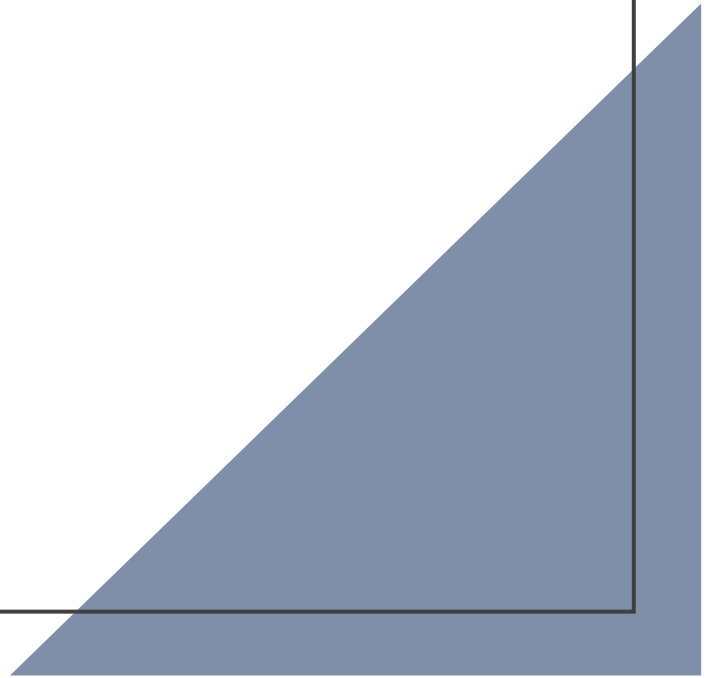# Fulton-Montgomery Community College
Annual Assessment Report

February 20, 2025

Michael Youngs - Assistant Professor, Chair of the Assessment Committee

Daniel Towne - Associate Dean of Academic Affairs, Accreditation Liaison Officer
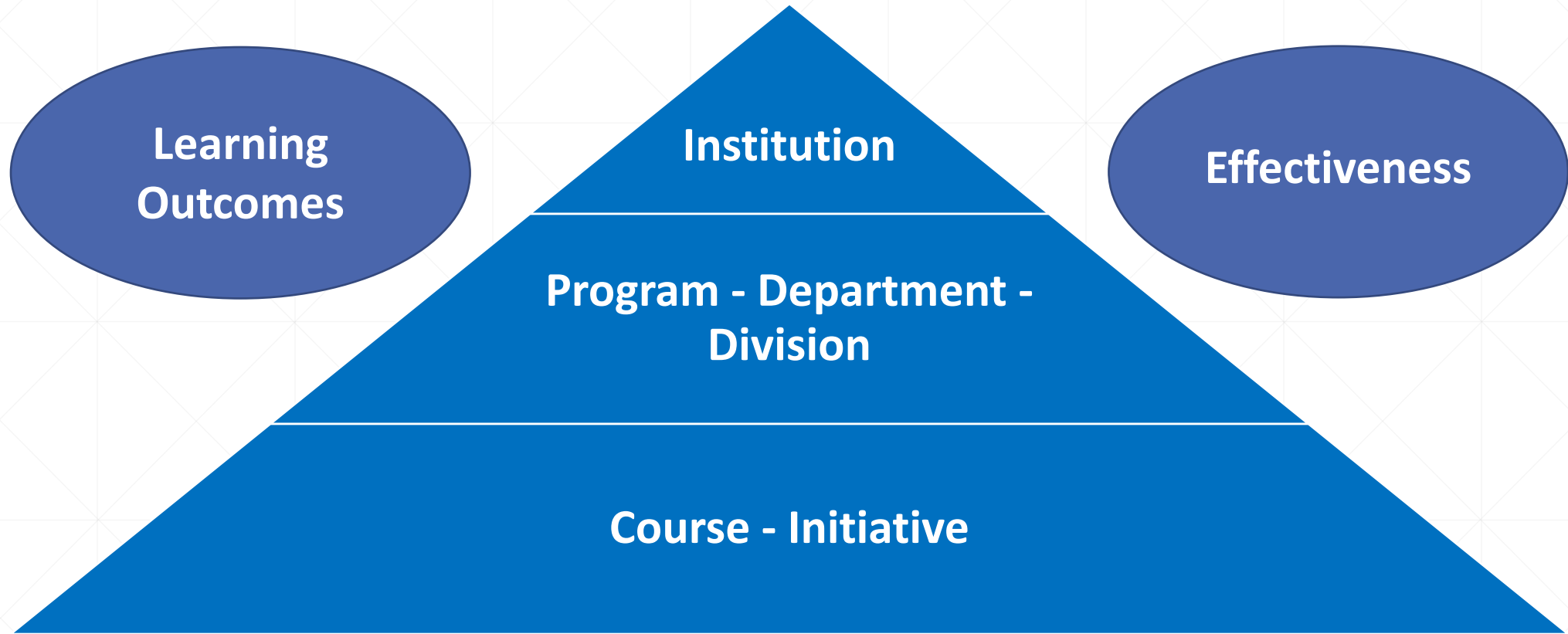
2023-2024 Assessment Notes

- Utilization of Weave Software (Student Affairs)
- New 6-Year Program Review model
- New Institutional Learning Outcomes (ILOs)
- Middle States (MSCHE) Reaccreditation

Adapt. | Connect. | Leverage.

FMCC Assessment

Learning Outcomes

Effectiveness

Institution

Program - Department - Division

Course - Initiative

Course level

Course Learning Outcomes (CLOs)

Mental Health Services (HUS 212) – Fall 2023 Assessment

- **Key Assessment Results (CLOs):**
  - **Mental Health & Addiction Services:** 88% exceeded expectations
  - **Stages of Mental Health Services:** 93% exceeded expectations
  - **Diagnostic Criteria & Tools:** 100% exceeded expectations
  - **Client Engagement, Treatment, & Termination:** 100% exceeded expectations
- **Innovative Approach:**
  - ✔ **Student-Designed Syllabus:** Students determined grading criteria and assignments, leading to high engagement and attendance.
  - ✔ **Behavioral Health Labs:** Weeks 8-13 featured hands-on practice with fictitious clients, enhancing applied learning.
- **Action Plan:**
  - → Continue using **Behavioral Health Labs** for hands-on experience.
  - → Maintain **trauma-informed pedagogy** and student engagement strategies.

Program level

Annual Program Review Example
6-Year Program reviews in 2023-2024: Business Division
New Program Review Cycle approved for Fall 2024

Health Studies Course and Program Assessment (2023/2024)

- **Courses Assessed: HLT101, HLT120, HLT201**

- **Program Learning Outcome (PLO):**
  - Students will demonstrate **communication, problem-solving, and critical thinking** skills in healthcare.

- **Assessment Results:**
  - **Problem Solving:** 70-72.5% met or exceeded expectations.
  - **Critical Thinking:** 72.5% met or exceeded expectations.
  - **Written Communication:** 72.5-77% met or exceeded expectations.
  - **Oral Communication:** 77% met or exceeded expectations.

- **Key Takeaways:**

- ✔ **Strong Performance:** Students successfully met/exceeded expectations across all skills.
- ✔ **Improvement Over Past Assessment:** Outcomes improved compared to three years ago.
- ✔ **Next Steps:** Maintain current curriculum and continue assessment to ensure sustained success.
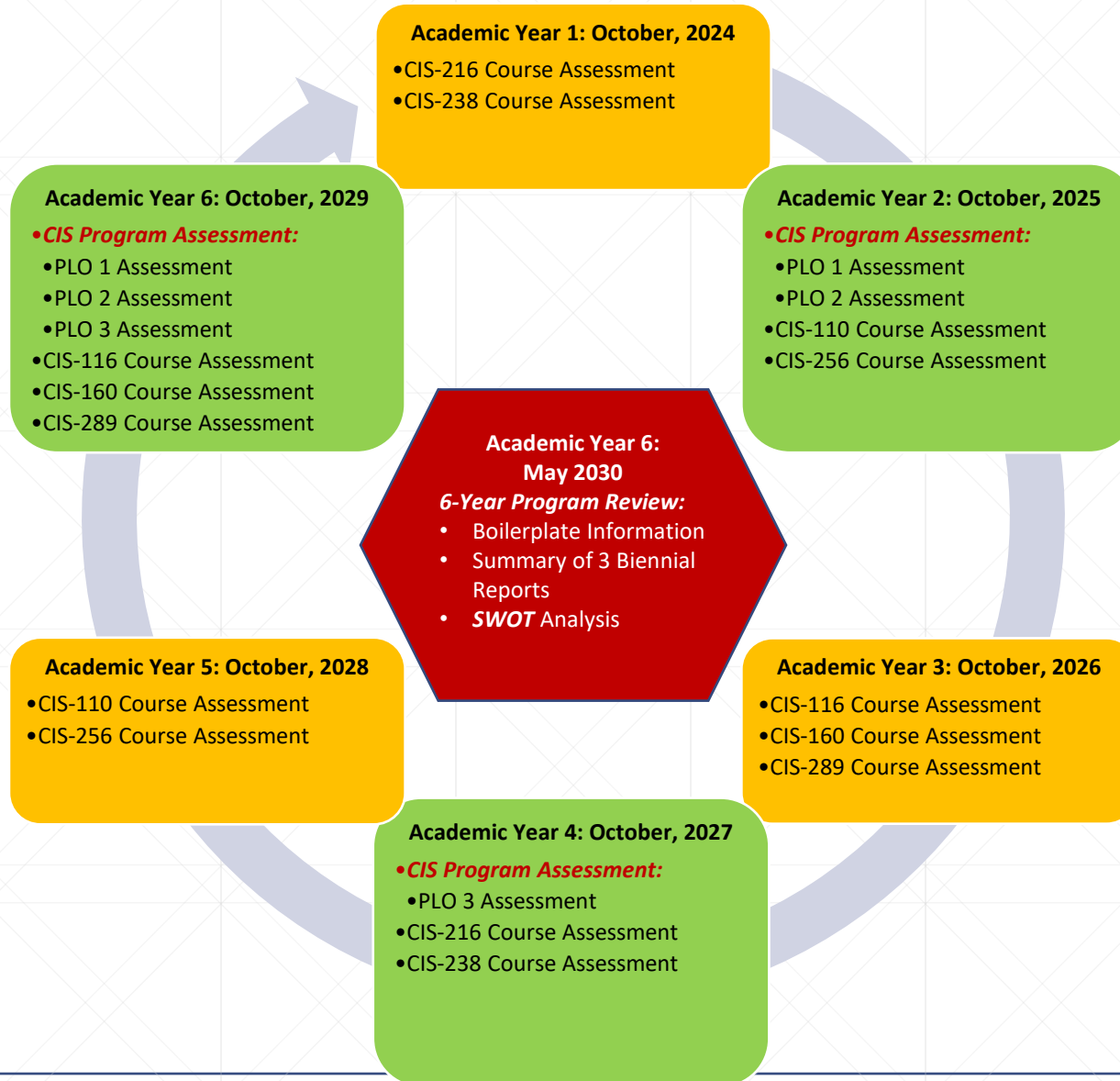
6-Year Program Assessment/Review

- Business Division

Business Applications Specialist	CERT	BUSINESS	17-18	23-24	29-30
Business: Accounting	AAS	BUSINESS	17-18	23-24	29-30
Business: Business Administration	AS	BUSINESS	17-18	23-24	29-30
Business: Marketing & Management	AAS	BUSINESS	New	23-24	29-30
Health Information Records Mgmt	AAS	BUSINESS	17-18	23-24	29-30
Individual Studies	AOS	BUSINESS	17-18	23-24	29-30
Individual Studies	CERT	BUSINESS	17-18	23-24	29-30

New 6-Year Cycle

Example: Computer Science Program

Academic Year 1: October, 2024
- CIS-216 Course Assessment
- CIS-238 Course Assessment

Academic Year 2: October, 2025
- *CIS Program Assessment:*
  - PLO 1 Assessment
  - PLO 2 Assessment
- CIS-110 Course Assessment
- CIS-256 Course Assessment

Academic Year 3: October, 2026
- CIS-116 Course Assessment
- CIS-160 Course Assessment
- CIS-289 Course Assessment

Academic Year 4: October, 2027
- *CIS Program Assessment:*
  - PLO 3 Assessment
- CIS-216 Course Assessment
- CIS-238 Course Assessment

Academic Year 5: October, 2028
- CIS-110 Course Assessment
- CIS-256 Course Assessment

Academic Year 6: October, 2029
- *CIS Program Assessment:*
  - PLO 1 Assessment
  - PLO 2 Assessment
  - PLO 3 Assessment
- CIS-116 Course Assessment
- CIS-160 Course Assessment
- CIS-289 Course Assessment

Academic Year 6: May 2030
6-Year Program Review:
- Boilerplate Information
- Summary of 3 Biennial Reports
- *SWOT* Analysis

Department level

Effectiveness

Retention

Completed

2 GOALS 2 OUTCOMES 2 MEASURES 2 TARGETS 2 FINDINGS 6 ATTACHMENTS

1 **Unit Goal**
Streamline the probation process
Streamline the probation process to have a more student focused procedure that encourages connection with the retention office.

1.1 **Objective / SLO**
Students will learn how to create a success plan
Students will learn how to create a success plan in order to maintain success in their college career.

1.1.1 **Measurement Tool**
Success Plans developed
Create a success plan with students on academic probation

1.1.1.1 **Benchmark (Criteria for Success)**
Get students on probation to have a meeting and complete a success plan SP24   **Met**

BENCHMARK (CRITERIA FOR SUCCESS)	50%
RESULTS	54.17%
ANALYSIS OF FINDINGS	Students who complete a success plan have a clearer understanding of their academic standing as they are aware of how many credits they need, what classes were still required, etc. to reach their academic goals. This in-depth discussion of review allows them to have a clear understanding of what is required of them. The students are also made aware of what supports are available to them and how to access them. This allows students to advocate for themselves and take responsibility for their own learning. We will know that the students have learned this information when they access the supports which I monitor in our weekly meetings.

STEP new initiative

2023-2024

Completed

3 GOALS **1** OUTCOMES **1** MEASURES **1** TARGETS **1** FINDINGS **0** ATTACHMENTS

1 Unit Goal
Students will develop problem-solving, analytical skills related to STEM fields.

2 Unit Goal
Students will evaluate the academic preparation required to attain careers they are considering.

Partnerships – 1.2 Connect the community to FM through collaboration and innovation

2.1 Objective / SLO
After-School Programming on FMCC campus with faculty

Prior to this academic year, FM STEP provided after school workshops at Lynch Literacy Academy and Greater Amsterdam High School that were led by either STEP staff and/or two FM teaching faculty members. Along with the reboot and expansion of STEP to recruit and enroll participants from schools other than the Greater Amsterdam School District, after school programming instead took place on the FM campus in order to bring all the participants together from their respective schools. Additionally, our goal in this was to connect the community to FM through collaboration and innovation by reaching out to an increased number of prospective FM teaching faculty members that would be interested in leading workshops in their fields of expertise.

2.1.1 Measurement Tool
Two FM teaching faculty members led STEP workshops prior to 2023. Active outreach to additional prospective FM teaching faculty interested in leading STEP workshops began during the Spring 2023 semester and remains ongoing. Our benchmark goal was to collaborate with

more than two teaching faculty members

2.1.1.1 Benchmark (Criteria for Success)
For the 2023-2024 academic year, there were a total of 24 STEP after school workshops held on the FM campus in which 12 of them (50%) were led by FM teaching faculty. The number of FM teaching faculty that led one or more after school workshops was six.

BENCHMARK (CRITERIA FOR SUCCESS)
This is a 200% increase in collaboration with FM teaching faculty for STEP after school programming.

RESULTS
By bringing the STEP after school workshop programming to the FM campus, it was more conducive to collaborating with FM teaching faculty.

ANALYSIS OF FINDINGS
The six teaching faculty that we collaborated with were eager and enthusiastic to provide after school workshops in a learning environment that was familiar to them and allowed for better utilization of resources that were readily available to them on campus as well. Two of the teaching faculty also incorporated their own FM students as co-leaders for two of the workshops. The FM students were also FM CSTEP students. FM STEP after school workshop participants were provided the opportunity to engage in learning from these six teaching faculty in a total of six different learning environments around the campus. As a result of half of the after school workshops being led by FM teaching faculty, students connected with an increased number of FM teaching faculty, thus providing a stronger and consistent connection to FM.

Institution level

New ILOs - Approved in 2023. First being assessed this year

SUNY Student Satisfaction Survey - Spring 2024

Middle States Update – In my ALO Report later

Current Institutional Learning Outcomes

As an institution of higher learning, we are dedicated to fostering the academic and personal growth of our students. Our commitment to excellence in education is reflected in our Institutional Learning Outcomes (ILOs). These outcomes represent the core knowledge, skills, and values that we aim to instill in our students during their time at SUNY FMCC. Through rigorous ==academic programs, engaging co-curricular activities, and supportive campus resources==, we strive to empower our students with the tools they need to succeed in a diverse and rapidly changing world. Our ILOs serve as a compass that guides our educational efforts and helps us evaluate our effectiveness in preparing students for the challenges and opportunities of the 21st century.

During their academic career at SUNY FMCC, students will:

• Communicate to develop literacy in multimodal settings

• Appraise information for qualities including currency, relevance, authority, accuracy, and purpose

• ==Analyze qualitative and quantitative information before making decisions, reaching conclusions, or implementing strategies and solutions==

• Apply technology to engage in the learning environment

• Build global awareness through diverse perspectives and culturally sensitive, ethical points of view

"Analyze qualitative and quantitative information before making decisions, reaching conclusions, or implementing strategies and solutions."

- Subcommittee formed
- Initial meeting in December 2024
- Form created
- Data collection (available data) – <u>now</u>
- Follow up meeting to be scheduled soon
- Data analysis and assessment

SUNY Student Satisfaction Survey

- SUNY FMCC administered the survey from Friday, March 1 to Friday, March 22, 2024. The 2024 results were compared to the results of the last survey, administered in the Spring 2021. The 2021 survey was during the COVID-19 pandemic and included a section specific to the online learning environment that existed for much of 2020-2021. This section was replaced with a facilities section for 2024.

- The goal of the Student Satisfaction Survey is to evaluate various programs, services, and facilities to allow campus and system administrators to identify areas of strength as well as areas that may require additional study or attention.

SUNY Student Satisfaction Survey

- Section 1 - General College Satisfaction
- Section 2 - Academic Services and Experiences
- Section 3 - College Services and Environment
- Section 4 - Facilities
- Section 5 - Personal Growth and Development
- Section 6 - Challenges Affecting College Experience
- Section 7 - Future Enrollment Plans
- Section 8 - General Student Characteristic Questions

- Small Community Colleges:
- Cayuga County
- Clinton (did not participate in 2021)
- Columbia-Greene
- Corning
- Fulton-Montgomery
- Herkimer County
- North Country (did not participate in 2021)
- Sullivan County (did not participate in 2021)
- Tompkins Cortland
- Ulster County

SUNY Student Satisfaction Survey - Response Rate

- The response rate across SUNY decreased by 3.2 percentage points from 11.1% for 2021 to 7.9% for 2024.

- In contrast to SUNY overall, the response rate for Fulton-Montgomery increased by 0.8 percentage points. Fulton-Montgomery surveyed 858 students and 70 responded resulting in a 8.2% response rate for 2024.

- The number of responses from Fulton-Montgomery was insufficient to achieve a 90% confidence level that the population parameters are within +/- 4% of the sample statistics.

- The minimum number of responses needed was 297.

- Although the survey results are still informative, Fulton-Montgomery should explore strategies to increase the response rate for future surveys.

Top 5 – Bottom 5 Result Areas for SUNY FMCC

Top Five Questions Based on Mean for Fulton-Montgomery

Applicable to Satisfaction / Contribution questions on a 5-pont scale for Sections 1 to 5.

Question	2024 Mean	Change from 2021	Sub-Sector Rank *
9a. Attended my scheduled classes	4.75	0.19	5
9b. Submitted my assignments on time	4.74	0.12	2
9c. Been intellectually engaged by material covered in class	4.61	0.26	1
13a. Individual differences are accepted at this college	4.56	-0.03	2
13c. Acts of prejudice based on race are rare at this college	4.52	-0.07	2

Bottom Five Questions Based on Mean for Fulton-Montgomery

Applicable to Satisfaction / Contribution questions on a 5-pont scale for Sections 1 to 5.

Question	2024 Mean	Change from 2021	Sub-Sector Rank *
10d. College food services	2.98	-0.56	7
9f. Participated in community service or service learning activities independent of a course or academic program	3.02	0.18	1
9e. Participated in community service or service learning activities as part of a course or academic program	3.26	0.40	1
14b. Parking facilities	3.31	NA	10
10c. Residence hall services/programs	3.55	0.00	6

Questions?

Thank you.