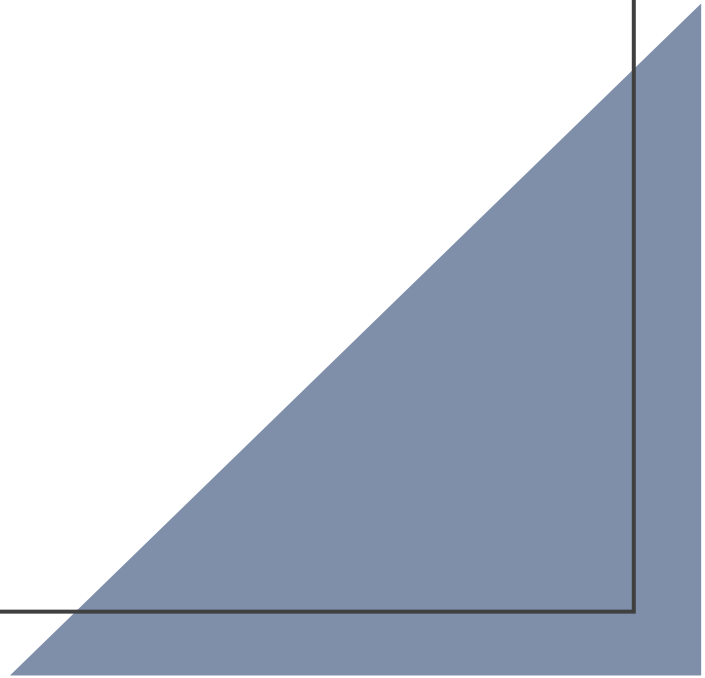


Fulton-Montgomery Community College Annual Assessment Report

February 16, 2023

Daniel Towne - Librarian, Assistant Professor, and Chair of the
Assessment Committee

Dr. Jackie Snyder - Associate Provost of Academic and Student
Affairs, Accreditation Liaison Officer

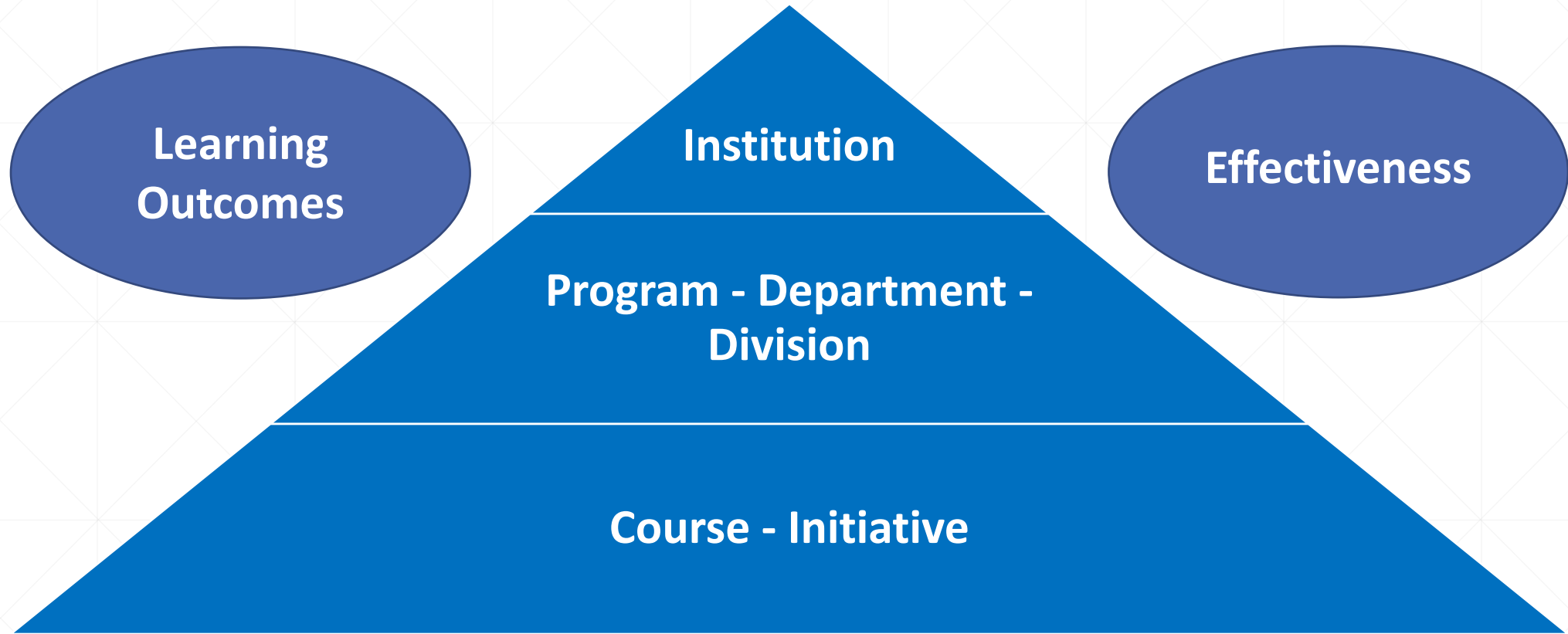


2021-2022 Assessment Notes

- Back to full assessment activities
- Academic program reviews – format exploration
- Continue to document mature assessment
- Assessment submission form pilot - Academic (non-instructional) & Student Affairs – connect SP goals and objectives
- New SUNY Framework – updated GELOs, Knowledge/Skills, and Competencies
- Community College Survey of Student Engagement – CCSSE last completed in 2015



FMCC Assessment



Course level

Course Learning Outcomes (CLOs)

General Education Assessment

- Knowledge and Skills Areas: #6 Other World Civilizations assessed in Humanities ([SUNY GELOs](#))
 - Other World Civilizations assessed in HIS101 & HIS102 (3 sections) by direct measures (43 multiple-choice & true-false questions, 3 essays, and a paper)
 - Results: 71% of all assessed students across the three sections met and exceeded the GELO
 - Goal: 75% of assessed students meet/exceed the outcome
 - 17% lower than that of last cycle's assessment (Spring 2018). Possible contributing factors: First fully in-person year following 2 ½ semesters of remote instruction during the COVID-19 pandemic. Affecting class attendance, class engagement, motivation, and increased anxiety and depression. Class met at 8 am & may have negatively affected some students' academic performance. The results of this assessment have been shared with the Humanities division in October 2022 (Development of an action plan and further assessment).
 - Action Plan: Diversified assessment measures will continue; adoption of publisher course materials by Pearson, replacing previously used OER; next assessment cycle will include some participation from FM adjunct faculty and/or CIHS faculty
-

General Education Assessment

- Knowledge and Skills Areas: #10 Basic Communication assessed in Humanities
 - Basic Communication assessed in multiple sections of ENG103 in Fall 2021 & ENG104 in Spring 2022
 - Traditional, Web-based, and CHS sections assessed
 - Five different criteria of this GELO, each assessed separately
 1. Produce coherent texts within common college-level written forms;
 2. Demonstrate the ability to revise and improve such texts;
 3. Research a topic, develop an argument, and organize supporting details;
 4. Develop proficiency in oral discourse; and
 5. Evaluate an oral presentation according to established criteria.
-

Basic Communication Assessment Results 2021-2022

ENG103 (Fall '21)					ENG104 (Spring '22)					+/-
GELO Criteria	Exceed (90%+)	Meet (70-89%)	Did Not Meet (69%-)	E/M	GELO Criteria	Exceed (90%+)	Meet (70-89%)	Did Not Meet (69%-)	E/M	
1	46%	44%	10%	90%	1	50%	44%	6%	94%	+4%
2	51%	42%	7%	93%	2	51%	42%	7%	93%	NC
3	48%	44%	8%	92%	3	52%	44%	4%	96%	+4%
4	56%	38%	6%	94%	4	58%	36%	6%	94%	NC
5	53%	40%	7%	93%	5	69%	24%	7%	93%	NC

Basic Communication Assessment Results Comparison 2017-18; 2018-19 – 2021-2022

2017-18; 2018-19					2021-2022					+/-
GELO Criteria	Exceed (90%+)	Meet (70-89%)	Did Not Meet (69%-)	E/M	GELO Criteria	Exceed (90%+)	Meet (70-89%)	Did Not Meet (69%-)	E/M	
1	32%	53%	15%	85%	1	50%	44%	6%	94%	+9%
2	42%	42%	16%	84%	2	51%	42%	7%	93%	+9%
3	33%	49%	18%	82%	3	52%	44%	4%	96%	+14%
4	43%	46%	11%	89%	4	58%	36%	6%	94%	+5%
5	37%	46%	17%	83%	5	69%	24%	7%	93%	+10%

Basic Communication Action Plan

ACTION	Timeline	Resources needed	Responsible person(s)	Status update - results	Next steps or actions
Curriculum review of the English BC courses	Ongoing	Time	English faculty	Ongoing	Continue meeting
Investigate different ways to collect assessment data electronically	Spring '23	Assessment Committee/administration help	Humanities faculty		
Continue communicating assessment expectations to CHS	Ongoing		Hums Chair	CIHS assessment data is being collected at a satisfactory rate	
Submit the curriculum forms for approval (new SUNY GE Framework)	Fall '22		Hums division		

Department level

Effectiveness

Academic & Student Affairs Assessment

- Departments piloted a new submission [form](#)
 - Aligned to Strategic Plan Goals
- Eight departments used the form
 - Admissions
 - Athletics
 - Career/ Transfer
 - Educational Opportunity Program
 - Family Empowerment Community College Pilot Program
 - Registrar
 - The Evans Library
 - Writing Center/Academic Tutoring
- Assessment Committee will be looking for feedback from those departments
- Potential to roll the form out to other departments



Career and Transfer Services



Strategic Plan connection

Partnerships

- Adapt by establishing creative relationships with stakeholders.
- Leverage internal talents and external opportunities to meet the Mission and Vision.

Transform

- Leverage communication and assessment to meet the Mission, Vision, Equitable Student Experience, Core Values, and Strategic Goals

Departmental Goal

- Maintain BOCES Career and Technical Center Articulation Agreements that are equitable, accurate, and in support of college access.



Career and Transfer Services

Previous assessment

- Review and updating of BOCES articulation agreements have been handled in the Dean's office.
- It was determined through an assessment of the BOCES articulation review process, that the review process better aligned with the goals of the Career/Transfer department.
- Responsibility of the BOCES Articulation review process was moved to Career and Transfer Services.

Assessment

- Curriculum and program audit of current BOCES articulation agreements.

Results

- Audit identified outdated and incomplete agreements. Many needed curriculum updates and limited students to specific academic major alignment.
- 18 agreements w/9 different BOCES

Action

- Fine tune process to keep agreements updated and organized.
- Work with other local BOCES who have parallel programs to create new agreements.
- Ongoing assessment to improve and increase equitable opportunities for students.



Family Empowerment Community College Pilot Program



Strategic Plan connection

- Partnerships
 - Leverage internal talents and external opportunities to meet the Mission and Vision
- Equitable Student Experience
 - Connect and foster meaningful relationships to build a sense of belonging for all students.
- Enrollment management and retention
 - Connect with students throughout their time at FM and beyond.
- Transform
 - Leverage communication and assessment to meet the Mission, Vision, Equitable Student Experience, Core Values, and Strategic Goals

Departmental Goal

- Provide an equitable college experience for single parent students.



Family Empowerment Community College Pilot Program

Previous assessment

- Previous assessment identified that providing access to technology, academic coaching, and providing resources such as gift cards, improved academic persistence.

Assessment

- Track participant grades through Power Campus, comparing student's metrics from previous semesters (ex. grades, number of students borrowing laptops, number of credits taken).

Results

- Fall 2021 and Spring 2022 semesters had 35 and 30 students, respectively. (Target 30)
- At the close of the spring 2022 semester, ten Family Empowerment students were named to the "Dean's List" and four students graduated. Fifteen students accomplished satisfactory academic progress (SAP).

- Three of the graduates achieved their goal of becoming an RN. One of the nursing graduates has secured employment at Capstone Rehabilitation Center as a wound care nurse.
- The fourth graduate earned an accounting degree, which is a high-demand occupation.
- Another four Family Empowerment students successfully completed prerequisite courses needed to be accepted into FM's competitive nursing and radiologic technology programs for fall 2022.

Action

- Grant sunsets June 2023.
- Meet with individual students to assess needs and learning from participation in the grant.
- Collaborate with other opportunity grants to transition support services for this student population.
- Suggest identifying an academic coach to be a liaison between this student population and FMCC support services.



Institution level

Community College Survey of Student Engagement (CCSSE)

CCSSE 2022

Information

- Last administered 2015
- n=287
 - FT = 230
 - PT = 57
- Spring 2022 semester
 - Paper survey, on campus

Why attend FMCC?

- 80% obtain Associate degree
 - 53% transfer to 4-year college
 - 72% obtain or update job skills
 - 37% change careers
 - 95% self-improvement
-

CCSSE 2022

How do students pay for college?

- 66% own income/savings (68.6%)
- 48% income/savings from family (41%)
- 13% Employer contribution (15%)
- 61% Grants (52%)
- 46% Scholarships (41%)
- 38% Student loans (27%)

How much does FMCC emphasize the following?

- 78% support to succeed (77%)
 - 59% encourage contact from different backgrounds (58%)
 - 37% cope w/ non-academic responsibilities (37%)
 - 44% support to thrive socially (43%)
 - 55% financial support to afford college (59%)
-

CCSSE 2022

How do we use these results?



Compare to 2015 (pre-COVID) and national results



Share with campus stakeholders



Provide opportunities to analyze and discuss



Use data to inform decisions and initiatives



2022-2023

Assessment Goals

- Continued review of assessment processes and suggest system improvements as needed
- Revise Institutional Learning Outcomes (ILOs)
- Support accreditation self-study process
- Foster and maintain a strong culture of assessment



Questions?

Thank you.

