to increase the level of awareness among all members of the Pratt community so that students with disabilities are able to perform at a level limited only by their abilities, not their disabilities.

### **Services to Students**

The Office of Disability Services provides the following services directly to students:

1. Maintains confidential records of medical documentation of disability.
2. Determines program eligibility for services based upon documentation of disability.
3. Responds to inquiries from prospective students and parents.
4. Consults with students about appropriate individualized accommodations based upon documentation of disability.
5. Coordinates special assistants for students such as note takers, interpreters and tutors and time management assistance.
6. Arranges auxiliary aides for students, such as spell checkers, tape recorders and Assistive Listening Devices such as FM Units.
7. Consults with faculty regarding the instructional needs of students.
8. Consults with campus department administrators regarding the specific needs of students, such as special housing accommodations.
9. Consults with Health and Counseling services regarding special medical needs of students.
10. Consults with community, local and regional services, such as rehabilitation agencies on behalf of students.
11. Serves as an advocate for students with faculty and staff.
12. Communicates Disability Services program information to the campus community.
13. Assists students in monitoring the effectiveness of accommodations.

## DISABILITY FORM

In light of Pratt's commitment to its disabled student population, every attempt is made to enable them to receive the full educational benefits of their classes. If you have a physical or learning disability, chronic disease or physical condition that we should know about please check the services listed below you think you may need. Feel free to attach a separate page or use the space on the other side if you would like to provide additional information. Please print and return the completed form below.

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 NAME

---

 SOCIAL SECURITY

---

 ADDRESS

---

 STARTING SEMESTER

---

 TELEPHONE

APPLYING AS:

 FRESHMAN

 TRANSFER

 GRADUATE

---

 EMAIL

- Notetaking.** Note-takers help students who cannot take notes or have difficulty taking adequate notes.
- Test Taking.** Depending on your disability, you may be able to obtain permission to: take oral examinations; obtain time extensions; request modification of test formats; request make-up or take-home exams; or obtain permission for an extension of a deadline for out-of-class assignments.
- Tutors.** Individual student tutors may be available, as are the services of the Writing and Tutorial Center.
- Advocate.** When justified, we will advocate for you if you encounter what you perceive to be an injustice in light of your circumstances.
- Advisement.** We are available for advisement related to issues concerning your disability.
- Referral.** We will direct you to the appropriate department to answer questions that we cannot answer. We will also refer you to the appropriate outside agency when necessary. Equipment. We provide hearing and visually impaired students with equipment and other assistance appropriate to their needs as well as providing tape recorders and spell checkers.

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Students with disabilities choose among many approaches to cope with the demands of college life. Some use our services while others prefer to advocate for themselves. Whichever method you choose, we ask you to make an appointment with us to discuss your needs and how we can best serve you. In order to receive reasonable accommodations you must have documentation of your disability on file in our office. Your records will be kept completely confidential. So, please contact Mai McDonald at (718) 636-3711.

## ENVIRONMENTAL/HEALTH/SAFETY

### Summary Policy on Environmental Health and Safety (EHS) Issues:

Follow Institute rules and policies as published in the Student Handbook and EHS guidelines described in the Institute's Waste Disposal Guide and the "Pratt Institute Guide to the Safe Use of Art Materials".

Highlights include:

- No Smoking in buildings, residence halls (unless otherwise designated) and on fire escapes
- No turpentine; it is banned.
- DO NOT spray aerosol cans in the Shop. Spray only in appropriately ventilated spray booths.

### Waste Disposal

- Wherever possible, RECYCLE or RECOVER.
- DISPOSE of waste according to the Pratt Institute Waste Disposal Guide
- Use Environmental Stations to dispose of, or recycle, waste. [Find out the locations of the closest Hazardous Waste Container and Brush Cleaning Station]
- Depositing hazardous waste into a receptacle for non-hazardous waste may potentially CONTAMINATE the entire contents so that it becomes regulated waste requiring proper disposal, regardless of the amount deposited – it is also illegal and costly.
- Improper disposal of trash violates Pratt waste disposal policies. Offenders are subject to Institute disciplinary actions, as well as potential civil and criminal penalties by Federal, State and City authorities.

### Storage

Store all solvents or paints in proper containers. All containers have to be tightly sealed, clearly labeled with owner's name, content information and date stored.

### Clean-Up

Wipe up all spills immediately. Discard oil/solvent soaked rags or towels in designated Hazardous Waste Container.

When in doubt, ask the technician or staff on duty, or ask your instructor.

*Reference:*

*Pratt Institute Waste Disposal Guide*

*Pratt Institute Guide to the Safe Use of Art Materials, available at the Provost's Office*

*Student Handbook 2004- 2005 <http://www.pratt.edu/pdf/studenthb/shandbook.pdf>*

## WASTE DISPOSAL GUIDE

### SPRING 2005

Wherever possible, RECYCLE or RECOVER  
DISPOSE of trash according to the guidelines described below

<b>Art/Design Architectural Supplies</b>	<b>Description</b>	<b>Trash Barrel</b>
Paper, cardboard	Uncontaminated, used drawing material that does not contain paints or glues	GREEN Recycle Container
Paints and Glues, Water-based, Non-VOC applied to art media	Water Color, acrylics, gouache and all water-based painting and gluing media.	Normal Refuse
VOC Paints, Solvents and Glues, Oil-based*	Oil paints, solvents, glues that are oil-based, including rags and towels that have been used to absorb spills or clean up.	Segregate Hazardous Materials and place in designated HAZARDOUS WASTE CONTAINER
Electronics	Batteries, computer monitors, keyboards, scanners, storage drives and media, circuit boards, cables, etc..	Call Physical Plant for removal.
Paper, Foam core and other mounting materials	Paper glued to mounting board or foam-core should be disposed according to the content of the applications (glue, paint or fixative)	Non-Regulated Trash
Used canvases, wood panels, "found objects"	Surfaces that have been treated with, or have paint, varnishes or resins applied on them.	If application is oil-based or contains heavy metals, e.g., cadmium, chromium, lead – HAZARDOUS WASTE
Photo	Fixer solutions contain silver and may be corrosive. Do not handle with bare hands while processing.	Spent fixer will go to Silver Recovery Cartridge.
Photo chemicals, etching acids may be neutralized and discharged to municipal sewer system providing that the waste stream has been characterized to document that it does not contain any heavy metals or toxic organic substances	Wear appropriate goggles, face shield and gloves when decanting or pouring liquids.	Call Physical Plant for waste characterization and specific disposal or treatment guidance.
Aerosol Spray Cans	Used spray adhesives, paints and fixatives.	Segregate Hazardous Materials and place in designated HAZARDOUS WASTE CONTAINER
Unused/Off-specified art materials	Obsolete materials – may be donated and beneficially reused.	Call Physical Plant for removal. Recycle
Silver bearing waste	Precious metals may be recovered.	Call Physical Plant for removal and metals recovery for salvage.

<b>Building/Construction Materials</b>	<b>Description</b>	<b>Trash Barrel</b>
Asbestos	Insulating mineral fiber - Carcinogen	Call Physical Plant for removal and recycle.
Light Bulbs and Ballasts	Fluorescent light bulbs contain phosphorous and mercury, and electronic ballasts may contain PCB and toxic organic potting compound.	
Refrigerants, ozone depleting substance must be recovered by a licensed and certified technician	Old air conditioners and refrigerators circulate CFCs (Chlorofluorocarbons) cooling fluids.	

<b>Recycling</b>	<b>Description</b>	<b>Trash Barrel</b>
Paper	Computer and copy paper, envelopes, newspapers, magazines, catalogs, phone books, paper bags.	Recycle Bins marked PAPER
Cardboard	Plain boxes and cardboard	Bundled and brought to dumpsters marked CARDBOARD/PAPER
Glass, Plastic, Metal	Empty Drink cans/bottles Empty water-based paint cans/bottles Empty Detergent bottles	Recycling Barrels marked GLASS, PLASTIC, METAL or NORMAL TRASH to Material Recovery Facility
Bulk Material – Wood, Metal, Plastic	Large Sculpture; Mixed Media; Constructions; Architectural/Design Models;	Dumpster, or call Physical Plant for removal

<b>Studio Clean Out</b>	<b>Description</b>	<b>Trash Barrel</b>
Glass, Metal, Plastic,	These materials must be free of hazardous waste.	Barrels marked GLASS, PLASTIC, METAL or NORMAL TRASH to Material Recovery Facility.
Regular Trash	Food, ordinary trash.	Regular Trash
Used canvases, wood panels, “found objects”	Surfaces that have been treated with, or have paint, varnishes or resins applied on them.	If application is oil-based, Hazardous Waste container or contains heavy metals, e.g., cadmium, chromium, lead – Regulated HAZARDOUS WASTE.
Wood, Metal, Plastic, Clay, Stone Sculpture or Constructions	Large Sculpture; Mixed Media; Constructions; Architectural/Design Models;	Call Physical Plant for removal

Food and Drinks	Description	Trash Barrel
Food	Animal and vegetable waste that cannot be cleaned off their container or wrapper. Napkins and disposable utensils	Regular Trash
Plastic, Foam, Glass, Aluminum and Metal Containers and Bottles	Empty Drink cans/bottles Empty water-based paint cans/bottles Empty Detergent bottles	Barrels marked GLASS, PLASTIC, METAL or NORMAL TRASH to Material Recovery Facility.

**STORAGE:** Store all solvents or paints in proper containers. All containers have to be tightly sealed, clearly labeled with owner's name, content information and date stored.

**CLEANUP:** Wipe up all spills immediately. Discard oil/solvent soaked rags or towels in designated Hazardous Waste Container

When in doubt, ask the technician or staff on duty, or ask your instructor.

Depositing hazardous waste into a receptacle for non-hazardous waste may potentially CONTAMINATE the entire contents so that it becomes regulated waste requiring proper disposal, regardless of the amount deposited – it is also illegal and costly.

Improper disposal of trash violates Pratt waste disposal policies. Offenders are subject to Institute disciplinary actions, as well as potential civil and criminal penalties by Federal, State and City authorities.

No Smoking

No turpentine; it is banned

DO NOT spray aerosol cans in the Shop. Spray only in appropriately ventilated spray booths.

## PHONE NUMBERS

Physical Plant, Steuben 1: 718-636-3579

Security, ENG 1: 718-636-3540/1

Emergency Health Services, WRH 115:718-399-4542

*Copies of the Pratt Institute Waste Disposal Guide and Pratt Institute Guide to the Safe Use of Art Materials, available at the Provost's Office, Main Building, First Floor; provaa@pratt.edu*

*Refer to the Student Handbook 2004-2005 for Policies and Procedures <http://www.pratt.edu/pdf/studenthb/shandbook.pdf>*



# VII.

## Contact Information

### **OFFICE OF THE PROVOST**

Peter Barna, Provost  
provost@pratt.edu

Main Building, First Floor  
718-636-3744 phone  
718-636-3785 fax

#### **Staff**

I.M. Ecks, Assistant for Operations and Budgets, ecks@pratt.edu  
Jeannie Dy-So, Administrative Assistant, provaa@pratt.edu

### **OFFICE OF INSTITUTIONAL RESEARCH & ASSESSMENT**

Marianthi Zikopoulos, Director  
mzikopou@pratt.edu

Main Building, First Floor  
718-399-4256 phone

### **THE ACADEMIC SENATE**

Jenny Lee, Adjunct Associate Professor, Fine Arts; President  
jennylee@pratt.edu

Donald Cromley, Adj Professor, Architecture; Vice-President  
cromley@pratt.edu

Larissa Beringer, Associate Professor, Library  
lberinge@pratt.edu

Carole Sirovich, Chair of Math and Science; Treasurer  
csirovic@pratt.edu

ISC Room 109  
718-636-3625 phone  
senate@pratt.edu

**Academic Programs and Policies Committee**

Dimitri Hazzikostas, Asst Professor, History of Art & Design; Chair  
diHZ@aol.com

**Committee for the Assessment of Student Learning Outcomes**

Donald Cromley, Adj Professor, Architecture; Chair  
cromley@pratt.edu

**Academic Concerns and Support Committee**

James Reeves, Visiting Instructor, A&D Education; Chair  
jreeves@pratt.edu

**Distinguished Teacher Award**

Kevin Gatta, Professor, Grad CommD; Chair  
kgatta@pratt.edu

**Faculty Development Grant**

Mark O'Grady, Chair of AAS/AOS Programs; Chair  
mogrady@pratt.edu

**Handbook Committee**

Sean Sullivan, Adjunct Associate Professor, CGIM; Editor

**Academic Initiatives Committee**

Amy Lesen, Assistant Professor, Math and Science; Chair  
alesen@pratt.edu

**OFFICE OF THE REGISTRAR**

Patricia Ciavarelli, Registrar

Thrift Hall, First Floor  
718-636-3663 phone  
718-636-3548 fax  
reg@pratt.edu

Cynthia Smith, Assistant Registrar, [csmith@pratt.edu](mailto:csmith@pratt.edu)  
 David Sullivan, Associate Registrar, [dsulliva@pratt.edu](mailto:dsulliva@pratt.edu)

**Contact the Registrar's Office about:**

Academic Calendar  
 Academic Code Violations  
 Classroom Scheduling, Room Scheduling Request Form  
 Pratt universal e-mail  
 WebAdvisor

**Academic Code Violations**

Alleged Academic Code violations may be adjudicated directly by faculty members. The faculty member MUST, additionally, report the incident to the Registrar. The incident will be recorded in the student's non-permanent file. More than one reported incident to the Registrar during a student's program of study at Pratt will result in a hearing before the Academic Integrity Board.

**Academic Integrity Board**

If a faculty member deems a violation to be serious enough, he or she may refer the incident directly to the Academic Integrity Board for adjudication. The Board is composed of faculty members, academic administrators, and students.

For alleged Social Conduct Code violations, faculty and academic administrators are urged to send an incident report to the Vice President for Student Affairs who will follow appropriate procedures.

**OFFICE OF STUDENT AFFAIRS**

Helen Matusow-Ayres, Vice-President for Student Affairs

Main Building, First Floor  
 718-636-3639 phone  
 718-636-3785 fax  
[hmayres@pratt.edu](mailto:hmayres@pratt.edu)

**Staff**

Mai McDonald, Assistant to the Vice-President, 718-636-3711, [mai@pratt.edu](mailto:mai@pratt.edu)  
 Nadine Shuler, Administrative Assistant, 718-636-3639, [nshuler@pratt.edu](mailto:nshuler@pratt.edu)

**Contact the Office of Student Affairs about:**

Disability Services  
 Social Conduct Code and Procedures  
 Student HandBook, 2004-2005

**Judicial Hearing Board**

Judicial Hearing boards, which include Administrative Hearing and Appeal boards, have existed at Pratt since 1971.

Disciplinary cases involving Social Conduct Code violations are referred to these hearing boards.

Board members need to be analytic thinkers in order to determine outcomes. One faculty and one administrator, nominated by their respective units, serve on each board. Prior to serving on a Judicial Hearing Board, members are required to participate in a two hour training session, in which they are familiarized with judicial procedures as they apply to Pratt Institute.

Faculty members may, directly, adjudicate alleged Academic Code violations. The faculty member MUST, additionally, report the incident to the Registrar.

**ACADEMIC COMPUTING**

Ellery Matthews, Director

Engineering Bldg, Room 103  
718-636-3603 phone  
718-636-3416 fax  
matthews@pratt.edu

Computer and Network Help Website

Hope Garlic, Associate Director, hgarlic@pratt.edu  
David Marcinkowski, Associate Director, Pratt Manhattan Center, dmarcink@pratt.edu  
Help Desk, Engineering Bldg, Lower Level, helpdesk@pratt.edu

**ADMISSIONS**

Judith G. Aaron, Vice-President for Enrollment Management

DeKalb Basement  
718-636-3743 phone  
718-636-3670 fax  
jaaron@pratt.edu

Eric Swangstu, Director of Academic Marketing, 718-636-3588, eswangst@pratt.edu  
Heidi Metcalf, Director of Admissions, 718-636-3780, hmetcalf@pratt.edu

Young Hah, Dir of Grad & International Admissions, 718-636-3683, yhah@pratt.edu  
Francy Caprino, Asst. Dir of Grad. & Int'l Adms, 718-636-3551, fcaprino@pratt.edu  
Christopher Paisley, Director of Transfer Admissions, 718-636-3487, cpaisley@pratt.edu

### **ATHLETICS**

Dave Adebanjo, Director

ARC Gym  
718-636-3774 phone  
dadebanj@pratt.edu

### **BOOKSTORE**

Donald Condrey, Director

Main Bldg, Basement  
718-636-3439 phone  
matthews@pratt.edu

Form for Course Book Information Requests: <http://www.pratt.edu/bookstore/>

### **HUMAN RESOURCES**

Amy Hecht, Assistant Director  
718-636-3734  
ahecht@pratt.edu

Lisa Frankel, Benefits Manager  
718-636-3736  
lfrankel@pratt.edu

Thrift Hall, 2nd Floor

### **PAYROLL**

Alice C. Javellana, Payroll Supervisor  
718-636-3521  
ajavella@pratt.edu

ISC, 4th Floor

**SECURITY**

Frank Crisa, Director

Engineering Bldg, Room 111  
718-636-3540/41; available, 24/7  
fcrisa@pratt.edu

## Appendix A

# Accreditation

Pratt Institute is a coeducational undergraduate and graduate institution chartered and empowered to confer academic degrees by the State of New York.

The certificates and degrees conferred are registered by the New York State Education Department (NYSED).

Pratt is accredited by the Middle States Association of Colleges and Schools (MSCHE).

The School of Architecture's undergraduate program is accredited by the National Architectural Accrediting Board (NAAB).

The School of Art and Design is a member of the National Association of Schools of Art and Design (NASAD).

The graduate and undergraduate Art and Design Education and graduate Library Media Services programs are accredited by the Regents Accreditation of Teacher Education (RATE)

The undergraduate Interior Design program is accredited by Foundation for Interior Design Education Research (FIDER).

The graduate program in Library and Information Science is accredited by the Committee on Accreditation of the American Library Association (ALA).

The Graduate Art Therapy degrees are approved by the American Art Therapy Association (AATA).

The Graduate Dance/Movement Therapy program is in Candidacy status with the American Dance Therapy (ADT).