Faculty Assessment Day VII – December 20, 2011

A special session on internship and cadet observer programs was offered to academic department representatives. A central bulletin board will be created so students can obtain information on internships, job opportunities, and upcoming company presentations and interviews. Information regarding cadet observer program overview, meetings, and deadlines will be posted on the board.

Internships (Office of Career Services):

- Current practices:
  - Students contact Career Services to request internship availabilities
  - Career Services provide the students with the names of companies and contact information for internship opportunities.
  - The student then contacts the company to setup an interview.
  - If the student is accepted as an intern, then the academic mentor on campus works with the student to ensure that internship objectives are fulfilled

- Issues with current practices:
  - Career Services never hears back from the students as to whether or not they got the internship.
  - Career Services doesn’t know which companies the student has worked with during the internship.
  - Career Services would also like reach out to students that are in the internship options.

- Resolution - from departments that have internship options in their programs, submit to Career Services
  - List of all students that have declared that they are in the “internship track” of their major.
  - List of places that students have interned, along with contact information, so that they can reach out to these institutions to invite them to the college’s career fairs and/or share this information with other students.
  - Have students fill out the “Career Services Internship Informational Sheet.” This form will be placed on line.
  - Internship Exit Survey to be forwarded from the academic advisor to Career Services at the end of term.

Cadet Observer Program:

- Current Practices include an application packet and an onboard packet.

- Proposed timeline:
  - February 1st: Final list of cadets submitted by participating departments Cadet Observer Coordinator (COC).
  - Mid-February, COC holds general meeting and immediately identifies MSC and Shell Cadet Observer candidates. Meeting includes information on travel vaccinations, Benzene tests, private company medical screenings, and company orientations.
  - Academic advisors are asked to communicate with COC regarding any change in status.
Marine Transportation Department:

- Focused on standardizing procedures for MT 521 – Cadet Observer.
- Create a department policy that includes a MT Screening Committee composed of MT Faculty.
  - Students interested in participating in as a Cadet Observer must have a minimum GPA of 2.3, a recommendation from the Regiment, and acceptable work ethic from 3C Cruise measured by MT faculty input, ship staff, and cruise work grade. Rank cadets when picking assignments.
- Create a Cadet Observer grading rubric that students receive before shipping out to inform and prepare students of the program’s expectations.
- Update Cadet Observer project, including sections of the project (Ecdis) and ship specific questions.
- Use an Exit Survey to assess whether Cadet Observer objectives have been met.

Science Department:

- Math & CS faculty met with engineering faculty to discuss concerns regarding math skills as noted in engineering courses. Topics include missing concepts, such as work with complex numbers and matrices, use of symbols in place of concepts and use of units of measure, and a lack of mathematics vocabulary.
  - Recommendations: Incorporate missing topics into Engineering Calculus III (multivariate calculus). Consider making Engineering Calculus III (for BE disciplines) and Applied Calculus II (for Marine Operations) a prerequisite for Engr. 290. Increase the use of symbols and units in calculus problems and provide students more opportunities to improve algebraic and trigonometric manipulation.
- Engineering Calculus II (Ma 102): two learning outcomes were assessed. Findings demonstrate differences in mastery when students are faced with problems requiring multi-strategy solutions as compared to the same calculus concept requiring a single strategy solution. It was observed that when students used a sketching strategy to determine an enclosed region and axis of revolution to find the volume of the resulting solid, this resulted in a positive outcome.
- Learning outcomes in the physics labs were examined. Some findings include the importance of all students being active participants in the lab and limiting instructor intervention to promote student participation. Physics faculty noted the importance of manual data plots by students to learn proper use of units, curve fitting, generating parameters from graphs and to gauge the uncertainty of parameters.
- MES faculty completed the SUNY cover sheet as the final component of their peer review and to review course descriptions and contents to ensure coverage of key concepts and eliminate any undesired content overlap among MES courses.
- Chemistry faculty conducted a preliminary review of their new assessment methodology. For the lab-based learning outcome, 67% met or exceeded the outcome. For those who did not meet the outcome, it is noted that as a freshman course, students seem to be underprepared especially as they have self-selected engineering as their major. The second component of the learning outcome is an application of chemistry concepts. Of the sample 43.4% of students met or exceeded the outcome. It was concluded that students are not completing homework. Discussion included online homework, collecting homework, and take home quizzes.
Humanities Department:

- HUMN 201 is assessed by a pre and posttest. Results are examined both for the general population and for MC&B and MS majors. Non-majors showed an increase by a factor of 2.5 and a factor of 2.3 by the majors. Action item – include genre-specific questions to conform more closely to SUNY and department standards.
- Internship guidelines have been posted to the department’s web link. The guidelines conform with those of the University Faculty Senate.
- Master’s program update: courses will be presented to CC this spring, working with the library, addressing comments of the IAB.
- Assessments in History 101/102 will be tallied for non-majors and majors. Assessments in English 101 will now include separate scores for the major from the general population.

Engineering Department:

- Engineering programs must demonstrate students meet the ‘a through k’ outcomes. Courses were identified as the place where the outcomes would be measured. Outcomes a, c, d, e, g, and k will be assessed in the senior design presentations by a panel of faculty and others. Outcome b is assessed in ENGR345. Outcomes f, h, i, and j are assessed in ENGR443. A sample grading rubric for Marine Engineering was presented.
- Recommendations: Mathematics placement test be redesigned as a competency test. Incoming students be advised of their level of competency, and if necessary seek remediation before enrolling at Maritime College. All engineering students start in Math 101, regardless of competency exam performance. Assign substantial homework, provide solutions or solve on request, and quiz on concepts covered by homework.

Library department:

- Discussed activities on qualitative assessment of Reference services provided ashore at Luce Library and at sea onboard the Ship’s Library. The main focus was on the Library’s Reference Knowledge Base, a database of reference queries and answers, which was developed as a response to 2009 Program Review survey. The ‘Reference Knowledge Database’ is a research tool for more-in-depth maritime research inquiries, a training tool for junior, part-time and SST librarians, a guide for collection development, and a preparation tool for Information Literacy lesson plans.
- Next steps: Measure outcomes of the Research Knowledge Base tool through a new survey on the competency level of librarians. Develop student research guides and an online reference knowledge bank. Develop a Ship’s Library Reference Knowledge Base.

GBAT department:

- Presented two exemplars of assessing the ITT Learning outcomes in GBTT 251 (Transportation Systems) and GBUS 100 (Intro to Business & Economics). Both models examined the congruity or lack of between final exam grade and course grade.
PET Department:
- Reported on MTDO 525 Cadet Observer Ltd. Tonnage II: Each cadet WILL hand over to the Captain a closed and opened end survey. Each survey has 10 questions marked 1 (Not Satisfactory) - 5 (Exceptional) that is to be signed by the Captain and mailed to the Cadet Observer Instructor. In general, the average rating in Navigation from 2009 through 2011 is 4 or Good. In Seamanship, the average rating in 2009 and 2011 is 4 (Good) In 2010 the average rating was 3.75.
- Possible factors: In 2010 the majority of cadets sailed Post cruise perhaps leading to the lower numbers. In 2009 the majority of cadets sailed MTDO 524 Post - PS 410 and 411
- Changes instituted this year (2011 – 2012) include:
  1) numbered lab courses for PS 112L to insure consistent training
  2) Increased focus of safe work practices and seamanship.
  3) Naut. 102 to assist with safe work practices
- Next Steps: Review the license application process, license pass rate, and professional career opportunities.

Naval Science / NROTC department:
- Assessment included
  - Course critiques
  - DoD-administered climate survey
  - Indoctrination after action reports
  - Staff self-assessment
- Primary Areas for Improvement
  - Leadership Lab
  - Battalion Indoctrination
- Leadership Lab Focus Areas
  - Integration of officer staff
  - Re-balance midshipman-led/professional staff responsibilities
  - Oversight of small unit leadership
  - Professional development for Strategic Sealift Officer candidates

Middle States Visit Update:
- Visit is scheduled from Sunday, March 25 through Wednesday, March 28.
- Draft self-study is posted on ANGEL. Feedback is welcomed.

Respectfully submitted,

Linda Sturges, Chair, Faculty Assessment Committee