Academic Quality Assessment

Academic Year: 2011-2012   Tuesday, November 1, 2011

Chair: Veronica (Ronni) Tichenor   Secretary: Ronni Tichenor

Present: Kyle Johnson, Ron Sarner, Ronni Tichenor, Sue Sprague, Rafael Romero, Joanne Joseph, Mary Perrone, Doug Eich, Mohamed Rezk, Edmund Rusjan,

Absent: Lisa Berardino (alternate), Robert Yeh (alternate), Valerie Fusco, Pat Grust, Terrill Dean

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1. Approval of minutes
October minutes had no revisions or changes

2. Learning Center Report
Doug presented data from an earlier Learning Center satisfaction survey. Ronni asked Doug to pull together all data currently available, and to create a list of all ways in which the Learning Center is currently attempting to collect assessment data. Doug will present these at the December meeting, and the committee will then look for ways to enhance meaningful data collection on the effectiveness of the Learning Center.

Joanne emphasized the need to link the activities of the Learning Center to student learning outcomes. Ron emphasized the need for analysis of the Learning Center data. Raw data are being presented in the current report. Doug needs to develop a narrative to explain what these data say about what is happening in the Learning Center. There are several key questions an outside observer/reviewer would ask: 1.) who is the Learning Center designed to serve; 2.) who is actually coming? 3.) is there a disjuncture between the two?

Ronni suggested that Doug append reports on the projects the Learning Center is undertaking with specific faculty members in order address the question of the impact of the Learning Center on student learning outcomes.

The committee discussed the need to find out what kind of tutoring help students are seeking *outside* the Learning Center, such as online tutoring or textbook-based tutoring, as well as what kind of tutoring help students need/want. The committee will work with Val to see what current survey opportunities exist (e.g. Student Opinion Survey) to answer these questions.

Finally, it was suggested that the Learning Center might eventually serve as a clearinghouse for online tutoring resources. GINGER was mentioned as an online grammar-correction tool. An assessment was proposed that would examine student outcomes for those working with GINGER, those working with tutors in the Learning Center, and compare them to a control group.

3. SUNY Global Workforce

Ronni presented information that she and Mary obtained at a workshop on October 28th at SUNY Cortland on a pilot project through the Levin Institute to better prepare SUNY students to participate effectively in the global workforce. This program has three goals: 1.) to increase opportunities for distance learning; 2.) to increase the global (cross-cultural) competence of students; 3.) to improve student skills in the use of collaborative technologies. This committee can encourage academic units to assess how well the campus is currently meeting these educational goals and can disseminate information about this program to departments/faculty.

4. Online Assessment Policies

The committee discussed two issues regarding assessment of online instruction on campus: 1.) decisions about which courses/programs are put online; 2.) the quality of online instruction. It was decided that the former should be brought to the Executive Committee for review by the Curriculum Committee; the latter should remain under the purview of Academic Quality. Joanne suggested that departments/faculty assess whether there is a difference in student outcomes between face-to-face and online courses where the same course is offered in both formats.