



2019/2020 Campus Annual Assessment Report

to the Assessment Advisory Board

presented
May 5, 2021

Note: This document does not contain the report appendices. The full report containing all appendices was presented to the FSC Assessment Advisory Board and College Planning and Resource Allocation Committee during the Spring 2021 semester.

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**Farmingdale
State College**

State University of New York

2019/2020 Campus Assessment Report

Executive Summary

As of this writing, the campus has just successfully completed its MSCHE decennial reaccreditation review. While the external review team's preliminary written report has not yet been received, the oral report to the campus indicated compliance on all standards, no requirements and only one recommendation. Although we will review the report carefully when available, it appears the one recommendation follows a Continuous Improvement item that we had identified in the Campus MSCHE Self-Study relating to improving the timing of closing the loop activities within the three-year General Education Assessment cycle.

Campus assessment activities were carried out during the 2019/2020 academic year with some modifications necessitated by the COVID-19 emergency. The College's General Education program was assessed according to schedule with five General Education Competency areas (Communication, Foreign Language, Math, Natural Science, and Other World Civilizations) assessed during this period. The fifth annual cycle of the Library/English Department collaboration to assess the General Education competency of Information Management was conducted. The roll-out of the campus-wide assessment of Critical Thinking (CT) and Information Management (IM) was negatively impacted by the COVID required move to remote operations in the Spring of 2020 but significant progress was still made in this area with the Fall 2019 activities of the newly trained CT/IM Assessment Liaisons and the first CT/IM Assessment Report using this model submitted in June 2020. During the 2019/2020 academic year, Annual Academic Assessment of student learning objectives was conducted within academic programs and departments with some modifications as required by remote operations. All Functional areas of the College including Functional Area 1 - divisions of Academic Affairs and Student Affairs as well as Functional Area II - Institutional Advancement, Administration and Finance, and Development & Alumni Engagement performed annual assessment. Academic and Functional Area Assessment Reports were augmented this year with a field indicating whether the outcomes were associated with community engagement in support of the College's Carnegie Classification.

Assessment activities were directed and supported by the Assessment Advisory Board subcommittees (General Education, Academic Programs, Functional Area I and Functional Area II). Assessment Advisory Board Subcommittee liaisons continued to work with constituents in each area of the College to support the assessment activities of every academic department and functional area. As has been our practice since the 2015/2016 academic year, each entity of the College responsible for assessment had an Assessment Advisory Board Subcommittee assessment liaison available to assist in their assessment planning, data collection and reporting.

The following report summarizes the College's 2019/2020 assessment data for General Education Assessment, Annual Academic Assessment and Functional Area Assessment. Report appendices contain detailed information regarding specific assessment outcomes. General Education Assessment data are reported directly to the Associate Provost and reviewed with the Assessment Advisory Board Subcommittee for General Education. Annual Academic Assessment is reported to the Associate Provost through the Academic Programs subcommittee and is included in each academic department's annual reporting, five-year self-study or accreditation reporting. Functional Area Assessment is reported to the Co-chair of the Assessment Advisory Board and Associate Provost through the two Functional Area Assessment Subcommittees.

Regularly scheduled curriculum reviews (five-year self-studies) were conducted during the 2019/2020 academic year though not as originally scheduled due to the COVID-19 disruptions. Three Curriculum Reviews (English/Humanities, Liberal Arts and Sciences and Physics) were scheduled for 2019/2020 as was a single accreditation review (CCNE for Nursing). Only Liberal Arts & Sciences (LAS) completed as an on-campus review in the Spring of 2020 prior to the move to remote operations. English/Humanities (EGL) was completed as a remote visit in November 2020, Physics (PHY) was completed remotely in April, 2020 and the CCNE reaccreditation visit for Nursing (NUR) was completed remotely in March 2020. LAS and EGL are reported in the current cycle though PHY will be reported next year as external review reports are not available as of this writing. CCNE issued a report affirming reaccreditation for Nursing with the next scheduled review in ten years. This Campus Annual Assessment Report contains the 2019/2020 Annual Curriculum Review Executive Summary and year-after reporting performed by each program/department as a follow-up to the 2018/2019 Curriculum Reviews. These follow-up reports to curriculum review were issued as scheduled in the 2019/2020 cycle and are an important aspect of departmental closing/continuing the assessment loop. The full 2019/2020 Curriculum Review Report is available to the College Community (with the previous five annual curriculum review reports) on the campus intranet.

Assessment data and reports continue to be managed as they have over the past five cycles though we have contacted Axiom Mentor, the company that provides FSC's faculty annual reporting system and IRB reporting system to explore the possibility of creating an FSC specific assessment reporting and data management system. Currently, general education assessment forms are downloaded from the Provost's Assessment webpage by academic departments scheduled for assessment each year. General Education Assessment Reports are submitted to the Associate Provost via email. Annual Academic Assessment forms and Annual Functional Area assessment forms are similarly downloaded from the Provost's Assessment webpage and submitted by users via the campus Blackboard CMS using a special application configured for this purpose by an FSC Instructional Designer. Assessment Advisory Board Subcommittee members then use a variety of methods including FSC shared drives, FSC GoogleDrive and other mechanisms to compile assessment reports. Now that the MSCHE decennial is successfully completed, it is probably time to select and implement a unified assessment data management system that is concordant with the FSC assessment process.

Continual Improvement

Clearly the collegial advice and single recommendation made by the MSCHE External Review Team will help shape FSC's direction of continuous improvement in the assessment process. As we indicated in the MSCHE Self-Study, the three-year Gen Ed Assessment Cycle does pose a challenge for timely closing and continuing the assessment loop in this area. There has been some recent use of the Annual Academic Assessment Cycle for Gen Ed Assessment follow-up in areas where student GE achievement results are below expectations and exploration of this as a way to accelerate GE follow-up assessment should continue. SUNY has telegraphed a plan to implement new System level GE requirements for next year and this will require a revision of the FSC GE program and assessment. These SUNY required changes should be explored as opportunities to implement positive change in GE assessment at FSC. Although we do not yet have the written report from the MSCHE process, some collegial advice items mentioned in the oral report included suggestions to provide additional assessment related training and workshops and look for ways to simplify the Functional Area Assessment process. Finally, as the College emerges from remote operations it is time to refocus on the already initiated activities of the new CT/IM assessment liaisons and actively pursue an attainable assessment data management system.

This report contains the following tabbed sections:

[Section 1 – Institutional Effectiveness and Student Outcomes Assessment Organization Chart](#)

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[Section 5 – Academic Programs & Departments Annual Assessment Summary](#)

[Appendix A – Academic Programs & Departments Annual Assessment Reports Summary](#)

[Appendix B – Functional Area: Academic Affairs Annual Assessment Reports Summary](#)

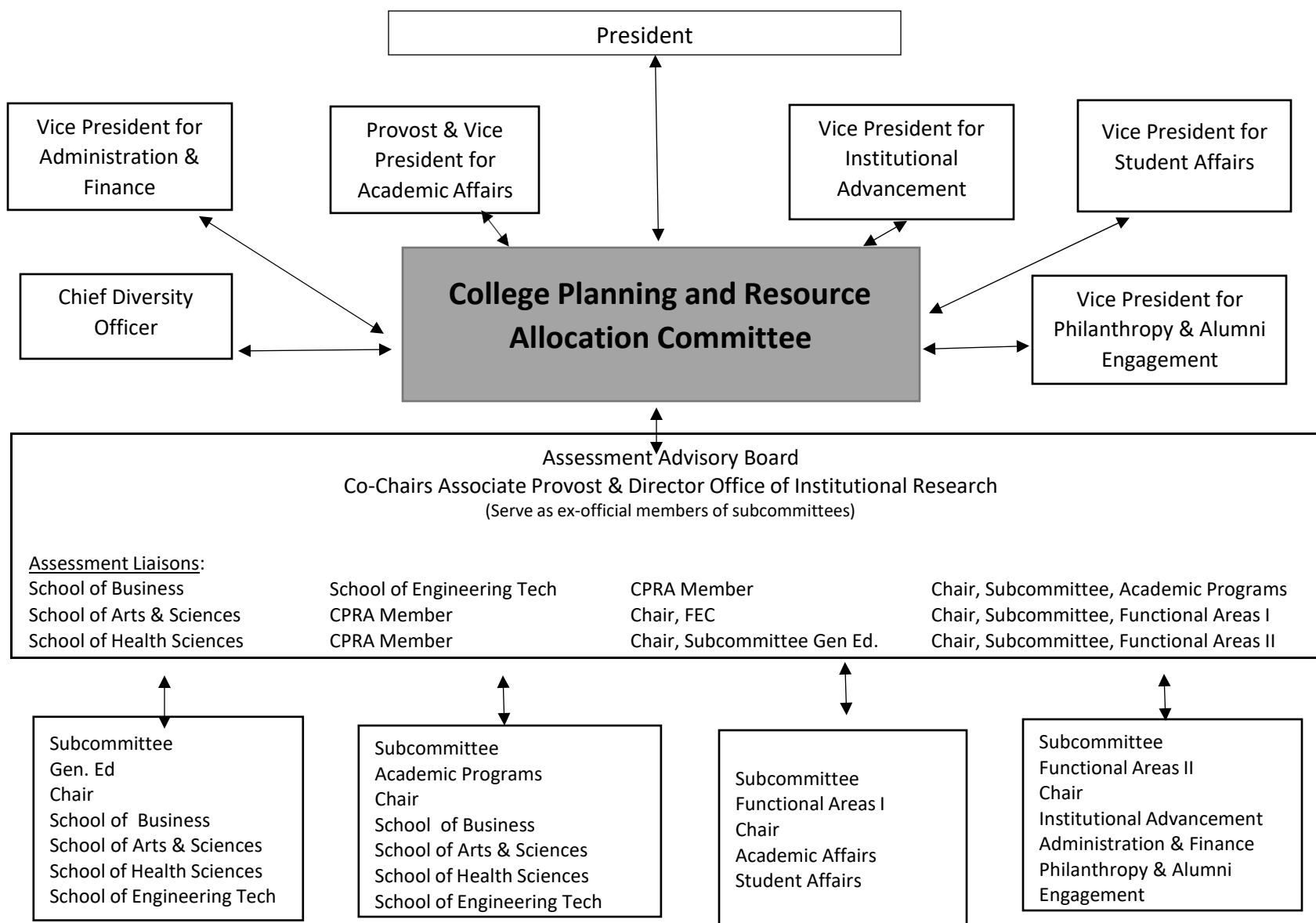
[Appendix C – Functional Area: Student Affairs Annual Assessment Reports Summary](#)

[Appendix D – Functional Area: Institutional Advancement Annual Assessment Reports Summary](#)

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[Appendix F – Functional Area: Development & Alumni Engagement Annual Assessment Reports Summary](#)

Institutional Effectiveness and Student Outcomes Assessment Organization Chart



General Education Campus Assessment Summary Report 2019 / 2020

Each of the 10 SUNY General Education areas are assessed at FSC on a three-year assessment cycle. For the 2019/2020 academic year, the assessed areas were Communication (BUS and EGL), Foreign Language (MLG), Math (MTH), Natural Science (CHM, PHY, HOR), Other World Civilization (ANT, HPG, MLG) and Western Civilization (HPG). The unexpected move to remote instruction due to the COVID emergency in March 2020 impacted some planned Gen Ed data collection but each department scheduled for this assessment cycle performed and reported assessment of the General Education learning objectives associated with their areas.

General Education Competency Area	Academic Department
Communication	English, Business
Foreign Language	Modern Language
Mathematics	Math
Natural Science	Chemistry, Horticulture, Physics. Note: Biology GE assessment is on a different cycle
Other World Civilization	Sociology/Anthropology, History Politics Geography, Modern Language
Western Civilization	History Politics Geography, Modern Language

Each student's General Education assessment scores are separated into four pre-determined criterion ranges relating to the various levels of achievement on the specified learning outcome:

- Exceeding Standards
- Meeting Standards
- Approaching Standards
- Not Meeting Standards

Overall results for the campus indicated that the percentage of students meeting or exceeding standards ranged from 58% to 100% across the assessed general education outcomes. The percentage of students not meeting standards on general education learning outcomes ranged from 0% to 23%.

Individual departments have reviewed the major findings of their General Education Assessment results and, where appropriate, developed action plans to improve student learning based on findings. Assessment driven changes will subsequently be reassessed as part of "closing the assessment loop" during the next General Education assessment cycle or in the case of some departments, during their subsequent annual assessment activities.

The General Education Assessment Committee liaisons reach out to each area where the percent of students not meeting standards is 20% or greater to facilitate the progression of action plans. Although this threshold was triggered in the current assessment cycle, the department has already developed its plan to address and reassess student performance on the learning outcome impacted.

The move to remote instruction during the Spring 2020 semester had a negative impact on the developing process for the assessment of the SUNY General Education Competencies of Information Management and Critical Thinking. Despite this hurdle, the Library (in partnership with the English Department) completed their 5th cycle of Information Management assessment during the Fall 2019 semester (results in the table below) and the newly formed Critical Thinking/Information Management Assessment group did oversee four assessments of Information Management and one Critical Thinking assessment during the 2019/2020 assessment cycle (see Academic Programs 2019/2020 Assessment Report). Unfortunately, many of the assessment activities in this area were postponed due to the March 2020 move to remote instruction. Please see the 2018/2019 General Education Assessment Report for a more thorough description of the Library's previous activities in this area as well as the Assessment Advisory Board Academic Programs Subcommittee's new Critical Thinking/Information Management assessment procedures. Details of the planned CT/IM assessment procedures, rubrics and reporting forms are included in the 2018/2019 Campus Annual Assessment Report.

During the Fall of 2019, the Library/English Department partnership assessed three EGL 101 classes (n = 54) for information literacy as stated in the ALA and ACRL Information Literacy Competencies with the following results:

Percentage of students in total population that Met or Exceeded competency in each Standard (3.0-4.0)

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5a	Standard 5b	Standard 5c
Demonstrate the ability to determine nature and extent of information needed.	Demonstrate the ability to access needed information and use basic research techniques.	Evaluate Information and its Sources Critically.	Use Information Effectively to accomplish a specific purpose.	5a. Access and Use Information Ethically and legally.	5b. Consistent use of in-text citation format (MLA).	5c. Correct Works Cited Page
83%	67%	81%	71%	60%	52%	58%

The 2019/2020 Library/English Department **Information Literacy Program Report** describes assessment driven changes made in the current cycle and is attached at the end of this document.

Other than the COVID related modifications noted, general education assessment activities for 2018/2019 are reported to have been conducted in accordance with each department's pre-established General Education Assessment Plans (on file with the Associate Provost's Office

and Assessment Advisory Board Subcommittee for General Education Assessment) and were facilitated by the liaisons of the General Education Subcommittee.

Summary assessment results are presented in the table on the following two pages:

**ASSESSMENT OF STUDENT LEARNING OUTCOMES IN
GENERAL EDUCATION
2019 / 2020 CAMPUS REPORT**

General Education Competency Areas and Student Learning Outcomes	Assessment Information		Results		
	Department Assessed	Students Assessed (n)	% Meeting or Exceeding Standards	% Approaching Standards	% Not Meeting Standards
COMMUNICATION					
• Produce coherent texts within common college-level written forms	BUS EGL	67 338	100 80	- 9	- 11
• Demonstrate the ability to revise and improve such texts	BUS EGL	67 338	98.5 79	- 10	1.5 11
• Research a topic, develop an argument, and organize supporting details	BUS EGL	67 338	98 81	- 10	2 9
• Develop proficiency in oral discourse	BUS EGL	67 338	97 84	- 8	3 8
• Evaluate an oral presentation according to established criteria	BUS EGL	67 338	97 85	- 6	3 9
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> BUS – The Approaching Standards category was not included in the current assessment but it will be added to future Business Department Gen Ed assessments. The department will incorporate Phase 2 of the 3X3 Writing process (which introduces formal and informal research steps) into next assessment as well as incorporate methods to build a workable presentation structure and audience rapport in an oral presentation. EGL – Development of an interactive textbook for EGL 101 and 102 to establish more consistency across the curriculum. The English Department is exploring establishing Learning Communities across courses and possibly departments. 					
FOREIGN LANGUAGE					
• Basic proficiency in the understanding and use of a foreign language	MLG	605	93	2.5	4.5
• Knowledge of the distinctive features of culture(s) associated with the language they are studying	MLG	605	95	1.5	4
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> MLG- NOTE: Because of COVID, MLG was unable to assess during the Spring 2020 semester. Instead, the students were assessed in the Fall of 2019 and in the Fall of 2020 however some of the languages were not offered in the Fall of 2020, such as ARA 132 or CHI 152, while French was not reported. MLG intends to work with instructors to make sure students are informed regarding Gen Ed SLOs and to provide instructors with MLG departmental Gen Ed evaluation rubrics and instructions. 					
MATHEMATICS					
• Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics	MTH	588	82	10	8
• Represent mathematical information symbolically, visually, numerically and verbally	MTH	588	77	13	10
• Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems	MTH	588	88	7	5
• Estimate and check mathematical results for reasonableness	MTH	588	73	18	9
• Recognize the limits of mathematical and statistical methods	MTH	588	75	14	11

General Education Competency Areas and Student Learning Outcomes	Assessment Information		Results		
	Department Assessed	Students Assessed (n)	% Meeting or Exceeding Standards	% Approaching Standards	% Not Meeting Standards
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> MTH – The GE assessment report will be disseminated to all faculty members for discussion of opportunities to enhance individual courses. 					
NATURAL SCIENCES <ul style="list-style-type: none"> Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis 	CHM HOR 111 HOR 112 PHY	447 26 17 100%	94 62 88 88	1 15 - 5	5 23 12 7
<ul style="list-style-type: none"> Application of scientific data, concepts and models in one of the natural sciences 	CHM PHY	447 100%	91 88	1 5	8 7
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> HOR – HOR 111 and pre-requisite 110 will increase focus on application of scientific method and how to employ it in the lab setting, and more preliminary assignments will be implemented. Colleagues from the writing center may be asked to contribute to lessons re writing lab reports. HOR 112 may introduce a skills inventory at the beginning of the semester. PHY – Peer tutoring, upgrade PHY Labs, increase computer use in all courses, integrate more students into research activities. 					
OTHER WORLD CIVILIZATIONS <ul style="list-style-type: none"> Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization 	HPG MLG SOC/ANT	202 25 95	87 100 92	10 3	3 4
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> HPG – While the overall number of students meeting or approaching departmental criteria greatly improved over the previous GE assessment cycle, the number failing to meet standards did not improve. Campus resources will be used to work with individual instructors to target underperforming students using tools such as multi-draft essays and document-based essays to develop critical thinking skills. MLG - MLG intends to work with instructors to make sure students are informed regarding Gen Ed SLOs and to provide instructors with MLG departmental Gen Ed evaluation rubrics and instructions. 					
WESTERN CIVILIZATION <ul style="list-style-type: none"> Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization 	HPG MLG	191 18	64 89	23 11	13 -
<ul style="list-style-type: none"> Relate the development of Western civilization to that of other regions of the world 	HPG MLG	191 17	58 100	31 -	11 -
Assessment Driven Changes to be Made: <ul style="list-style-type: none"> HPG – The departmental assessment committee will work with all instructors to integrate core topics into their courses. In particular, the committee will better incorporate the topic of decolonization (and European interactions with the non-Western world in general) more fully into the general curriculum. It will also work to stress the use of primary sources in 100-level courses. The department will consider the use of a document-based essay examine to develop critical thinking skills. The Gen Ed Committee will reevaluate the assessment instruments, particularly for HIS 115. Differences between the outcomes for HIS 114 and HIS 115 suggest that some items need to be revised. The department will work to stress primary sources and work with students to think critically about these sources. MLG - MLG intends to work with instructors to make sure students are informed regarding Gen Ed SLOs and to provide instructors with MLG departmental Gen Ed evaluation rubrics and instructions. 					

Functional Area Assessment 2019/2020 Summary Report

Functional area assessment activities continued in 2020 despite the challenges and modifications to the College's operations due to the Covid-19 crisis. In some cases, the campus shut down in March 2020 made it impossible to carry out activities outlined in assessment plans. As a result, some areas had to postpone assessment of a goal until next cycle or used alternate measures of assessment than those outlined in their original plans to ensure that there was a continuation of the assessment process. Despite these challenges, forty-five functional areas submitted assessment reports in 2019-20, one more than the previous year's cycle. New to assessment this year was the Liberty Partnerships Program.

Functional area directors continued to receive support and feedback, albeit in a virtual format, on their assessment plans and reports from their respective assessment liaisons. The twelve liaisons who serve on two functional area subcommittees remained in place since the last cycle with each liaison assisting about four functional areas.

Prior to the pandemic outbreak, a working group session was conducted in fall 2019 with functional area liaisons to ensure that their constituents continue to receive meaningful feedback on their assessment submissions. Common errors, as well as, best practices were reviewed and functional area liaisons were provided with a checklist of items to look for when reviewing assessment plans and reports.

Assessment is integral to the continuation of Farmingdale's Carnegie classification for Community Engagement. A box was added to the functional area assessment forms to indicate whether a goal relates to community engagement between Farmingdale and the larger community. The staff from several functional areas, including the Social Science Research Institute, the Renewable Energy and Sustainability Center, the Nexus Center, the Small Business Development Center, University in the High School, and Liberty Partnerships Program, assessed goals that involved community engagement.

Several departments were able to successfully implement changes during 2019-20 based on results from their prior year's assessment. Shortfalls in achieving a goal were the catalyst for changes to processes or procedures, and a reassessment of the goal in the next cycle to determine the effect of those changes. This process of 'closing the loop' led to assessment-based improvements in the following areas:

- The staff in the AAIC made workshop sessions mandatory as part of the action plans of students on academic warning. As a result, students given academic warning were less likely to be placed on probation.
- The staff in Financial Aid continued to enhance their method of alerting students about issues with their registration and financial eligibility, which resulted in a 10% decrease in students identified with course credit issues.
- The number of freshmen students registered with CareerConnect increased from 11% with the prior year's cohort to 65% in 2019 after the staff at the Nexus Center incorporated CareerConnect registration into new student orientation.

If a goal in the 2019-20 assessment report was not met, departments were to describe the action that they would take to ensure that the goal is met when it is reassessed in next year's assessment cycle (2020-21). Most of the actions that functional areas described in the reports do not require additional funding or resources, but rather are changes in processes:

- CSTEP will identify virtual internship experiences for students to increase the percentage of CSTEP students who participate in internships next year.
- The EOP area will review the pre-freshmen summer program writing curriculum in an effort to get more incoming freshmen to pass the writing test and enroll in EGL 101 instead of EGL 097.
- Health & Wellness will find ways to improve upon the process of a pre-registration immunization compliance policy, including addressing the fact that non-matriculated students can register prior to submitting immunization records. The goal is to get 100% of students in compliance with state immunization laws to decrease the number of students who are administratively withdrawn.
- The staff in Campus Mental Health Services will partner with the Provost's Office to continue their efforts to expand interest in class talks.
- The Office of Alumni Engagement will try to increase the percentage of alumni on the Farmingdale Foundation Board.
- Human Resources will work with the Provost's Office on reminders and communications to increase attendance at the part-time employee benefits orientation session.
- Web Programming & Development will establish a formal exceptions policy for software products that partially meet accessibility compliance.

The following areas met their assessment goals, but feel that action can still be taken if an issue was revealed during the assessment that the department would like to rectify or they think they can improve upon:

- More students with disabilities participated in fitness offerings than expected, but the Campus Recreation staff will continue to partner with the Disability Services Center to increase participation of students with disabilities who may not be aware that the campus recreation programs and services are accessible to them.
- AAIC will extend its training of CRM Advise software to include all campus advisors in addition to AAIC Counselors.
- Although a predicted 60% of students reported positive satisfaction levels with the hours of operation in the Office of Student Activities' customer satisfaction survey, they will offer some evening hours to see if the satisfaction level increases.
- Although there have been more weekly night office hours in the Admissions Office than originally planned, they will continue to expand evening and weekend accessibility.
- Although two workshops were offered and attended by ten more than the projected number of participants, the Office of Sponsored Programs Administration will increase the frequency of their grant application process workshop and recruit more faculty and staff to attend.
- The Library Staff produced more online instructional videos than anticipated, but will continue to develop more videos that can be used in online courses and in-person literacy sessions, and for individual study.

- Although one more department collaborated with the Tutoring Center to deliver workshops in 2019-20 than anticipated, they will expand outreach to collaborate with additional departments.

Of those who did request assessment-based resources, additional staff and software were cited most often. Based on 2019-20 assessment results, the following resources are requested (and will likely be submitted by the departments as part of their strategic budgeting process):

Academic Affairs

- The Registrar's Office needs additional staff to work on its registration waitlist project.
- The Office of Distance Learning requests equipment that would allow faculty to capture their lectures and utilize white boards while live-streaming their classes.
- The Writing Center area requests \$1,500 to offer students a summer bridge writing literacy program.
- The Math Center area requests that the Assistant to the Director be made a permanent position.
- The EOP program needs funds to hire more tutors.

Student Affairs

- The Health & Wellness Center needs additional staff to help run Red Watch Band trainings and an additional AOD Counselor to accommodate the increased demand for student sessions.
- The Office of the Dean of Students requests the continuation of its Maxient software agreement to ensure that discipline cases are tracked to completion.

Institutional Advancement

- The Advertising/Marketing area needs funds to purchase a name list for targeted marketing.
- The Web Programming & Development area requests \$16,500 for SiteImprove software with the privacy module, and \$2,560 to hire a student worker to help with audit fixes.

Administration & Finance

- The Controller's Office requests funds to hire a consultant from SICAS to help implement the accounts receivable aging process in Banner, and \$50,000 for Jaeggar, an e-procurement system.
- Student Financial Services requests \$70K-\$80K for an Assistant Director to implement a Student Outcome Tracking product.
- Human Resources requests funding for the use of the WeComply online training system to ensure staff complete training required by federal, state and SUNY laws and guidelines.

Functional area goals were tied back to divisional goals. Most divisional goals were assessed by their respective constituent departments in the 2019-20 academic year with the exception of one of Administration & Finance's five goals, two of Development & Alumni Engagement's four goals, one of Institutional Advancement's four goals, and one of Student Affairs's four goals. All eight of Academic Affairs

goals were covered by its constituent departments' assessment goals. All divisional goals, and associated functional area goals, are assessed at least once within a five-year period.

The following pages present each division's goals. Within each division's goals is a list of the division's constituent functional areas that assessed their own goal(s) corresponding to that divisional goal. Comments regarding whether the functional areas reached their goals, and resources the functional areas are requesting based on assessment outcomes, are also displayed.

[Appendices B - F](#) provide more detail about the functional areas within each division in regard to what goals were assessed, which specific outcomes were met, and what assessment-based changes are being implemented.

Academic Affairs 2019/2020			
Division Goal	Depts. that assessed goals in-line with Division goal	Comments on Department Assessment Outcomes	Resources Required Based on Assessment Results
1. Provide educational offerings that meet the needs of our students and regional employers to promote the economic, social and cultural development of the region.	Renewable Energy and Sustainability Center (RESC)	Current year's goal met.	None
2. Continuously improve and expand academic offerings and instruction in accordance with best practices, assessment data, and the evolving needs of the community the College serves.	University in the High School (UHS)	Current year's goal partially met.	None
3. Support student progress towards graduation, employment and other educational goals through transformative advisement, coordinated support services and effective information systems and information resources.	<ul style="list-style-type: none"> a. AAIC b. Writing Center c. Math Center d. Registrar e. Tutoring Center 	<ul style="list-style-type: none"> a. Met last year's goal that was reassessed as part of closing the loop. Current year's goal met. b. Did not meet this year's goal. c. Did not meet this year's goal. d. Did not meet this year's goal. e. Current year's goal met. 	<ul style="list-style-type: none"> a. None b. \$1,500 for a bridge program. c. Make Assistant to the Director's position permanent. d. Need funding to hire someone to work on the waitlist project. e. None
4. Provide resources and opportunities to advance the development of faculty and professional staff so they excel in their performance and in their contributions to the College community and to their professions.	Distance Learning	Met one of two goals for the current year.	None

5. Enhance the impact of student learning and faculty scholarship beyond the classroom to the campus community, the region, the nation and the world.	a. SSRI b. International Education	a. Met three of four goals assessed this year. b. Did not meet last year's goal that was reassessed as part of closing the loop nor the new goal for this year.	None
6. Enrich the learning environment through availability and enhancement of a broad range of information resources, technologies and services.	Library	Met one of two of this year's goals.	None
7. Implement measures to advance knowledge and to benefit College initiatives through the acquisition and development of data and information to support faculty research, institutional research, and sponsored programs.	Institutional Research	Met this year's goal.	None
8. Create opportunities for and encourage students to apply knowledge and skills gained from traditional classroom settings to real world environments such as internships, practicums, research, creative projects, study away/abroad, service learning and community engagement.	The Nexus Center	Met last year's goal that was reassessed as part of closing the loop, and met this year's new goal.	None
	CSTEP	Partially met this goal for this year.	None
9. Support educational opportunity and academic success for all students including those who may be from traditionally disadvantaged backgrounds.	a. CSTEP b. Trio Academic Support and Access Programs c. Liberty Partnerships Program d. EOP e. Gear-Up	a. Met this goal for this year. b. Met this year's goal. c. Met three goals and partially met a fourth goal. d. Partially met a goal that was reassessed from last cycle. e. Met this year's goal.	None

Student Affairs 2019/2020			
Division Goal	Depts. that assessed goals in-line with Division goal	Comments on Department Assessment Outcomes	Resources Required Based on Assessment Results
1. Develop and enhance learning programs outside the classroom.			
2. Promote student development through co-curricular activities.	a. Campus Recreation b. Student Activities c. Disability Services Center	a. Did not meet one of this year's goals, but met the other. b. Partially met one of this year's goals and met the other. c. Two of three goals were tied to division goal#2. One was met and one was not.	a. None b. None c. None
3. Expand campus-wide collaboration.	Tutoring Center	Met this year's goal.	None
4. Promote an environment that enhances retention.	a. Residential Life b. Veterans Affairs c. Mental Health Services d. Health & Wellness e. Disability Services Center f. Office of the Dean of Students	a. Did not meet this year's goal. b. Did not meet this year's goal. c. Met one of this year's two goals and partially met the other. d. Did not meet last year's goal that reassessed this year as part of closing the loop. Met one of this year's two new goals but not the other. e. Of three area goals, one was tied to division goal#4 and was not met. f. Did not meet this year's goal.	a. None b. None c. None d. Additional staff to run training and additional AOD Counselor. e. None f. Continuation of Maxient software agreement.

Institutional Advancement 2019/2020			
Division Goal	Depts. that assessed goals in-line with Division goal	Comments on Department Assessment Outcomes	Resources Required Based on Assessment Results
1. Attract high quality students and develop enrollment strategies to fulfill admissions and financial targets.	a. Admissions and Transfer Services b. Advertising & Marketing	a. Partially met three of this year's goals and did not meet the fourth goal. b. Did not meet the first of two goals assessed this year.	a. None b. Purchase name list.
2. Raise the profile and reputation of the College among key stakeholders in the external community.	a. Advertising & Marketing b. Athletics c. Social Media	a. Met the second of two goals assessed this year. b. Met this year's goal. c. Met this year's goal.	a. Purchase name list. b. None c. None
3. Create quality athletic venues that support student athlete success.			
4. The division of Institutional Advancement will ensure that all design materials and the college website are all up to accessibility standards so all information is accessible to all audiences.	Website Programming & Development	Met one of this year's goals and partially met the other.	\$16,500 for SiteImprove software with privacy module. \$2,560 for a student worker.

Administration & Finance 2019/2020			
Division Goal	Depts. that assessed goals in-line with Division goal	Comments on Department Assessment Outcomes	Resources Required Based on Assessment Results
Ensure that the College's strong financial position continues into the future and provide transparency related to the preparation and administration of the College's budget.	Controller's Office	Did not meet last year's goal that was reassessed this year as part of closing the loop, and partially met this year's new goal.	SICAS Consultant and \$50K for Jaggaer eProcurement system.
Provide effective and efficient financial student services that foster a collaborative relationship with the students.	a. ASC b. Student Financial Services	a. Did not meet this year's goal. b. Did not meet last year's goal that was reassessed this year as part of closing the loop, and partially met this year's new goal.	a. None \$70-\$80K for Assistant Director.
Maintain and enhance the physical environment of the College in order to support the academic mission of the College.	Physical Plant (Mail & Supply)	Did not meet this year's goal.	None
Provide all of the general support services necessary to ensure the College is able to fulfill its mission.	a. Risk & Compliance b. Legal c. Use of Facilities d. SBCD e. Environmental Health & Safety f. ASC g. University Police h. Office of Sponsored Programs & Admin. i. Human Resources j. Information Technology	a. Did not meet last year's goal that was reassessed this year as part of closing the loop, and met this year's new goal. b. Did not meet last year's goal that was reassessed this year as part of closing the loop, and did not meet this year's new goal. c. Did not meet two of last year's goals that were reassessed this year as part of closing the loop. d. Met both of this year's goals. e. Did not meet this year's goal. f. Met this year's goal. g. Met this year's goal. h. Met all three of this year's goals. i. Did not meet last year's goal that was reassessed this year as part of closing the loop, and did not meet this year's new goal. j. Met this year's goal.	a. None b. None c. None d. None e. None f. None g. None h. None i. Online training system j. None

p support and expand upon the college goal to support and efficientlymanage research funding and its administrative components.			
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Development & Alumni Engagement 2019/2020

Division Goal	Depts. that assessed goals in-line with Division goal	Comments on Department Assessment Outcomes	Resources Required Based on Assessment Results
1. Develop a data-driven alumni engagement and fundraising program.			
2. Build a culture of philanthropy through strategic outreach to alumni, donors, friends and corporations.	Alumni Engagement and Stewardship	Did not meet this year's goal.	None
3. Utilize scholarships to support recruitment and retention.			
4. Increase external support from corporations and alumni community.	Corporate Partnerships	Met this year's goal.	None

FSC 2019/2020 Curriculum Review Executive Summary

During the 2019/2020 academic year, there were three curriculum reviews scheduled (English Humanities, Liberal Arts & Sciences and Physics). Due to the COVID Emergency, only the Liberal Arts & Sciences Review was completed prior to moving the campus to remote operations in March 2020. English and Humanities completed their Curriculum Review through a remote reviewers' visit in November, 2020 and Physics is scheduled for their remote external review visit on April 5, 2021. There was a CCNE accreditation review for Nursing scheduled for Spring 2020 but this was rescheduled to a remote external review visit for March 2021 as well. Physics and Nursing will be reported in the 2020/2021 Curriculum Review Report.

English Humanities (EGL)

The English Humanities external review team (Drs. Marshik and Torrell) provided a single combined evaluation report. Numerical ratings were highly positive with ratings of 3 or 4 (agree and strongly agree) applied to all items except those related to the number of full-time faculty and office space.

A major strength was described as the alignment of courses with SUNY General Education learning outcomes, the College Mission and the objectives of the degree programs. Student satisfaction with English courses was identified as a strength as was the department's work to ensure that students develop communication and critical thinking skills from first-year writing courses through Writing in the Disciplines courses. The department's work to initiate and lead the Writing in the Disciplines program and Literature minor were also noted as strengths along with faculty professional development and contribution to campus service.

Major weaknesses were identified as the need to hire additional and diverse full-time faculty, condition of office space and lack of sufficient adjunct office space, the need to provide release time for faculty to develop the Writing Minor and lack of funding for speakers in the Writing in the Disciplines program.

Recommendations included building on existing strengths to:

- teach critical thinking skills as well as writing and speech
- offer, assess and control instructor differences across a robust number of EGL 097, 101 and 102 sections
- collaborate with other campus units regarding offerings
- assess students across the curriculum
- add to full-time faculty
- assess and place incoming students into EGL 097/101

Additional recommendations included:

- Develop microcredentials or minors in Speech and Philosophy once the Writing Minor is approved and running
- Commit to offering EGL 101 and 102 online during each academic term
- Find new and innovative ways to promote the existing English Literature Minor, and the Writing Minor (when submitted and approved) to students. Consider holding events, using social media, and other strategies to appeal to students.

The only factual error noted by the department was that reviewers indicated three faculty with degrees in Composition and Rhetoric though there are four.

Liberal Arts & Sciences (LAS)

The Liberal Arts & Sciences external review team (Drs. Cutter and Heinzen) provided a single combined evaluation report. They described their approach as using the structure of the reviewer's report template provided to them "but also through the lens of student success with recommendations influenced by alignment of institutional resources." Numerical ratings were all in the upper ranges (3s and 4s) except for items relating to availability of experiential learning opportunities in the curriculum, adequate facilities/faculty advisors to support curriculum-related activities and sufficient support for and encouragement of student civic engagement. The reviewers cited the former Liberal Arts and Sciences Honor Society and emphasized further development of the connection between the program and existing campus clubs and organizations.

Major strengths of the program were identified as its success in its stated mission to provide individualized, student-centered advising, the goodwill and hard work of the advisors and leadership, ongoing revision of the program, cohesiveness of the department personnel and student success.

The major weaknesses was described as difficulty in recruiting and retaining a pool of competent and committed advisers. The reviewers called this issue "glaring, persistent, and easy-to-understand." Two related issues were identified as "lack of funding and organizational mis-alignment." Regarding organizational alignment, the reviewers suggested "some creative thinking" beginning with answering three questions as follows:

- 1. What are our graduation and retention rates?*
- 2. What is the low-hanging fruit to strengthen the LASD?*
- 3. How can FSC better align its resources to strengthen its LASD?*

Further recommendations were organized by report section as follows:

Section A

- establish rubrics or other quantitative measures to assess and evaluate the program
- establish a set of rubrics that are used across the campus to compare learning outcomes from the LASD program and other programs on campus
- Establish a means to compare the LASD program with similar programs on other campuses

Section B

- use Office of Institutional Research data to test how LASD advisement affects rates of retention and completion
- consider cross-training some non-academic staff to serve as advisers
- invest the LASD with the ability to offer experiential learning early in their FRX classes
- formally recognize the experiential learning offered by dedicated LASD professors
- support the habit of professional development across the connected LASD community

- realign resources so that advisors can build their CVs by conducting discipline specific research related to advising
- offer a periodic luncheon/mini-retreat that recruits new and nurtures existing LASD relationships
- sample FRX students for critical thinking
- conduct research about successes and failures of particular cohorts
- identify at-risk students and apply the model of intrusive advising

Section C

- offer several night, fully online, or hybrid versions of the FRX courses

Section D

- buy a Keurig and establish a snacks budget for the staff and students in the waiting area.

Section E

- conduct the basic research to discover the impact of your investment in the LASD.

Section F

- standardize some sort of faculty incentive and/or compensation of the LAS advisors
- empower faculty advisors to use LASD advisement as part of their tenure/promotion portfolio “service to the college”
- schedule continual updates between the stakeholders, especially regarding technology and accessibility for students
- Adjust the workload and stipend imbalances for LASD leadership and for advisors for summer advisement work

The Liberal Arts and Sciences Chair indicated there were no factual errors in the reviewer’s report.

2018/2019 Self-Study One Year Departmental Follow-up Reports

There were four curriculum reviews during the 2018/2019 academic year. These were Applied Economics (ECO), Applied Math (MTH), History Politics Geography (HPG) and Modern Language (MLG). FSC procedures call for each department to file a report one year after the date of the site visit to describe actions taken and plans made in addressing recommendations of the self-study process and specific external reviewers' recommendations. One year departmental follow-up reports were submitted to the Associate Provost's Office during the first week of April, 2019 and are presented below.

[Applied Economics](#)

[Applied Math](#)

[History Politics Geography](#)

[Modern Language](#)

State the 1-year Response of the Department to the Recommendations in the Previous Curriculum Review Team Report.

Economics

Department Feb. 5th

2020

We agree that the review given by the External Reviewers was fair and adequately describes the state of the department during the previous review (for years 2015-2018). The reviewers indicated a number of strengths within the department including productive and active faculty members who demonstrate a breadth of knowledge and expertise in the field, strong growth of the number of students in the Applied Economics major and minor, and student engagement through the Economics Club and Farmingdale chapter of O.D.E. International Honor Society of Economics.

Enrollment in our courses has been strong and growing quickly due to our offering of service courses and growing number of students in the Applied Economics major and minor. To better accommodate students' needs, Economics Department has made a few revisions on both course options and schedules. For instance, additional 400-level elective course has been offered starting spring 2020; additional 300-level elective course has been offered since fall 2019, which increases the number of 300-level economics electives to five courses per semester. In addition, the number of econometrics course has increased to two per academic year. Plus, more sections of economics courses are offered at night or through distance learning to accommodate students with non-traditional school schedules. With almost doubled size of students in economics major and minor, compared to the enrollment during previous self-study, the department is still heavily depending on adjunct faculty, therefore, the demand for further increase in the number of full-time faculty is strongly needed.

While it is still challenging to schedule core economics courses (e.g. econometrics) and capstone courses in the lab, using Microsoft excel for data analysis in econometrics course helps relieve the pressure a bit. Additionally, offering econometrics course in hybrid format helps maintain a small class size and keep the interaction active.

We are glad that the reviewers recognize Economics "faculty have written and published extensively and some have acquired a number of grants to fund ongoing research projects within the discipline and the department". Thanks to our participation in the University in the High School program, Economics Department has been able to sponsor faculty to attend conferences, workshops and other professional development opportunities. We also recognize the urgent need of computing resources for faculty conducting research with large data sets. While we are allocated additional department budget to solve this constraint, the progress seems to be slow since the communication and collaboration with IT has started in November 2019.

We agree with the reviewers about the function of Advisory Board. We have successfully recruited several new members from banking, NPO and government sector to serve on the Board. The first Advisory board meeting for AY 2019-2020 has taken place on Jan. 30, 2020. Valuable inputs have been suggested by advisors and actions have been made to bring in more guest speakers to our students. We will keep collaborating with expertise from various industries to improve our curriculum and seek opportunities for our students. We are also working on providing internship opportunities to our students through business and economic research center.

The Department Curriculum Committee, which consists of all full-time economics faculty, has carefully reviewed and discussed current curriculum. We will look for other steps to improve the consistency in contents across service courses such as Principles of Macro/Microeconomics and Engineering Economics. We are currently looking closely about the alternative nature of Intermediate Macroeconomics/Money and Banking and Intermediate Microeconomics/Managerial Economics. As the initial step, total three sections of Intermediate Macroeconomics or Intermediate Microeconomics have been offered per academic year since fall 2019, which means more students will take the two traditional intermediate level economics courses as opposed to Money and Banking/Managerial Economics. In the meantime, the consideration of keeping the alternative nature of the four courses is to differentiate our students from students enrolling in programs of traditional research-oriented institutions. We will continue evaluating the question and make proper changes if necessary.

We are currently addressing or will be addressing the challenges our program faces in term of course offerings, funding and computing resource for faculty research, the heavy reliance on adjunct faculty. We appreciate the recommendations made by the External Reviewers and will keep on working well with administration to evaluate mission, goals and objectives, and better serve students.

Mathematics Curriculum Review: 2013-2018

One Year After Report

This report is a follow-up to the Mathematics department's external reviewer's evaluation which was part of our five-year review process. Overall, the external review was very good including an on-site visit, on April 11, 2019, and a submitted, written evaluation on April 20, 2019. The external members of the review team were Dr. Fotios C. Paliogiannis, of St. Francis College, and Dr. Florin Catrina, from St. John's University and we are grateful for their volunteer service. The co-chairs of the Mathematics five- year review committee were Dr. Douglas E. Johnston and Dr. Steven Hoehner¹.

The external reviewer's report consisted of an extensive list of survey questions with responses from 4 = Strongly Agree (SA) to 1 = Strongly Disagree. In addition, the reviewers provided a summary of their views on the major strengths and weaknesses of the program. Overall, the Math department received high rankings with most responses getting a strong positive response from the reviewers. Our response to survey questions that did not receive a SA are below and they include whether we agree and our action plan to address any potential weaknesses:

1) (B.1.b) While the reviewers viewed the balance between lower and upper division courses was appropriate, they did note the need to revise our precalculus-calculus sequence(s) (MTH 117/129 and MTH 130/150 - MTH 236/151) to better enable student success:

Response: The department has modified the course title and curriculum for MTH 117 to better reflect this course as a terminal math course for certain majors while MTH 129 is the primary avenue for students looking to continue their mathematics training into higher level calculus.

2) (B.1.e) The reviewers did note that, while there is an appropriate balance between required and elective courses, it was difficult for the department to offer upper elective courses due to enrollment constraints.

Response: The department agrees, and this concern/weakness was mentioned in our five-year report. We believe this is important to attract a variety of students, with diverse mathematical interests, and to grow our department. The department plans on working with the administration to potentially allow more elective courses to be offered, even with below standard enrollment, particularly in areas where there is significant employment potential for students (e.g., big-data analysis).

3) (D.1.b) The reviewers noted that the department has 13 full-time and 30 adjunct faculty and that it would benefit the student body, throughout the College, if one more full-time junior line is opened.

Response: We agree and are working with the Administration to acquire additional lines of support. We recognize that given the current budget condition (due to COVID-19), we may not be able to add additional staff in the near future.

4) (D.1.c) The reviewers found that junior full-time faculty are over-extended between teaching, research and service duties and that release time for research is needed to alleviate this.

¹ Dr. Hoehner is no longer with Farmingdale State College

Response: The department wholeheartedly agrees and are searching for ways to allow more time for our junior faculty to perform research. This is particularly true for a small, growing department where the fixed cost demands per faculty member can be extreme. This will require funding so we are actively engaging our faculty to seek funding opportunities as well as working with the administration.

5) (D.1.g) The reviewers noted that institutional support should be increased, particularly during the summer where support is departmental.

Response: The department plans on working with the administration as well as seek out external funding/support.

6) (D.1.i) The reviewers commented on the high adjunct faculty ratio and the lack of office hours for adjunct faculty and the potential negative impact this can have on student learning success.

Response: The department agrees and has been working/requesting administrative support for a paid minimum of one office hour per week for adjunct faculty.

When asked to describe the major weakness of the Mathematics Program, the reviewers stated

A) The department has higher than average adjunct to faculty ratio (even within the College).

Response: We agree and are working with the Administration to acquire additional lines of support

B) The number of student Teaching Assistants in the Mathematics Learning Center should be increased, especially during busy time (around midterms/finals).

Response: We agree and are working with the Administration to acquire additional support for this critical student learning need.

C) Adjunct faculty is not paid to hold office hours (at least one hour per week).

Response: The department agrees and has been working/requesting administrative support for a paid minimum of one office hour per week for adjunct faculty.

D) Overload (especially for junior faculty) with teaching, research, and service duties.

Response: We agree and are looking to acquire funding s as well as working with the administration.

History, Politics, Geography Department

Response to HPG Self-Study External Reviewer's Report

April 2020

Dr. Michael Minn, Dr. Michael Motta: Self-Study Co-Chairs

Dr. Jeff Gaab, Chair, History, Politics, Geography Department.

In April, 2019, the History, Politics, and Geography department was pleased to welcome Dr. Julie Cidell and Dr. Patrick Jackson to the campus as part of our five-year curriculum review process. Drs. Cidell and Jackson subsequently wrote an External Reviewers Report in May 2019. This was the first curriculum review of the department since adding the Geographic Information Systems program (although the GIS program officially began in Fall 2019.) While the report was generally positive, here we provide necessary context and clarification for understanding how the department's ability to implement some of the recommendations is limited by institutional factors and resource limitations. As such, this 2020 response is similar to our initial 2019 response.

The following are departmental responses to the HPG external reviewers' report dated 5/1/2019. Items in which the reviewers gave the department a score of less than four (strongly agree) are addressed by issue.

Reactive Course Scheduling (C.1)

As mentioned by the reviewers, HPG's status as a service department accounts for the reactivity (vs. proactive) noted in the report. This is inherent to service offerings and in the absence of more-specific suggestions for improvement, we feel our techniques are appropriate to our situation. The chairs of the curriculum departments, who met with the reviewers separately, all emphasized that we are adequately meeting our obligations to their curricula by offering a variety of courses, including general education requirements, which are adequately distributed throughout the FSC time-grid. We consult regularly with the curriculum chairs and departments. Accordingly, at this time we feel no changes to departmental scheduling practices are warranted. We will review our scheduling process in consultation with other chairs as their requirements change and as the general education requirements are revised by SUNY in the coming academic year(s).

New Course Development (C.2)

All disciplines within the department regularly develop new courses in response to explicit or implicit need (through either demonstrated interest by students or expressed necessity by curriculum chairs), or as a product of faculty innovation. During the 2018-2019 academic year, the department had 11 new course proposals approved by the

Campus-Wide Curriculum Committee. A major impediment to the offering of new general education courses is the multi-year delay in approval of general education courses by the State. This delay is beyond the control of HPG faculty or FSC administration. Accordingly, we feel no changes to departmental practices are warranted.

Prerequisite Requirements and Sequencing (C.3, Reviewers Summary)

Because the orientation of the school is professional, and HPG is a service department, many students will only take one or two HPG courses. While we strive to help students develop a “deeper knowledge of history, politics, and geography...in ways that are relevant to the student’s chosen career field,” “efficient fulfilling of GenEd requirements” is the overriding demand of students. This has changed somewhat because of the new curriculum in the Science, Technology, and Society program. This new curriculum demands that the department offer many more upper-division, specifically 300 level classes, and will generate many more “repeat students” in our classes. This is true with other majors on campus as well such as Global Business Management, Aviation and even Liberal Arts and Sciences. Even for students who take multiple HPG courses, constraints in scheduling and the complex degree requirements of transfer students make tighter sequencing of courses impractical. In this context, as per the reviewer's comments, “the prerequisites are appropriate.” Accordingly, we feel no changes to departmental practices are warranted.

Tutoring Services (C.8)

Although the reviewers gave the department a less-than-perfect evaluation on the availability of tutoring services, they did not indicate any clear deficiencies in this area or suggestions for improvement. It seems that the reviewers did not review the availability of tutoring services in the campus tutoring center, or the GIS tutoring services we offer in the GIS mini-lab center in Memorial Hall. We have received no complaints from students about the availability of tutoring or extra-help opportunities. Accordingly, we feel no changes to departmental practices are warranted.

Appropriate General Education Student Learning Outcomes (C.9)

The reviewers indicated that, “Reported outcomes match the relevant college and SUNY standards.” Accordingly, we feel no changes to departmental practices are warranted.

Adjunct Assessment / General Education Assessment (C.6, C.10)

We concur that “observance of consistent learning outcomes among courses taught by multiple instructors” is an area that needs improvement. We will implement the suggested use of “primary source direct assessment” as part of the larger general education assessment process, and this, along with regular classroom observation of adjuncts, will permit the department to proactively assess consistency of instruction and make appropriate adjustments to correct deviations. However, the issue of inadequate

adjunct coordination and assessment is heavily driven by the high adjunct/full-time-faculty ratio. At this stage we might consider designating a faculty member as an “Adjunct Faculty Coordinator” with appropriate release time (similar to the position in EGL/HUM) to work with our growing adjunct population teaching most of our introductory sections. Further, we suggest the administration strongly consider the addition of two or more full-time faculty positions, especially in history which constitutes the bulk of the general education courses we are required to offer and therefore demands the most adjunct instructor assistance.

Feedback from General Education Assessment (C.11)

Although the reviewers gave the department a three on our process for making revisions in course design or content based on the results of General Education Assessment, they did not indicate any clear deficiencies in this area or suggestions for improvement. We have, for example, reviewed and removed courses no longer relevant, or added new classes where necessary, or adjusted our scheduling of courses, and even moved to a broader online/hybrid format for classes, all based on assessment results from past general education assessment processes. As noted above, we are also in the process of developing the suggested “primary source direct assessment.”

High History and Politics Adjunct Utilization (D.1.b, D.1.i, Reviewers Summary)

This is a very clear and very serious departmental deficiency that was raised in previous self studies. We suggest the administration strongly consider the addition of two or more full-time faculty positions, or even lecturer positions, to alleviate this recurring deficiency.

Inadequate Release Time (D.1.c)

Because FSC is a teaching-oriented school and HPG is already understaffed, we feel that the additional release time suggested by the reviewers would be helpful, but is unnecessary. The college-wide process for obtaining sabbatical and reduced teaching load is fair and adequate. Accordingly, we feel no changes to departmental practices are warranted.

Innovative Teaching Methods (D.1.e)

The choice of teaching methods is a matter of academic freedom and faculty develop techniques that are appropriate to their material, personalities, and their students. The reviewers noted that, “The faculty obviously care a great deal about making sure their students are prepared to navigate a complex and challenging world.” New faculty commonly bring innovative techniques to the campus. Again, we would suggest the administration strongly consider the addition of two or more full-time faculty positions.

Inadequate Support for Research Activity (D.1.g)

The recent increase of per-faculty-member UHS support from \$2,000 to \$5,000 addresses this issue. Also, the generous support now offered from the Provost's Office provides more than ample funding for faculty research, travel to professional conferences, and professional development opportunities.

Inadequate Office Space (D.2.a, D.2.b)

This clear deficiency is beyond the control of the department and may be partially rectified with the construction of the new Liberal Arts and Sciences building. Concentrating adjunct faculty into a central office in Roosevelt Hall helped us free up more office space. We have also eliminated our meeting room. More consolidation may be a possibility in the future.

Inadequate Classroom and Lab Space (D.2.c, D.2.d, D.2.e)

This clear deficiency is beyond the control of the department. We note that new state-of-the-art labs have been added in Whitman Hall.

Inadequate Remote Desktop Access (D.2.f)

We are working with IT to provide this access. (Due in large part to the move to completely online instruction because of the current Corona Pandemic, much of the technical difficulties associated with remote desktop access for faculty and students are currently being addressed or resolved).

Inadequate Analysis of Enrollment Trends (E.1)

Although the reviewers gave the department a three on our analysis of enrollment trends, they did not indicate any clear deficiencies in this area or suggestions for improvement. Course offerings are planned based upon enrollment guidance from the administration. Accordingly, we feel no changes to departmental practices are warranted.

Inadequate Student Survey Response and Reaction (E.2)

We concur that the student survey response rate was low, but we also note that this is consistent with the absence of a pool of majors. Since the data in this self-study and the prior self-study indicated strong student satisfaction, we feel our current practices are adequate, most notably in the development of the new GIS program and ongoing development of meaningful GIS courses for STS majors. Accordingly, we feel no changes to departmental practices are warranted.

Inadequate Response to Prior Self-Study (F.1, F.2, F.3, F.4)

Although the reviewers gave the department less-than-perfect evaluations on our responses to the prior self-study, they did not indicate any clear deficiencies in this area or suggestions for improvement. Many of their suggestions identified problems that are

clearly outside of the purview of the department. For example, as enrollment has increased, we have been required to add adjunct faculty where we could not hire full-time faculty. We have added a four-year curriculum, and several new full-time faculty since the last curriculum review, and both general education and general departmental assessment is more systematized. All-in-all, we believe the department is in much better shape since the last five year-curriculum review. Accordingly, we feel no changes to departmental practices are warranted.

Summary

We agree with the reviewers that the GIS program has great potential. Over the past year, the program has added a third and fourth tenure-track professor, and has admitted its first cohort of students. There are currently twelve students enrolled in GIS, with several more in the admissions process, and that will grow substantially once the entire program is offered online. While the specific politics major suggested by the reviewers is inconsistent with the mission of the college, we are in the process of developing a major in public administration and public policy. This program is a better fit for the mission of Farmingdale State College, and there is student demand for a broader politics offering. The program announcement (the initial proposal stage), written and developed by the department, was submitted to the Provost's Office in early 2020. The department, already making substantial contributions in service to other college programs, is poised to make an even larger contribution over the next several years.

Farmingdale State

CollegeTo: Dr.

Charles Adair From:

Dr. Matilde Fava

May 25, 2020

Subject: 5 Year Self-Study Reviewers' Evaluation and

ResponseDear Dr. Adair,

The Modern Languages Reviewers' evaluation by Dr. Benita Sampedro Vizcaya and Dr. Elda Buonanno was very positive. As per their statement:

“...the Modern Languages Department at Farmingdale State College fully serves the institutional Mission Statement. The department is decidedly committed to student-centered learning approaches and to foster[ing] an atmosphere of inclusiveness. They are also committed to prepar[ing] students for a competitive global market, by teaching language, culture, literature and cinema of some of the most important global languages: Arabic, Chinese, French, German, Italian and Spanish.”

Recommendations:

1. Memorial Hall should be “remodeled” to better serve the students.
2. Two full-time tenure track lines (Spanish and Italian).
3. Larger department budget, i.e. an increase to \$5,000 as the operating budget to support and encourage scholarly productivity.
4. Implementation of a mandatory Placement Test for all freshmen.
 - a. The Modern Languages Department is conducting research for the best program available to implement the Placement Test.
5. Capacity of class size of 39/40 students for level 1 language courses seems unacceptable and no conducive to a successful language learning experience
 - a. The Department implemented a capacity of 30 students in every class; however, if the room holds 39 students the registrar increases the number.
6. Gleason Room 223 needs to be updated.
 - a. Room 223 is presently a smart room with all the latest technology.

Assessment of Academic Programs 2019/2020 Summary Report

During the 2019-20 academic year, assessment of student learning was conducted within the academic programs and courses offered by departments that support the College's majors. Reports of assessment activities were received from undergraduate programs in all four schools and the master's degree program in Technology Management. In November 2019, program and department faculty selected student learning outcomes for assessment and formal assessment plans were developed that included plans for reassessment activities from the previous year findings. A new addition to the Nichols assessment form was a request to designate student learning outcomes that were related to community engagement in support of the Carnegie Classification.

Assessment subcommittee liaisons representing all four Schools were available to assist the faculty with assessment activities throughout the year. Despite the closure of the campus in March 2020 due to the COVID pandemic and suspension of in-person learning, assessment activities were continued and modifications were made based on necessary changes to teaching modalities. In June 2020, final assessment reports were submitted and uploaded to the Blackboard course management system for review by the assessment subcommittee. For those outcomes in which the criteria for success did not reach the expected target, section five of the Nichols form assessment reports contained action plans for the next cycle. These action plans, or "continuing the loop" activities, proposed the strategies to improve student success in the next assessment cycle. To reinforce the link between assessment and resource allocation, programs and support departments were encouraged to document the physical resources that were needed to support reassessment initiatives which would then be requested on upcoming department budgets.

Reassessment activities that were conducted during 2019-20 were carried out based on plans derived from previous year (2018-19) findings. Current year progress was summarized with the departmental actions and the data that reflected year-to-year change in student performance. Conclusions of reassessment activities described the overall impact of assessment driven changes and whether the effectiveness of those changes were significant enough to meet the established targets. For those reassessed outcomes that remained below the expected target, further actions to continue the cycle of continuous improvement in student learning were proposed.

Additional activities of the Assessment subcommittee are described below.

Critical Thinking and Information Management (CT/IM) Assessment

In Fall 2019, four newly trained Critical Thinking and Information Management (CT/IM) assessment liaisons carried out activities according to an established timeline for the assessment of Critical Thinking & Information Management SUNY competencies infused throughout the curriculum. CT/IM liaisons worked with faculty within their respective schools to select critical thinking assessment activities using the interactive CT/IM map and provided guidance on the use of a new set of CT/IM rubrics. Although the closure of campus in March 2020 hindered progress on this new assessment initiative, a completed CT/IM assessment report was received from the Dental Hygiene (DH) department in June 2020. Results of the DH critical thinking assessment revealed 70% of their students met or exceeded the standards for two critical thinking learning objectives. Assessment driven changes were proposed for these outcomes to facilitate improvement in the next assessment cycle.

In addition to overseeing CT/IM SUNY competency assessment, the CT/IM liaisons developed a plan to expand the existing library information literacy program that was originally implemented as a pilot program for faculty and students in the English department. The library program, which was being used to assess the competency of Information Management, was expanded to all faculty at the College who planned to use library instruction in their classes in 2019-20. Faculty were invited to conduct an assessment of their classes and apply a newly devised scoring rubric to capture and analyze data on selected IM competencies. In early 2020, and prior to the suspension of in-person library instruction, a total of five library assessments were received, three from the School of Business and two from Health Sciences. Analysis of the library assessments revealed that although students had met or exceeded some of the criteria for information literacy, there was inconsistency and below benchmark

results for the use of in-text citations and the accuracy of works cited pages. Faculty recommendations on four of the five library assessments included strategies to improve the use of citations and proper format (ie. APA) in the coming year.

Committee Recommendations

The Academic Programs Assessment Subcommittee makes the following recommendations to the AAB for the coming year:

- Provide training and workshops to continue the upward trajectory of improved assessment quality and use of assessment results.
- Continue to offer grant funds to support faculty research in assessment initiatives.
- Research attainable assessment data management systems so that assessment data can be compiled, summarized, analyzed and permanently stored on a software management platform.
- Assist programs and departments with the assessment of student learning outcomes in community engagement.
- Continue to expand Critical Thinking and Information Management assessment, the two SUNY competencies that are infused throughout the curriculum.

Assessment activities in all four schools, sorted alphabetically by program and department, are summarized in the [Appendix A](#). Student learning outcomes were aligned with superordinate program and College goals and results of current year assessment activities were summarized along with action plans for reassessment in the next cycle (2020-21). Results of reassessment activities that compared previous year findings (2018-19) to the current year were described under the column heading for reassessed outcomes.