NOTABLE DEPARTMENTAL ACHIEVEMENT IN SELF STUDY & PROGRAM REVIEW PROCESS

This category of achievement honors Department excellence related to the SUNY Program Review self-study process, including (1) the self-study report and (2) faculty engagement and participation in the review process. Exemplary practices include self-studies that provide clear evidence of thoughtful and ongoing program assessment and the use of assessment results to improve programs, as well as engagement of program faculty in the SUNY Program Review process itself and in the ongoing department-based program assessment and improvement processes.

Music Department: Commended for an exemplary self-study report for the Studio Recording Technology Certificate program. The department submitted a report that reflected a thoughtful, thorough and complete self-study process undertaken by the department Chair and program Faculty. The Department Chair has generously given permission for this self-study report to be shared with other programs anticipating program review, in order that it can be used as a model of excellence. [Contact: Thomas J. Fox, Department Chair]

Hospitality Business Department: Commended for the high level of faculty engagement and constructive participation in meetings with the External Reviewers for two programs under review, the Food Service Administration/Restaurant Management A.A.S. & Food Service Technology Certificate. Individual faculty members’ participation in the Program Review process is a clear reflection of their active engagement in the ongoing department-based program assessment and improvement processes which were evident throughout the self-study report and the discussions with External Reviewers. [Contact: Anne Cubeta, Department Chair]

NOTABLE DEPARTMENTAL ACHIEVEMENT IN ASSESSMENT-BASED QUALITY IMPROVEMENT PRACTICES

This category of achievement honors Department excellence related to practices that support the assessment of student learning outcomes and the use of assessment results to facilitate quality improvement. Exemplary practices include the use of Taskstream® workspaces (1) to enable implementation of meaningful program level and course level assessment plans and (2) to establish connections between these two levels of student learning outcomes assessment in order to ensure the systematic use of assessment results to improve courses and programs.

Administrative Business Technology Department: Commended because faculty in the department consistently make course-level modifications based on assessment data as well as on industry standards. The department clearly documents where modifications identified in past assessments have been implemented, re-assessed and have resulted in some improvements in student outcomes.

History, Political Science, and Geography Department: Commended for the department’s Taskstream workspace, which is exemplary, being clearly structured around the Infused General Education Competencies which have been identifies as a central theme in the department curriculum. The department is commended also for having adopted a standard set of outcomes criteria for faculty members to use when assessing student mastery of these competencies, however leaving faculty members free to independently identify assessment measures that are most useful and appropriate for their courses.

Nursing Department: Commended for consistently incorporating the use of direct measurements of student learning and indirect measures of student satisfaction, graduation rates, and follow-ups to both students and employers to gauge the success of their program. The department has documented the use of assessment results to identify areas for program improvement or development and to revise their curriculum accordingly. The department has also used the results of various surveys to guide enhancement of assessment practices.

Psychology Department: Commended for continued leadership in developing a departmental culture of assessment, evidenced by (1) including the topic of assessment for discussion at every faculty meeting, a practice that clearly facilitates a remarkable level of collegial learning assessment practice within the department, (2) a progressive plan to implement a change in department bylaws that will establish a Course Manager for every course offered in the department, (3) integration of course and department level assessment practices within the online assessment management system (Taskstream), including documentation of results (Findings) and data-based modifications, and (4) Continued use of faculty consensus to improve assessment of student performance across offered courses and across sections of individual courses, especially in regard to student performance related to the General Education Infused Competencies of critical thinking, information management, and basic written and oral communication.