January 2014 FACULTY ASSESSMENT DAY Report

On Tuesday, January 14 of 2014, faculty gathered at the Special Events Room at 8:30AM for the Faculty Assessment Day. Opening remarks were made provost Dr. Timothy Lynch. Dr. Traub gave a brief report on current status of SUNY Seamless Transfer. After Senior Exit Survey presentation (Dr. An) and discussion about Online Course Evaluations (Capt. Woolley), faculty broke out in departments to have individual sessions. In the afternoon, each department reported their assessment results to the faculty. The agenda for the breakout sessions by department is presented below:

- General Education Learning Areas - Reports due 2013-2014
  - Critical Thinking (HUMN Dept)
  - Arts / Humanities (HUMN Dept)
  - Natural Sciences (SCI Dept)
  - Social Sciences (HUMN, GBAT Dept)
- GBAT Department
  - Middle States Response and Beyond
  - Miscellaneous Undergraduate Items
  - ITM External Review due 2014
- Humanities Department External Review of 2013
  - Maritime Studies
  - Marine Business & Commerce
- ENGR Department:
  - ABET Assessment and Future Requirements
  - Assessment of Capstone Courses by Major
- PET Department: AAS Review for USCG Renewal
- MT Department: Radar/Electronic NAV Training
- Library: Latest Information Management Results

In the attached paper, you will find minutes from some of the breakout sessions and slides presented in the afternoon.

Respectfully,
Daniel An
Assistant Professor of Science, FAC Chair

Science Department Minutes

1. GenEd Report

The following faculty members worked on GenEd report for Natural Sciences which is due this year:
Meteorology : Anthony Manzi
Physics: Bill Massano, Ioana Malureanu, Alex Zaharakis
Chemistry: Kathy Olszewski, David Wickham
Biology: Barbara Warkentine

2. Meeting with Naval Science Department

Attendees:
NVSC: Capt Loughlin, LtCol Songster, Lt Bierman
Math: Linda Sturges, Daniel Cole, Audrey Gillant, Debbie Yuster, Oganes Bogaryan
Phys: Bill Massano, Ioana Malureanu, Alex Zaharakis, Daniel An

It has come to our attention that
1. Deck side students taking Engineering Physics (as required by NROTC policy) often fail the course, and it means they might lose their scholarship and/or get kicked out of the NROTC program.
2. Deck side students are encouraged to take Engineering Math if they qualify, so they have better math skills in order to perform well in Engineering Physics - BUT some of them also end up failing in Calculus.

Now, the NVSC department has the resources to help the struggling students (e.g. senior students in STA-21 helps them, schedules mandatory study hours...). However, often the struggling students are identified so late in the semester, too late to be helped (considering this is MATH and PHYSICS.....)

So out of the discussion during FAD, the Math/Phys faculty who were in the meeting decided that we should have the list of students that belong in the program, so we can contact NVSC early enough so the NVSC dept can use their resources to help the struggling students.

Reported by Daniel An (Science Department FAC representative)

Faculty Assessment Day January 14, 2014
Report from GBAT Department Session
Submitted to Faculty Assessment Committee January 17, 2014

In attendance
J. Drogan, R. Edmonds, D. Cooney, V. Ferritto, C. McCarthy, R. Pellicciaro, S.Yahalom, S. Pelkowski, A. Romain, J. Schulmeisters, Ian August

Objective GBAT Department Session: to review the following items
1. Entrance/Exit Exam
2. Undergraduate Exit Survey
3. Gen Ed Assessment Spring 2014
4. Evaluation survey for online course
5. Middle States and beyond assessment of ITM program
6. External Review of ITM Program

Summary GBAT Department Session

1. Entrance/Exam Exam

Vicki Ferritto explained that a test with 30 questions covering material in the core courses and specialized courses in the ITT program had been administered to 33 students entering the ITT program and 18 students who are expected to graduate in January or May 2014. She reported that, in consultation with the faculty, questions had been changed, dropped and added. The new version of the test has 38 questions. Sam Yahalom and Ric Pellicciaro agreed to put time for the testing of graduating seniors on the schedule of GBEC 429 Seminar in Transportation in April 2014. The new version will be given to entering students as part of orientation for the Fall 2014 term. It was agreed that the test results from the exit exams, including question by question analysis, would be shared with the faculty. Each faculty member would check the results and make adjustments to his or his course in any areas on which the students had done poorly on the exam.

2. Undergraduate Exit Survey

Cornelia McCarthy presented the results of the 2013 Senior Exit Survey Results for ITT Students. The faculty reviewed the quantitative results for questions 13 and 14 and the comments in question 19. An area that drew our attention was the relatively low percentage (15.5%) of students who were "very satisfied" with the quality of advisement they received as a freshman. We agreed that it stemmed from freshman advisors from outside the department. We also concluded that the responses to the question on quality of career advisement and the written comments warranted increased efforts to consult with Michelle Reina and the Career Planning office.

3. Gen Ed Assessment Spring 2014

The faculty were advised that a Gen Ed Assessment would be held in April 2014 in GBEC 121 Macroeconomics and GBEC 122 Microeconomics.

4. Evaluation survey for online course

The faculty were given the opportunity to ask Ian August questions about the pilot program for online course evaluations and to sign-up to join the program.

5. Middle States and beyond assessment of ITM program

James Drogan stated that the GBAT department's contributions to the Middle States Commission on Higher Education Monitoring Report are due March 1, 2014. The faculty agreed to aid in the completion of the course mapping with the program objectives and the verification of identical learning objectives for courses that are offered in a traditional and online mode. We also discussed looking into using Angel capabilities to examine faculty and student participation in online courses. Jim also presented a draft of a report that demonstrates the consistency of the offerings via distance education with the institution's missions and goals and the rationale for distance education delivery. We also discussed the other assessment activities that the GBAT department is pursuing as an outgrowth of the Middle States report.

6. External Review of ITM Program

The faculty were informed that the ITM program is scheduled to complete an external review in 2014.

Prepared by Cornelia McCarthy, Department Representative to FAC

Library Information Assessment

Stephen B. Luce Library, SUNY Maritime College

Faculty Assessment Day, January 14, 2014

Minutes of Meeting

(Present Shafeek Fazal, Joseph Williams, Gregory Murphy, Rebecca Hyams and Mona Ramonetti)

- Librarians discussed the Fall 2013's assessment data from the LEAD 101 Information Assessment section. The results from the assessment tool indicated significant improvement in student performance.
- Topics that were addressed included:

1. The restructuring of the assessment tool resulted in a less dramatic improvement in scores when compared to scores of the past. The general consensus was that it was too soon to draw conclusions on the efficacy of a less guided test. We decided to keep the same assessment tool for the Spring, 2014 classes.
2. Review of the students' improvement from pretest to posttest was encouraging; however, the level of retention after the posttest for proficiency of the databases was less than ideal. It was suggested that further instruction would be necessary. We are planning to perhaps distribute the posttest in English 101. English 101 students receive further library instruction later in the semester.
3. In the case of many students not visiting the library to use the print resources, we are still brainstorming to see how this can be remedied.

Respectfully submitted,

Mona Ramonetti

Professional Education and Training (PET) Department
FACULTY ASSESSMENT DAY

Tuesday, January 14, 2014

ATTENDEES
CAPT Fink
CAPT Johansson
Professor Fay
Chief Engineer McDermott
Mate Grevstad

1000 - 1200

MTSVO Program
A discussion regarding MTSVO-D curriculum covering credit/hours creep, prerequisites, course content, and credits for graduation and NMC reaccreditation. The MTSVO – Engine program was also reviewed and confirmed to meet Gen Ed requirements.

AAS Middle States Gen Ed Requirements (20-Credits)

English 101	3
English 102	3
History 101	3
GBUS 100	4
Math 90	4
CS 101	1
Total	20

USCG Accreditation – The program embodies the MT Unlimited Tonnage Program Core STCW courses with two exceptions (sea service and bridge watch standing) and are substituted with the following:
MT 520 – MTDO 524
MT 530 – MTDO 525
MT 416 – PS 416

Industry Concerns have clearly demonstrated the lack of small boating experience and therefore the PET department strongly supports adding PS 120 Primer of Towing.

- Eliminate PS 111 (-2 credits)
- Eliminate CS 100 (-2 credits)
- Eliminate MT 416 (-3 Credits)
- Add PS 416 (+3 Credits)
- Add PS 120 (+3 Credits)
- MTDO 525 (4 credits to 6 credits)

Sincerely,

CAPT E. Johansson
PET Faculty Assessment Committee

Marine Environemental Science

Assessment Academic Year 2013/2014

What We Did

- Updated the assessment grid to incorporate the new MES courses
- Re-evaluated our program assessment grid with regard to current courses
- Developed a schedule for program assessment of our courses that are earmarked as "program assessment" classes

Updated the assessment grid to incorporate the new MES courses

MES Grid for Articulation of Learning Goals					
Core Courses		Obj 1	Obj 2	Obj 3	Obj 4
ES 101	Intro. Env. Sci.	2	0	0	2
ES 451	Field Methods in Env. Sci.	1	4	2	4
BIO 340	Marine Botany	2	0	0	0

Re-evaluated our program assessment grid with regard to current courses

- All of the other MES courses were re-evaluated in terms of how they are program assessed
- No changes were made at this time.

Developed a schedule for program assessment of our courses that are earmarked as "program assessment" classes

- All MES classes that are taught every other year will be assessed when taught
- All MES electives will be assessed when taught
- All other MES classes will be assessed every three years

Gen Ed for Bio 201

Table 1: Results of student's performances in meeting Objective A of Objective 2 in Natural Sciences (N = 15).

Grading scale	Interpretation	Number of students in this category	% of students in this category
≥ 90	Exceeded expected standard	0	0.0
80 - 89	Meeting expected standard	4	26.7
70 - 79	Approaching expected standard	2	13.3
< 70	**Not meeting expected standard**	9	60.0

Table 2: Results of student's performances in meeting Objective A of Objective 2 in Natural Sciences (N = 15).

Grading scale	Interpretation	Number of students in this Category	% of students in this category
≥ 90	Exceeded expected standard	4	26.7
80 - 89	Meeting expected standard	4	26.7
70 - 79	Approaching expected standard	4	26.7
< 70	**Not meeting expected standard**	3	20.0

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Ongoing Engineering Assessments

Common Assessments

- Engr 242 Statics
- Engr 347 Engr Statistical Analysis
- Engr 443 Engr Economics

- Instructors of these courses in Fall 2013 to forward assessments to program coordinators

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Ongoing Engineering Assessments

Program-specific Assessments

Capstone courses are assessed in all five engineering programs via:

- Evaluation of final design by course instructors
- External evaluation by professional practitioners whenever feasible – important feedback to program coordinators

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Ongoing Engineering Assessments

In general, assessments should:

- Be similar from one semester to the next for consistent results
- Include samples of the assessment instrument (problems, projects, etc.)
- Result in documented feedback to improve preparation of program graduates (a key ABET requirement)

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Ongoing Engineering Assessments

Future ABET requirements

- There are indications that ABET is changing its focus going forward
- Monitoring ABET publications will be key to knowing what's in store for 2016
- ABET program evaluators receive important 'inside knowledge', so volunteers ABET program evaluators are highly desirable

Humanities Department

Faculty Assessment Day
Jan. 14, 2014

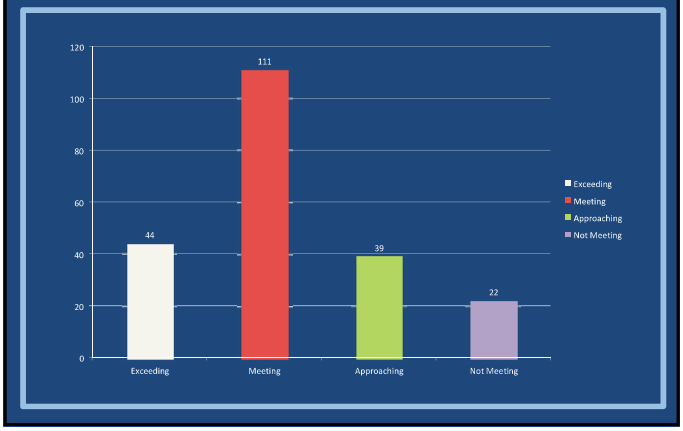
The Humanities Department discussed:

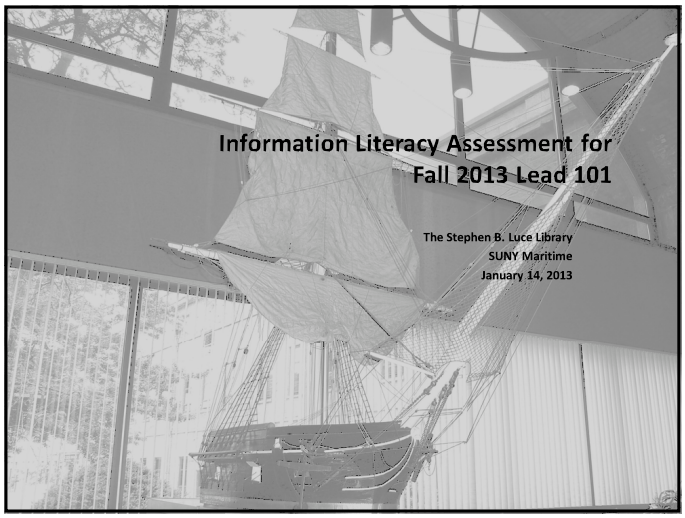
- Refined our assessment calendar
- ENGL 101 – evaluated effectiveness of new placement method
- CTL: Discussed Senior Exit Survey and other students' comments we have collected.
- Had a frank and open discussion about assessment for our courses in general—what has been working and what hasn't
- Matched courses with program objectives: Clarified the role of our electives vis à vis the two degrees
- Discussed our external reviews by Richard Harris (Webb Institute) and Paul Pecko (Mystic Seaport)

External Reviews

- Our external reviews were by Richard Harris (Webb Institute) and Paul Pecko (Mystic Seaport)
  - Faculty: Impressive but recommending additional faculty, increased funding, and better pay
  - Reduce class sizes
  - Need significant classroom upgrades; better (or actual) equipment
  - Recommend a writing lab
  - Enthusiastic about our library and our leadership

Humanities Electives Fall 2013





Information Literacy Assessment for Fall 2013 Lead 101

The Stephen B. Luce Library
SUNY Maritime
January 14, 2013

Fall 2013 Lead 101 Information Literacy Assessment

Assessment Tool:

- Test was restructured from past tests. It was less guided.
- Pretest and Posttest.
- 16 short answer questions to determine the student's aptitude when using OPAC (Online Public Access Catalog. The Sextant is SUNY Maritime's OPAC), databases, print resources and web resources.

Methodology:

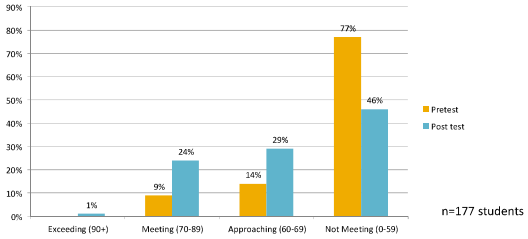
- Pretests were distributed prior to Librarian instruction.
- In class Librarian instruction session.
- Posttests were distributed immediately following instruction session.
- Number of students: 288

Sample Questions

Fall 2012 question:
Searching the Sextant, the Library's online public access catalog (OPAC)
1. Search for the author **Cussler, Clive**. Provide the following information for the first/most recent item available by this author: (Hint: Click on the "availability" link within the record to get all the information that you need to complete below)
Title: _____
Collection: ____ _____
Call Number: _____ _____

Fall 2013 question:
Searching the Sextant, the Library's online public access catalog (OPAC)
1. How many books does the Stephen B. Luce Library have by and about **Ernest Hemingway**?
_____
Provide the following information for the 2012 book listed:
Title: _____
Collection: _____
Call Number: _____

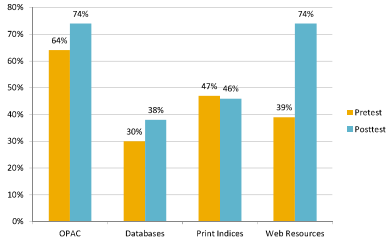
Student Performance: Pretest vs. Posttest



n=177 students

Expected outcome after Librarian instruction session. There was a marked improvement in performance from pretest to posttest.

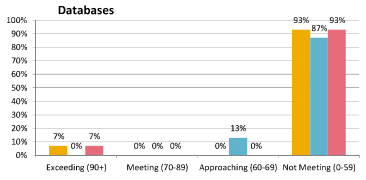
Average Score by Resource Type



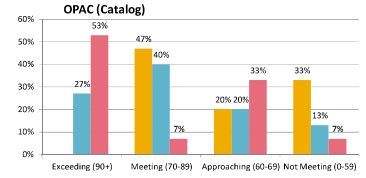
n=177

- Expected results with regard to an increase in score for 3 of the resources.
- Web searching scores for pretest surprising. Historically, students tend to be more savvy with this particular resource. Possible reason for difference, web searching resource is more scholarly in nature (Google Scholar).
- Print Indices evident that some students opted **not to go** to the library and instead answered only the questions that were accessible via the use of a computer.

Woolley's Results



n=15



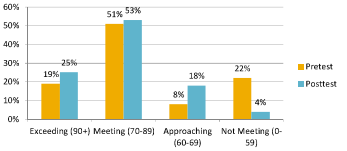
n=15

Even though some improvement was observed from pre to posttest, the level of retention observed later in the semester, specifically regarding database aptitude, was not ideal.

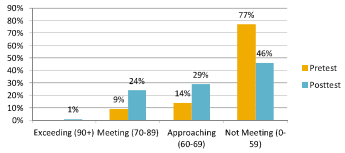
Student Performance Pretest vs. Posttest. Fall 2012 vs. Fall 2013

Scores overall were lower Fall 2013 versus Fall 2012, owing to the change in question format used on the tests (guided versus non-guided). Nevertheless, improvement was evident after information literacy sessions.

Fall 2012



Fall2013



Accuracy of data:

- Of the 288 students, 177 completed both the pretest and posttest…. 39% of the total number of students were effectively excluded from the testing.
- In the case of the print resources, it was clear that some students did not visit the library. Only the answers that were accessible via the use of a computer were addressed.

Future Consideration:

- In response to the less than ideal performance with regard to the database proficiency, we are planning to perhaps distribute the posttest in English 101. English 101 students receive further library instruction later in the semester.

Next Assessment Project:

2014 Library Website Usability Study

Phase 1 – Campus-wide Survey: Surveymonkey.com/s/ maritimelibrarywebsite

Naval Science/NROTC

LtCol Songster
XO, NROTCU
SUNY Maritime

Assessment Discussion

- Leadership Lab: Change to pass/fail
- Sleep plan? NROTC muster
- Spring orientation/indoc
  - Mid-year assessions, NVSC 101
- Administrative personnel gaps
- Improving calc/physics performance