

Academic Assessment Committee Meeting
September 25, 2012
Faculty Office Building 620

Present: Carli Schiffner, Sarah Todd, Ken Erickson, Maureen Maiocco, Brian Washburn, David Wells, Stan Skowronek, Marty Clark-Stone, Brian Harte, Mike O'Connor, Alice Reed, Molly Mott, Bill Jones, Kirk Jones, Nicole Dunnan, and Joe Reilly.

The meeting was called to order at 1:02 p.m.

Review of 2011-12 Assessments in the Major:

Heating and Plumbing – Revisions recommended include: 1) adding a statement in Section A.1 of the Self-Study stating that students are successful if they gain employment or if they return for another certificate; 2) add the credit hours for each course to Section B.1; and 3) remove the redundancy in the Summary Report. One reviewer did not follow the defined format but it was noted that this committee had given permission to accept a letter in lieu of the formatted evaluation. Marty Clark-Stone to submit revised Summary Report to Sandy.

Air Conditioning Maintenance & Repair – Section A.1 of the Self-Study should be revised to state that the primary goal of the program is for career placement but after receiving this certificate, a number of students choose to remain at SUNY Canton to pursue another certificate or two year degree. These students are successful if they gain employment or if they return for another certificate. One of the recommendations was that Health & Safety training be integrated into the program. This recommendation has already been added to the curriculum for the 2012-13 academic year. Stan Skowronek to submit revised Summary Report to Sandy.

Emergency Management – Will be reviewed at the next meeting.

Business Administration AS/AAS – A number of deficiencies were noted. The summary report needs to state the action that is going to be done this year to address the findings. Revisions suggested include: 1) Assessing each program separately. The AS program is designed for graduates to transfer to a 4 yr. degree program at SUNY Canton or at another institution. The AAS program is designed to prepare graduates for employment. 2) The action needed to address the #4 finding, is to analyze the B.A. program to determine where students are being lost and where the major stumbling block is in the program. A recommendation could be that we move more resources towards that course and hire tutors for that particular course. Another consideration would be to see if the program matches up to what the students expect out of the program. 3) Another action item is to survey employers. In the graduate survey, ask the graduates where they are employed and if you can contact those employers. Another survey could be sent to those employers. 4) Analyze faculty workload/course load and address a hiring plan. 5) The department needs to review course offerings, determine what they're going to do and determine how to move forward. 6) Sarah Todd will be coordinating the graduate survey. The Business Administration AS/AAS programs should have two different surveys and two different instruments will be designed. Bill Jones to submit revised Summary Report to Sandy by mid next week.

Criminal Justice: Law Enforcement Leadership – The program was initially designed for active law enforcement officers who were working in the field but the majority of the enrolled students are not that population. One goal of the program is to increase student population with current law enforcement officials. The CJ Department will need to re-assess the current enrollment statistics and analyze why employed law enforcement officers don't register for the program. Rochester PD and NYPD have expressed an interest in the program. Currently students are enrolling in the CJ: Law Enforcement Leadership when they do not qualify for the Criminal Investigations program. Once they're enrolled in LEL they do not go into CI. One reason that the program is not getting people from the practicing field is that the LEL program is too prescribed in the first two years and a prospective student could not transfer in as a junior. To address that situation, students could apply for the Life Experience credit. Suggestion to include: identify your student learning outcomes and your measurement of the student learning outcomes. Include Advisory Board information in the report. Brian Harte to submit revised Summary Report to Sandy.

Review of 2011-12 GER Assessment

GER 7 – Humanities – No revisions to summary report. Major improvement from assessment done in the past.

GER 1 – Mathematics – In a recent meeting of math educators they stated that objectives 4 and 5 are poorly written. The Department is required to use rubrics but it is hard to assess objectives 4 or 5. This addresses GER but it doesn't go beyond GER requirements to those students who are enrolled and are at a level lower than middle school math. The Math Department has made changes that have made a difference and will determine if they are helping those students who come in at a lower level of math and if they are succeeding.

GER 2 – Natural Sciences – Recommendations noted: 1) schedule department meetings so the results could be shared and 2) assessment instrument should be reviewed by everyone in Biology, Chemistry and Physics. In Fall 2011 all students were not sampled. Other years a student taking chemistry and biology may have been assessed in both courses. A more valid sampling took place in 2011. This was done since there are only two outcomes and outcome #1 is the same for all courses, and outcome #2 is determined by a comprehensive exam or an embedded question on an exam.

General Discussion:

The number of reviewers for assessment in the major was discussed. The committee decided last year that there was a difference between a degree and certificate program and using two reviewers from industry for a certificate program was adequate.

Assessment of student learning outcomes and how we assess them needs to be accomplished annually. In five years there should be five years of data to look at and how changes were made based on those assessments. Advisory board minutes should be included in the self-study.

General education assessment needs to be turned in by Tues., May 28th and assessment in the major needs to be turned in by April 30th so areas of concern noted by our reviewers can be reflected in our school and program level scorecards and tied to our goals and objectives for the next year.

Meeting adjourned at 2:40 p.m.

Respectfully submitted,

Sandy Livernois, Recorder