



Academic Quality Meeting

2013-2014 Academic Year

Meeting Date: September 3, 2013

Time: 12:30pm

Chair: Veronica (Ronni) Tichenor

Secretary: Sue Kimak

Present: Ronni Tichenor, Valerie Fusco, Ron Sarnar, Atlas Hsie, Kazuko Behrens, Narayan Sharma, Joanne Joseph, Ildiko Monahan, Russ Kahn, Rafael Romero, Mary Perrone, Ryan Lizardi
Absent: Doneilous King, Doug Eich, Suzanne Sprague

Introductions were made around the room. Ryan Lizardi will be replacing Russ Kahn on this committee going forward.

The Academic Quality Meetings will be held on the first Tuesday of the month at 12:30 through May 2014 with the exception of no meeting in January 2014.

Ronni reported that she has received plans from Psychology and HIM who are in the process of doing revisions. Plans are still needed from Business, Engineering and Math and IDT. There is a Middle States kick-off meeting on Friday, 9/6 with the Steering Committee and other chairs.

CID Assessment Plans

Russ Kahn reviewed the CID assessment plans that were emailed as well as distributed at the meeting. CID has gone through a rethinking as it is now a more visual program vs. a writing program. A lot of the plan reflects changes but there is some overlap with writing. Joanne commented any programmatic changes will need approval from NY State Ed. The Curriculum Committee will be reviewing and see that any changes go to State Ed.

Ronni suggested the language in the last two goals be more specific. Can those two have a finer point put on? Russ will work on the language.

The CID spreadsheet listing courses mapped to program goals is based on course level and identified as "introduced, developed or mastered" Some courses have all three levels. It has been discussed within the program that some courses may need to be renumbered. All required courses are on the grid.

Ron Sarnar acknowledged the work that has been done on the worksheets and suggested there needs to be more flow following from one chart to the next. From the way it's presented what does student have to take? Can we map and are we ensuring every student as the opportunity to meet program goals? Program curriculum requirements to each student – where is it being done? What do we expect in an undergraduate program regarding nurturing, research and creative endeavors. Joanne looked at program goals and mapped to overall institutional goals. It is the case that some of the SUNYIT goals are solely faculty or graduate goals.

Rafael discussed AACSB accreditation reviewers who come for the day need specifics so they don't have to interpret. Transition need to be very clear. In previous visits, global/legislation/legal/ethical perspectives need to be present.

Joanne indicated that we need to remember in a self-study we are just beginning to realize we have to pay attention to all gen ed and have to make better in future. The grids do help to clarify the connections. It was suggested that color coding or numbers the goals to program goals would help.

Ronni questioned the CID club that is listed on the grid. The CID club is a voluntary club that works with the community and was included because it is tied with the mission of the college.

PSY Assessment Plans

Joanne discussed the handout that was distributed and also previously emailed. The first section of the assessment document is information from the college wide plan. The Psychology Department fulfills SUNYIT mission goals 1, 2 and 5 but not #4 and #3 is a faculty goal. The goals and objectives are American Psychology Association (APA) standardized goals and objectives and mapped goals to courses. Not every student takes every course. On the last page is core courses that all students take with listed goals/skills that are need to demonstrate by senior seminar. *The last sheet of the handout is wrong and Joanne will resend the correct sheet.* The Psychology Department will discuss internally if they need to add or drop some courses as there is a lot of overlap. A lot of departmental discussion has ensued as a result of working on the grid. There are many outcomes measures on ethics and not a lot on cultural. Ron Sarner mentioned communications area only looks at it in senior seminar level? #7 Psych 310 learner objective is not there and no #2 are there. PSY 385 is a required course and is not included. This plan is also a work in progress.

Disability Services Report

Sue Sprague distributed a handout and stressed that it is a work in progress. The Disability Program emphasizes equal access to programs and activities and spends a lot of time setting up accommodations for students. After reviewing the report, Joanne said the objectives are more like goals and should be changed on the form. Joanne volunteered to assist Sue with the outline of the assessment plan. SUNYIT needs to make sure we are doing ADA requirements.

The report includes a testing accommodations summary that was received from Doug Eich and he will track that information going forward for each semester. Ronni questioned regarding assessment, what does the Disability office track? The office will track assistance technology, conversion of alternatively formatted textbooks and materials. There is a satisfaction survey once a year that is anonymous and sent at the end of the semester that is strictly confidential. Overall GPA was added to that survey in the form of the question "What is your approximate GPA at SUNYIT." Ronni requested comparison data and the IR office will check to see if any is available. The college can compare the GPA of students with disabilities with all students enrolled. One measure that could be tracked is the percentage of students completion rate compared to general SUNYIT population. Valerie will work with Sue Sprague and will change students names to numbers before sending out final report. The Disability office has posted information for faculty on their website and will be meeting with HR regarding grievance issues. Ronni asked if there is predetermined criteria for various levels of disabilities or is it an interpretation of law. There are general guidelines and students have to come in with a diagnosis and then Sue determines the accommodations. Diagnosis can be either psychological or physical. The office is working on guidelines and may be able to borrow from other institutions. It was also noted that students have to self-identify to the office (and some do not).

Ronni will forward plans for October and will briefing on the next academic year.