

All Programs reporting within
School of Business and Liberal Arts
Fall 2017 Assessment Report



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Dean

What resources were used or have been requested to close the loop?

Accounting

- Advertising to promote accounting program
- Funds for online proctoring, i.e. ProctorU, (k?)
- Campus wide Quickbooks license, \$5k
- Training funds for QB certification, \$1k (?)
- Continued support for American Accounting Association conferences, \$3k



What resources were used or have been requested to close the loop?

Early Childhood

Faculty Support

Seek professional development opportunities on campus to assist with assessment

Budgetary Need

none

Participation in NAEYC Annual Conference or NYSAEYC Conference

\$5,000.00 Total

[\$2,000 - \$2,500 per faculty]

Secure relevant resources for the Early Childhood Curriculum with Southworth Library [in process]

none

[Southworth Library has funding available]

Student Support & Classroom Instruction

Continued access and utilization of SBLA laptops for research [Cook 100]

Budgetary Need

none

Total Budget Request

\$5,000.00



What resources were used or have been requested to close the loop?

Finance

- Continuing The Wall Street Journal subscriptions, print & online
- The Financial Markets Spring Break Experience, a one of a kind trip for students



What resources were used or have been requested to close the loop?

Healthcare Management

- The program desperately needs another faculty member, \$60k
- Individual faculty time revising within all courses, course release
- Department faculty time spent making revisions to assessment artifacts – AACU rubrics course release?
- Continued use of Panopto video recording in BB to assess oral communication no cost
- Scholarly activities: research funding unsure



What resources were used or have been requested to close the loop?

Legal Studies

- Supplemental publisher materials: e.g. Pearson MyLab and Mastering
- More Kirk!



What changes would you make to the Assessment Process?

1. Assessment Reports / Results:

Consider requiring a 1-2-page summary written report and not a PPT for reporting assessment findings. For oral presentations of Assessment Findings, each program can project Taskstream and utilize this to capture results. A written report, in summary form can be provided and collected following each oral presentation. The PPT is time consuming and requires much copying, pasting from Taskstream, and formatting to “fit” each PPT slide.

2. Clear, Consistent Directives & Long-Term Schedule:

Provide a clear directive on reporting and evaluating, for example from fall to fall – and the assessment of these results. Additionally, information regarding the reporting of spring ISLO and course assessment is needed. Provide a 1 – 2 year cycle to assist faculty with preparation for course syllabi’s and measurements [artifacts] to best align with the identified ISLO. For example; I have included the Spring 2017 ISLO results. I assume I will be assessing the same ISLO’s in Spring 2018 to “close the loop” from spring to spring as we are doing today, fall to fall. When will we begin assessment utilizing the April 2017 new [5] ISLO’s?

3. Faculty Professional Development:

Provide formal workshops, seminars, a full-day conference to assist with assessment process, best practices, working with AACU Value Rubrics, developing rubrics, formulating PLO, SLO, measures, target, etc. If offered, ensure distance faculty can participate (via Skype, video recording). Consider an Assessment Day [similar to Grade Review Days, Advisory Board Days, etc.]. I appreciate the one-on-one effort the Director of Assessment has provided, however, it may alleviate the time and repeated efforts of this individual if group workshops can be offered. Online and distance adjuncts can attend via Skype or Livestream. We are pursuing ways to involve online students on campus; we must also focus on how to assist online adjuncts with feeling a sense of connection to the College – and in the academic assessment process. We have 19 adjuncts in the Social Sciences Department; 52+ in SBLA.

4. Clear, Well-Defined Expectations & Compensation:

Clear expectations for faculty obligations regarding Academic Assessment. Specify the responsibilities, and examine if the timing for completing such assessment tasks falls within the period of obligation; specifically for adjuncts.

5. Compensation:

Explore increasing adjunct compensation due to an increase in the job responsibilities and expectations for assessment tasks.

6. Consider the start and end times of fall and winter term:

Ex: Fall 2017 semester ended Dec. 15, final grades were due Mon. Dec. 18, and the Winter 2017 term began Wed. Dec. 20. This leaves minimal time for faculty who are teaching in fall and winter term time to complete assessment tasks. This is an on-going and frustrating issue for adjuncts.

7. On-Going Schedule to alleviate end-of-semester Assessment Workload:

Perhaps a semester schedule can be developed with benchmarks for recording assessment data as the semester progresses.



What changes would you make to the Assessment Process?

- Customize AACU rubrics with individualized PLO measures:
 - Consider changing the artifacts in order to better evaluate the AACU rubrics' criteria
- Revisit the mapping of new ISLOs with PLOs
- Assess HSMB 101; although not assessed, it is a first course in the sequence in which expectations and standards are set
- Utilize a survey or another tool to identify the variables that might be correlated with the assessment outcomes
 - Overachievers vs. underachievers
 - Bachelor of Science
 - Faculty (expectations, consistency)
- Consider increasing targets and include presentations to assess oral part of AACU Communication rubric
- Raise the target for those courses for which outcomes were exceeded



What changes would you make to the Assessment Process?

- All Finance course assessments should be based on rubric defined standards. The rubrics used may include available published instruments or rubrics developed/modified by the finance faculty to suit their individual instructional styles and course assignments.



Thank you!





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