Outcomes Assessment Coordinating Council
Meeting Minutes 06/09/2025

In Attendance: Mark Stewart; Lori Bruno; Lori Escallier; Richard Kollmar; Allen Lewis; Ellen Watson; Bonnie Granat; Wolf Lacossiere; Shushawna DeOliveira; Anika Daniels-Osaze; Tina Adjei; Kane Gillespie

Today's Discussion:

TOPIC	NOTES
Improvements to the data process	During the May 12 OACC meeting, the committee reviewed the processes used to prepare for our recent and successful Middle States Self-Study Report and Site Visit. The discussion highlighted several strengths as well as areas for improvement with a particular focus on enhancing the efficiency and effectiveness of data collection, storage, access, quality, and reporting. Key issues raised by the colleges and schools include: • Improving student tracking processes from admissions to graduation • Enabling easier integration of data from multiple sources to provide a more detailed view of student progress. • Reviewing and improving the data entry and storage processes affecting each college and school. • Expanding capacity for advanced analytics including predictive modeling and risk analysis. • Enhancing interoperability across various data collection tools and technology platforms. • Improved compilation of data from individual computers/systems into a centralized and secure repository for student records. • Developing online student portfolios to support student progress and documentation of learning • Promoting the long-term sustainability of data-related processes by establishing/sharing best practices. Each college and school has expressed interest in improving their data management and reporting systems, including possibly acquiring software systems. The Office of Communications and Marketing also noted a need for better access to data collected by each school to support their work. The suggestion was made that a coordinated approach to consider a unified system may be more cost-effective than pursuing separate solutions for each college and school. A shared system could also streamline technical support and expertise. Suggested next steps: • Coordinate with assessment leaders in each college /school and campus data experts. • Review data governance, collection, and training needs for current systems. • Contact peer institutions to learn what data systems they use. • Convene an OACC subcommittee to discuss the data needs of each college and school and to discuss possible solutions.

Annual Assessment Reports	Assessment plans and reports from the past three years provided essential evidence for the Middle States Self-Study. Thank you to all OACC members for your time and leadership in completing this work. As we prepare for the next round of assessment reporting, EOAA has drafted a revised template aimed at streamlining the process based on feedback and review of prior reports. Key highlights from the OACC's review of the revamped reporting template: • Fewer questions • Reduced duplication with program accreditation reporting requirements • Increased emphasis on quality improvement efforts for the most recent year • Clearer connection between improvements and PLOs and ILOs • Easier Online submission form to replace Word/Excel uploads OACC members suggested improvements: • Add an option to categorize the improvement (e.g., curriculum, facilities, technology, student life). Categories should ideally be aligned categories set by respective programmatic accreditors. • Include a question to show alignment of quality improvements with IMPACT 2030 goals. *Next steps:* • Build out the reporting questionnaire in online system (Qualtrics or similar) • Coordinate with assessment leads to coordinate reporting due date

Updates on assessment accreditation projects in the colleges and schools:	**COM**:
	• No report at this time.
	
	CON:
	• CCNE
	   o Last week, CON received official feedback from CCNE regarding the November 2024 self-study and site visit.
	   o CCNE action letters state that all CCNE standards have been met with zero compliance concerns in any program.
	   o CCNE has granted 10-year accreditation for all Nursing degree and certificate programs including the baccalaureate program, the master's program, the DNP program, and the post-graduate certificate program.
	
	• NCLEX
	   o 104 nursing baccalaureate students took the most recent NCLEX exam. The resulting pass rate of 91% exceeds both the NY state pass rate and the national pass rate.
	
	SGS:
	• SGS has changed the policy and procedures for when PhD students complete their qualifying exams. The revised policy requires students to sit for qualifying exams at the end of the second semester when they have completed all of their core courses as opposed to after the third or fourth semester. This change allows SGS students to advance to candidacy one semester earlier than before.

	SOHP: • Applied Behavioral Analysis: Completed their first site visit by the accreditors as part of the application process for accreditation. It was noted that the program is currently run by one individual and for that reason will most likely only receive recognition at this time instead of accreditation. • Health Informatics: competed for and received a scholarship for the first year of the program. They have submitted their self-study report and expect to be accredited by the 2025-26 school year. • DMI: changing their credentials to a non-credit bearing certificate **SPH:** • No report at this time.

Respectfully Submitted, June 09, 2025, Kane Gillespie and Tina Adjei-Bosompem,
Office of Evaluation, Outcomes Assessment, and Accreditation Services