In 1996 a cyclical approach to program review was adopted at Maritime College and the first cycle was completed in 2001. At Maritime College, each academic department, as well as the Library, has engaged in self-study. With the commencement of the second cycle of assessment in 2002 and SUNY mandated academic program review, the Faculty Assessment Committee developed a set of procedures to standardize the self-study process on campus. The procedures apply to all degree granting departments and the Library. The cycle reflects the most recent request by SUNY System (June 2009) to update our cycle of assessment. This schedule has been posted on the FAC link under Faculty Governance since September 2009.

Assessment Cycle
- 2010 - 2011 - Bachelor of Engineering ABET review, International Transportation & Trade, Marine Environmental Science.
- 2011 – 2012 – Coast Guard audit, external review of Marine Transportation and Marine Operations
- 2013 – 2014 – Marine Technology Small Vessel Operations; Library
- 2014 – 2015 - MS International Transportation Management (Middle States requirement)

Part I - Design of the study:
Define goals and objectives, determine tools to measure success.

Year 1:
Initial cycle:
- History of the program
- Identify program goals and objectives. Create student learning outcomes in the form of, “Upon completion of a {degree} in {major} the student will be able to …” These learning outcomes are to be posted on the College website under the Undergraduate Programs link.
- Link the program goals and student learning outcomes to the mission of the College.
- Conduct an inventory of courses and rank the course in terms of how strongly it contributes to achieving the learning outcome.
- Determine which tools will be used to assess these goals. Assessment tools should be multiple and are to include at least one direct measure.
- Develop a strategy for measuring change in students’ knowledge and skills over time. How will you determine whether students have achieved designated competencies?
- Establishment of an Industry Advisory Board, which meet at least annually.
- Set up a budget to meet the self-study process. [The Provost issues the invitation, with honorarium to external reviews.]

Subsequent cycles:
- Review findings of the final report of the previous self-study.
Part II – Collect and Analyze Data:

For each learning goal, there is to be at least 1 direct measure. Data can, and should, be supplemented with indirect measures of learning.

Years 2 – 4:

- Data may be gathered from, but is not limited to, the sources listed below.
- Direct measures:
  - Assessment of learning outcomes – program and/or courses.
  - Professional licensing exams (in addition to assessment of learning outcomes.)
  - Criteria for assignment of grade to an internship (see Internship assessment.pdf)
- Indirect measures:
  - Student Opinion Survey - offered every three years. (Data is not returned in a usable manner.)
  - NSSE - offered every three years.
  - Alumni Survey – offered every 3 years.
  - Senior Exit Survey
  - Degree student profile – SAT, retention rate in program, job placement statistics @ 6 mos. and @ 9 mos.
  - SUNY data on retention, GPA, and student demographics
  - Feedback from external constituencies:
    - Industry Advisory Board recommendations
    - Internship supervisor evaluations; analyses of internship efficacy. (see Internship assessment.pdf)
  - Evaluation of teaching – student evaluations
- Collect faculty data – Number of full time faculty, rank, tenure, awards, etc.
- Library - what are the holdings with respect to your program

Resources

- Facilities
  - Address strengths and challenges relative to program facilities?
  - How have the program’s facilities impacted the program’s goals?
  - How have the program’s facilities impacted the quality of teaching?

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3 Format for assessment of learning outcome: The outcomes is reported as a summative measure of all courses that addressed that outcome and includes strengths and weaknesses, action items. However, individual course write ups include a clear description of the task used in the assessment and how it measures the outcome. A description of the grading criteria / rubric and a set of student work sample to demonstrate exceeding, meeting, and approaching mastery of the outcome.
How have the program’s facilities impacted the quality and/or quantity of student learning?

What resource changes are planned for the next 3-5 years?

Budget and finance

What are the strengths and challenges relative to the program’s budget?

How has the program’s budget impacted the program’s goals?

How has the program’s budget impacted the quality and/or quantity of student learning?

Part III – Prepare self-study, participate in external review, and develop follow-up procedures.

Year 5:

- Write up self-study; gather supporting documentation.
- Arrange visit by external review team¹
  - ABET review will satisfy this requirement for the BE degree.²
  - Guidelines follow

Post Visit:

- Develop an action plan to address the report of the external review team; how will you use the information obtained to improve teaching and learning?
- Academic programs complete the SUNY Major Summary form.
- Report to the faculty at next FAD.
- Submit SUNY Major Summary form, self-study, and a copy of the external review team’s report to FAC and DIRA.
Guidelines for External Review of Programs at Maritime College
Prepared by: Faculty Assessment Committee
Linda Sturges, Chair

At Maritime College all academic departments, the licensing program, the Library, and the
Graduate School shall participate in self-study. As part of the Maritime College self-study
process each undergraduate degree-granting program shall complete System Administration’s
“Assessment of Student Learning Outcomes in the Major Summary Report” form. This report
must include an external review of all Associate and Bachelor degree programs of study.
Bachelor of Engineering programs that are regularly reviewed by ABET may use that evaluation
for reporting purposes to System Administration. Middle States requires periodic evaluation of
all programs; therefore the Master’s program will also undergo an external review of its
program. As outlined in the campus document on self-study procedures, the self-study report
shall be generated in the fifth year of the review cycle. This report should be completed no later
than January in order to be available to the review team well in advance of their visit.

The Team:

The team shall consist of no less than 2 reviewers. The reviewers shall have no academic,
professional, or significant relationship to full-time faculty in the program, no previous
significant or formal affiliation with the institution, and if serving in an academic capacity come
from institutions belonging to a peer group. The chair of the academic program shall provide a
list of candidates willing to serve as external reviewers. The Provost in consultation with the
program faculty appoints the team.

The Provost shall formally extend an invitation to prospective reviewers and include in that
invitation the agreed honorarium as well as the expected duties of the team. Once the invitation
has been accepted the Department Chair is responsible for organizing the logistics of the visit.

Honorarium:

It is expected that the review shall be conducted in one business day. Maritime College will
offer honorariums in the range of $300 to $500, with past practices including $400 for
Humanities and $500 for Marine Transportation reviewers. This figure does not apply to ABET
accreditation reviewers. It is imperative that these expenses be budgeted each year.
Departments are encouraged to nominate reviewers from professional organizations, industry,
and academics from similar programs within the Middle States region. Travel expenses shall be
at the current NY State rate. If a reviewer requires overnight accommodations, and is eligible
based on State guidelines, then accommodations will be arranged at a local hotel.

Preparation for the visit:
In the Fall term of 5th year of cyclic review, the Department shall complete its self-study. By late
October, key department personnel will nominate individuals to serve as external reviewers.
The department chairperson will forward these nominations to the Provost, who will formally
The team is initially met by the department chairperson and provided with the day’s itinerary. The team then meets with the Provost. If the department has a graduate program, then the dean of that program should also be at that meeting. This entrance meeting usually does not include department personnel. Following this meeting the team will meet with the department chair and program faculty. This is a good time to explain to the team what the department hopes to gain from the review, what the key issues are, and any underlying issues. The team should observe classes, inspect labs and facilities. The day should also include an open forum with students. The team should be provided with a full hour break and a quiet place to work prior to the exit interview. The day shall end with an exit interview that includes the following personnel: Provost, department chairperson, and department faculty. The team will make an informal report at this time and if agreed upon permit a Q & A session.

The Report:

The team shall provide a written report of their visit. It is expected this report be received within 3 weeks of the visit. The report shall include the following:

- Date of visit
- List of people with whom the team met.
- The team’s assessment of the program, including major strengths and weaknesses.
- The team’s recommendation to Provost for program improvement

After the visit:

Upon receipt of the team’s final report, the Provost and department chairperson meet to discuss the findings. The department chairperson and program faculty develop a plan of action in response to the team’s report. The department chairperson includes the department’s self-study, team’s summary report, and the department’s action plan in its SUNY report. These documents are also copied to the Provost, the FAC chair, and DIRA. The following Fall term, the department begins to implement their action plan and reports to the faculty at the next FAD.