SELF–STUDY

Middle States Commission on Higher Education

State University of New York at Canton
34 Cornell Drive
Canton, New York 13617
Executive Summary

SUNY Canton’s decennial self-study process has helped the College to confirm, collectively, that it remains a vital institution of higher learning keenly focused on achieving a mission of providing accessible, affordable, high-quality applied academic programs to allow students to achieve their highest potential. Those involved in the self-study process examined what has been accomplished since the last reaccreditation process (Exhibit 1), the current state of the campus, and the course the College has charted ahead to 2020. In doing so, the self-study process has revealed that the College has continued to maintain high standards when it comes to campus programs and activities, while at the same time overcoming several substantial obstacles and making significant progress in a number of mission critical areas.

Mission and Goals, Planning, Institutional Resource Allocation, and Renewal

During the 2009-2010 academic year, the campus and local community came together to develop a new Strategic Plan to guide the College through 2020. The Plan refined the College’s mission and established a comprehensive set of goals and action items. The College also created a new Facilities Master Plan (Appendix L), effectively managed an annual decrease in State funding of about $5.5 million (Appendix E) coupled with a recent and significant increase in enrollment (Appendix F), built a new residence hall, and opened a state-of-art athletic facility that can also be used for formal academic functions. Even with these significant changes, the College continues to be true to its mission by maintaining a level of affordability consistent with peer institutions. (Exhibit 2)

Leadership and Governance & Administration

In 2008, the College reorganized the existing academic schools from four to three to streamline academic administration. The same year a new dean of Academic Services and Retention was established to give a greater voice to the advocacy and support needs of students. In 2010, student support functions were combined with student affairs to promote sharing of resources and collaborative programming.

In June 2011, the SUNY Board of Trustees authorized exploration of a shared services plan that would have SUNY campuses share resources. Since that time there have been ongoing discussions regarding what services and/or staff positions might be shared between SUNY Canton and its closest neighboring SUNY campus, SUNY Potsdam. These discussions have included the possible sharing of a range of services and position titles, including those of President and Chief Financial Officer. At present, it is unclear what the result of these shared services discussions will be, but it appears that SUNY Canton and Potsdam may share a Chief Financial Officer. Additionally, the current SUNY Canton President, Dr. Joseph L. Kennedy, will step down as President after the 2011-2012 academic year and current Provost Carli C. Schiffner will assume the role of Interim President on September 1, 2012.

Integrity
The College continues to ensure institutional integrity through a comprehensive set of policies and procedures that help to create a climate of respect on campus. These policies provide appropriate mechanisms for conflict resolution, protection of intellectual property and student privacy, and the recruitment and hiring of all campus employees.

**Student Admissions, Retention, and Support Services**

SUNY Canton has remained true to its continuing mission as an access institution and enjoyed success in attracting students from a broad range of backgrounds. However, in recent years, the College has also attracted larger pools of applicants, in part, through greater promotional efforts, thereby permitting greater selectivity in admitting students. The College has used this as an opportunity to raise the high school academic qualifications of incoming students. The College continues to provide a broad compliment of support, accommodative, and student life services to assist new and continuing students, and has recently created a Canton Completion initiative to serve assist underprepared students in making the transition to college life.

**Faculty**

Recruitment of female and minority faculty, and faculty with terminal degrees, has increased substantially in the last decade. Support for professional development has also grown and faculty advisors now have an advising center to assist them and their students. Students have a high perception of quality in terms of the advising and instruction they receive from the faculty.

**Educational Offerings: General Education, Related Educational Activities**

SUNY Canton has continued to grow baccalaureate programs while retaining certificate and associate degree programs. The College now awards Bachelor of Technology, Bachelor of Science, and Bachelor of Business Administration degrees in addition to Associate in Arts, Associate in Science and Associate in Applied Science degrees and one year certificates. Programs are supported by a solid compliment of General Education courses. The College has expanded online and distance learning courses and program offerings as well establishing a four-day academic week for students taking courses on campus both in an effort to provide students with greater flexibility in completing their education.

**Assessment of the Institution and Student Learning**

The vast majority of the findings and conclusions in the current self-study come in the area of institutional and program assessment. The College currently conducts a comprehensive assessment of each program, whether independently accredited or not, at least every five years. There is also a regular and continuous cycle of General Education assessment. The College uses both direct and indirect measures of student learning as part of the program assessment process and uses the results to make improvements at the course and program level. The College has developed and utilizes an institutional assessment plan to coordinate academic and non-academic assessment. This institutional assessment plan, in turn, feeds into an overall institutional effectiveness plan to tie assessment to budgeting, and the [Strategic Plan](#).
Recommendations

The Self-Study generated a set of key recommendations that touch all aspects of the College including:

- Improving coordination of both Academic and Non-Assessment assessment processes.
- Creating a more transparent and inclusive budgeting process.
- Increasing communication and transparency in all forms both on and off campus
- Renewing efforts to assure that students finish a program of study when they start at the College.
Certification Statements

A. Certification-Compliance with Federal Title IV Requirements

Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680


Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective July 1, 2011)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

*This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.*

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

__________________________________
(Name of Institution)

is seeking (Check one): ___Initial Accreditation  ___ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

__________________________________  __________________________
(Campus President)  (Date)
B. Certification-Related Entities

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE requirements of affiliation and “Related Entities” policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

____________________________________________________________________
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission’s compliance requirements for this institution and will uphold State University’s policies pertaining to MSCHE standards and requirements of affiliation.

____________________________________________________________________
(Campus President) (Date)

____________________________________________________________________
(Chair, SUNY Board of Trustees) (Date)
# Table of Contents

Executive Summary .................................................................................................................................................. 1

Certification Statements .......................................................................................................................................... 4

A. Certification-Compliance with Federal Title IV Requirements ........................................................................ 4

B. Certification-Related Entities .......................................................................................................................... 5

Table of Contents .................................................................................................................................................. 6

Introduction ........................................................................................................................................................... 12

The Self-Study Process .......................................................................................................................................... 14

Recommendations .................................................................................................................................................. 15

I. Mission, Planning and Resources ..................................................................................................................... 17

A. Mission and Goals (STANDARD 1) .................................................................................................................. 17

   1. Developing a New Plan ................................................................................................................................. 17

   2. Using the Plan ............................................................................................................................................... 21

B. Planning, Resource Allocation, and Institutional Renewal (STANDARD 2) .................................................. 23

   1. Facilities Planning ......................................................................................................................................... 23

   2. Past Practice ............................................................................................................................................... 25

   3. The New Approach ..................................................................................................................................... 26

C. Institutional Resources (STANDARD 3) ......................................................................................................... 27

   1. Budgeting .................................................................................................................................................... 27

   2. Faculty and Staff .......................................................................................................................................... 29

   3. Physical Facilities ....................................................................................................................................... 30

   4. Information Technology ............................................................................................................................. 30

   5. Procurement .............................................................................................................................................. 31

   6. Impact of Enrollment ................................................................................................................................. 31

II. Leadership, Governance, and Administration ............................................................................................... 32

A. Leadership & Governance (STANDARD 4) ..................................................................................................... 32

   1. Board of Trustees ....................................................................................................................................... 32

   2. Chancellor ................................................................................................................................................... 34

   3. System Administrative Staff ..................................................................................................................... 34

   4. SUNY Faculty Senate ............................................................................................................................... 34
5. Student Assembly ........................................................................................................... 34
6. College Council ............................................................................................................. 34
7. Campus President .......................................................................................................... 36
8. Faculty Assembly .......................................................................................................... 36
9. Ethical Standards .......................................................................................................... 37
10. Fundraising .................................................................................................................. 38

B. Administration (STANDARD 5) .................................................................................... 38
   1. Introduction .............................................................................................................. 38
   2. President .................................................................................................................. 39
   3. Senior Campus Administration .............................................................................. 42
   4. Evaluation of Management and Staff ..................................................................... 44
   5. Recent Administrative Changes ............................................................................. 45

III. Institutional Effectiveness and Integrity ..................................................................... 46
   A. Integrity (STANDARD 6) ......................................................................................... 46
      1. A Climate of Respect ......................................................................................... 46
      2. Hiring ................................................................................................................. 47
      3. Grievances ......................................................................................................... 48
      4. Intellectual Property ......................................................................................... 49
      5. Publications ...................................................................................................... 49
      6. Media Contacts .................................................................................................. 50
   B. Institutional Assessment (STANDARD 7) ................................................................. 51
      1. Governing Bodies Assessment ............................................................................ 51
      2. Support Services Assessment ............................................................................ 52
      3. Continuing Challenges ...................................................................................... 52

IV. Student Admission and Support Services ................................................................. 53
   A. Admissions (STANDARD 8) .................................................................................... 53
      1. Student Profile .................................................................................................... 54
      2. Recruitment ....................................................................................................... 54
      3. Eligibility ............................................................................................................ 55
   B. Student Support (STANDARD 9A) ......................................................................... 56
G. Student Evaluation of the Faculty ................................................................. 72
H. Academic Freedom ............................................................................................ 72
I. Faculty Responsibilities ........................................................................................ 73
J. Development of Educational, Professional and Service Programs.................. 73
K. Faculty and Instructional Technology ............................................................... 74
L. Instructional Support Associates ....................................................................... 75
VI. Educational Offerings, General Education and Related Educational Activities.... 76
   A. Educational Offerings (STANDARD 11) .......................................................... 76
      1. Canton Course Offerings .............................................................................. 76
      2. Library and Information Literacy .................................................................. 77
      3. Educational Planning .................................................................................... 79
      4. Academic Rigor ............................................................................................ 80
   B. General Education (STANDARD 12) ............................................................... 80
      1. The Canton General Education Program ..................................................... 81
      2. Progress ........................................................................................................ 82
   C. Related Educational Activities (STANDARD 13) ............................................ 82
      1. Basic Skills and Certificate Programs ............................................................. 82
      2. Online Learning ............................................................................................ 83
      3. Distance Learning ........................................................................................ 84
      4. International Programs ................................................................................ 84
      5. Computer Literacy ......................................................................................... 85
      6. Scholarly Activities Celebration ................................................................... 85
      7. Internships .................................................................................................... 85
      8. Life Experience Credit and College Level Examination ............................... 87
   VII. Assessment of Student Learning (STANDARD 14) ........................................ 87
     A. Introduction ................................................................................................... 87
     B. General Guidelines for Student Learning...................................................... 88
        1. Course Level Assessment .......................................................................... 90
        2. Program Level Assessment (Non-Accredited) ............................................. 91
        3. Program Level Assessment (Accredited) .................................................... 91
4. General Education Level Assessment ................................................................. 91

5. Results ............................................................................................................. 93

C. Measures of Student Learning ...................................................................... 95
   1. Direct Measures .......................................................................................... 95
   2. Indirect Measures ...................................................................................... 96
   3. Other (Employment, Retention, Graduation, and Persistence Rates) ........ 98

D. Results and Future Activities ......................................................................... 98

E. Linking Student Assessment with Mission and Goals ................................... 99
   1. Promote Academic Excellence ................................................................. 99
   2. Improve Operational Effectiveness ......................................................... 100
   3. Optimize Enrollment ............................................................................... 100
   4. Drive Decisions with Relevant Information ........................................... 100

Appendices (See Separate Appendix Document for Appendices) .................... 101

A. Detailed Findings and Conclusions ............................................................ 101

B. College Organizational Chart ...................................................................... 101

C. Campus Map .................................................................................................. 101

D. College Catalog ............................................................................................ 101

E. Current College Budget ............................................................................... 101

F. Program Enrollments .................................................................................... 101

G. Policies and Procedures Manual .................................................................. 101

H. Student Handbook ....................................................................................... 101

I. Faculty Handbook .......................................................................................... 101

J. Personnel Handbook ...................................................................................... 101

K. Strategic Plan ................................................................................................ 101

L. Facilities Master Plan .................................................................................... 101

M. Institutional Effectiveness Plan ................................................................. 101

N. Institutional Scorecard .................................................................................. 101

O. Guidebook for Assessment in the Major ..................................................... 101

SEE SEPARATE APPENDIX DOCUMENT OR DOCUMENT REPOSITORY FOR APPENDICES ................................................................. 101
Introduction

Established by New York State in 1906, the State University of New York College of Technology at Canton (SUNY Canton), was the first public post high school two-year educational institution in New York. In 1941, the State School of Agriculture (SOA) was renamed the New York State Agricultural and Technical Institute (ATI). To recognize advanced technology programs added in the 1950's and 1960's, the College underwent another name change in 1965, this time becoming the State University of New York Agricultural and Technical College at Canton (ATC). In 1987, the State University of New York’s Board of Trustees authorized yet another name change -- to the College's present designation as State University of New York College of Technology at Canton or SUNY Canton. SUNY Canton became a member of the University Colleges of Technology (UCT) in 1996.

SUNY Canton is one of 64 member campuses of the State University of New York. The SUNY system is based in Albany, New York, and is governed by a 14-member Board of Trustees and administered by a Chancellor. The Chancellor and the Board of Trustees determine system-wide academic policies, advocate for an annual budget allocation from the State Legislature, and are actively engaged in administrative planning for the university system as a whole. Each SUNY campus includes a state appointed College Council, which advises the local president on long-term planning initiatives. The College President, College Council, and Faculty Assembly share governance on the local level.

The College has an experienced senior leadership team with a comprehensive range of administrative responsibilities that serve to support the academic mission of the institution and facilitate operation of the campus as part of the SUNY system. The College’s administration is organized in a tiered structure under the President in support of both academic and administrative functions of the College with oversight by the College Council. The senior College administrative structure consists of four vice presidents: Administrative Services, Advancement, Student Affairs, and Provost/Vice President for Academic Affairs. In addition, the College has the support of a College Foundation and a College Association. The College Association is incorporated as a not-for-profit educational and charitable corporation that raises funds to support the College’s mission and goals.

In 1998 SUNY Canton received baccalaureate degree granting approval from the SUNY Trustees and the Governor of New York State. Since that time the College has embarked on a plan to grow baccalaureate programs while retaining certificate and associate degree programs to allow students to access educational opportunities at all levels and access baccalaureate programs where and when appropriate. The College presently offers 7 Certificate Programs, 21 Associate Degree Programs, 22 Bachelor Degree Programs, and 3 Master’s Degree Programs in conjunction with SUNY IT. A career-ladder curriculum offers students various pathways to completing College studies based on program level and individual career choice.

Since SUNY Canton began the transition from a primarily two-year degree granting College to one also granting baccalaureate degrees, as part of its mission to create the higher rungs of a
laddered curriculum, faculty, staff and administrators have led the way by designing new programs and courses consistent with the College’s applied learning mission, vision and values. SUNY Canton currently awards Bachelor of Technology, Bachelor of Science, and Bachelor of Business Administration degrees in addition to Associate in Arts, Associate in Science and Associate in Applied Science degrees and one year certificates.

During the transition, the College embraced, and has continued to expand, online and distance learning course and program offerings as well establishing a four-day academic week for those taking courses on campus. The number of online classes and online students has grown every semester since the College developed SUNY Canton Online in 1998 and the four-day academic week was established in spring 2009. These efforts have helped attract more and better students and provided them greater flexibility in terms of work, family, or other obligations. At the same time, the College has been able to partner with international institutions of higher learning to offer classes and degree program to students from all over the United States and abroad while simultaneously focusing on cutting operating costs and increasing sustainability across campus.

The College has also used this transitional period to invest in new buildings and campus infrastructure like the Roo’s House athletic center, the Grasse River Suites residence hall, the Newell Veterinary Technology Center, the Miller Campus Center, and renovations to facilities including Nevaldine Hall, Wicks Hall, Dana Hall, and Southworth Library. During this transitional period the College has also grown its Foundation assets from $1 million to more than $14 million.

Currently, SUNY Canton has a state operating budget of $18.5 million for the 2011-2012 academic year. (Appendix E). Of that, $6.2 million, or 34 percent, comes from direct state support and $12.3 million, or 66 percent, from tuition. In addition, Income Fund Reimbursable (IFR) accounts help fund student services, including athletics, health services, information technology, and student activities. Despite a continued decrease in the proportion of direct state support, a trend that accelerated from 2008 to 2011 with respect to the College’s state operating budget, the College has remained solvent. This has been accomplished through enrollment growth, especially during winter and summer terms where more of the tuition payments remain local, delayed hiring of faculty and staff, and increased fundraising activities. (Appendix E)

Most recently, approximately 6,100 students enrolled at SUNY Canton during the 2011 combined terms (spring, summer, fall and winter term), including a record Fall 2011 enrollment of nearly 4,000 students. The 2011 total unduplicated headcount figure represents a nearly 20 percent increase from 2009 when the College had a total combined enrollment of 5,103. (Exhibit 3) Applications for Fall 2012 are up nearly 40 percent over 2011’s record-breaking totals and the College is anticipating another year of all-time enrollment highs. This has allowed the College to increase selectivity and create academically stronger incoming classes in recent years.

The College undertakes the most recent decennial Middle States Self-Study during this period of rapid enrollment growth and new program development and the continuing transition to a primarily baccalaureate degree granting institution. At the same time, the College is struggling to adjust to significant state funding cuts that have only recently appeared to level out.
The Self-Study Process

SUNY Canton began preparing for the current self-study with the appointment of a Self-Study chair and two co-chairs early in 2011. Shortly thereafter, a seventeen member Steering Committee was appointed by the President in consultation with the Self-Study chair and co-chairs. Subsequently, this Steering Committee, comprised of faculty, staff, and students, acted to select seven Work Group Chairs to conduct the research phase of the Self-Study in Spring 2011. At the same time, the Steering Committee began the process of compiling a repository of mission critical documents that would be needed by the Work Groups during the research phase of the Self-Study. The Steering Committee also encouraged each Work Group Chair to assemble a group of six to eight Work Group participants to work as a team to research and report on topics related to the Middle States Characteristics of Excellence for the Self-Study. During this ramp-up period, the Self-Study Design document was completed and approved by the MSCHE liaison during his initial visit to campus in May 2011.

Upon approval of Work Group team membership by the Steering Committee, completion of the preliminary Middle States data repository and approval of the Design Document by MSCHE, the research phase of the Self-Study began in earnest in the late summer of 2011 with each of seven Work Groups assigned a unique set of research questions tied to particular Middle States Characteristics of Excellence. The seven teams, comprised of 60 faculty, staff, and students, worked diligently from August to November 2011 to conduct research and report their findings to the Steering Committee. As part of this phase of the Self-Study, a Middle States campus-wide survey was conducted via email in November 2011 to gather additional information for the Work Groups to use in crafting their responses to the questions posed in the design document.

Initial Work Group team reports were submitted to the Steering Committee in the middle of November 2011 for review by the Steering Committee. Review teams made up of Steering Committee members, with assistance from other College content experts, conducted the initial review of the seven Work Groups reports from mid-November to mid-December 2011. The Steering Committee then returned the reports to the respective Work Groups with suggestions for additions, changes and modifications. The Work Groups used the period from mid December 2011 to the end of January 2012 to revise their work based upon the recommendations of the Steering Committee.

In March 2012, the first draft of the Self-Study was created from the Work Group team reports and circulated to the Steering Committee for review and comment. Several additional iterations of the Self-Study were produced based on the comments and suggestions of Steering Committee members.

In April 2012, a Middle States mock review team was established to evaluate the status of the Self-Study and conduct a “pre-review” review. Five reviewers were recruited to conduct the review. Reviewers were selected based upon their prior program and institutional accreditation experience and an effort was made to enlist individuals who had had little involvement in the current self-study process so that they brought a fresh and independent perspective to the review
process. The team included an independent reviewer from outside the College to provide additional independence and insight based upon accreditation experience at another university.

In May 2012, the mock review team reviewed the Self-Study and presented formal findings, conclusions, and suggestions for improvements to the Steering Committee and CUSP. These findings served as a basis for further additions and revisions to the Self-Study during the Summer of 2012.

TIMELINE FOR THE REST TO BE ADDED ONCE WE COMPLETE:

- Review and Feedback from Campus in Early Fall 2012.
- Presentation at Faculty Assembly
- Website Access to the Study
- Town Hall Meetings
- Final Self-Study Submitted-October 2012
- Remaining Supporting Document Assembly-September-November 2012

**Recommendations**

As the Self-Study process contemplates, Work Group research and reporting generated literally hundreds of suggestions for ways to improve the College. These findings touched all areas of the campus, including academics, staffing, administrative processes, facilities, and other programming and services. The College is already working diligently to address all of them in some way. However, there were a set of overarching recommendations that emerged from the findings of the multiple constituencies engaged in the Self-Study process and that touch all aspects of the College:

- Better coordination of both Academic and Non-Assessment assessment processes with an improved Institutional Assessment Plan that assures that all parts of the assessment process work in unison and are both data and outcome driven. At the same time, the College should use that assessment plan to build and strengthen existing links between institutional assessment, planning and budgeting using a recently created Institutional Effectiveness Plan.
- Creation of a more transparent and inclusive budgeting process that spans multiple academic years with explicit linkages to articulated strategic priorities.
- Better communication and transparency in all forms of communication both on and off campus, including improved dissemination of institutional data to improve decision-making.
- Redoubling efforts to assure that students finish a program of study at the College in terms of program completion by improving existing programs and services and implementing new persistence strategies under the umbrella of the Canton Completion initiative.
The faculty and staff at SUNY Canton is dedicated to making the series of comprehensive changes identified in self-study to further enhance student learning and the overall student experience at the College.
I. Mission, Planning and Resources

A. Mission and Goals (STANDARD 1)

The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

“… SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enables students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.”

1. Developing a New Plan

A more intentional focus on long range planning began at the College in Spring 2004, when the Council on University Strategic Planning (CUSP) was established to facilitate ongoing strategic planning for the institution. At present, CUSP consists of 17 members, including the President, Vice Presidents, Academic Deans, the Registrar, three Faculty representatives, Director of Admissions, Director of Institutional Research, two representatives from the Student Services and Non-Academic Assessment Committee and a representative from the Academic Assessment Committee. The Provost/Vice President for Academic Affairs presides over CUSP, which reports to the President.

One of the first duties of CUSP in 2004 was to review the institution's mission and vision statements and develop institutional goals and objectives. These were developed with administrative, faculty and staff input. Following the development and approval of the institution vision, mission, goals and objectives, each school, department, and unit then formulated their mission, goals and objectives to align with those of the College as a whole.

Thereafter, in 2005, the College took part in a SUNY-wide strategic planning process that enabled the campus to align its mission and goals with those of the SUNY system as a whole. This two part process called “mission review” resulted in multiple campus constituencies reporting to CUSP, who then formulated a Memorandum of Understanding (MOU) between the College and State University of New York System Administration in 2007. As part of the mission review, CUSP was charged with ongoing strategic planning and assessment of institutional effectiveness and began formulating an institutional effectiveness and assessment plan.

As part of its charge, in Fall 2009, CUSP initiated creation of a new College Strategic Planning Leadership Team. The team was formed to review, collaborate, and begin a process for creating a long term Strategic Plan to carry the institution to 2020 in coordination with a SUNY statewide strategic planning effort; The Power of SUNY (2010). The team undertook the work
of assessing the College’s mission, vision and values in the context of its current operations, the SUNY system, the larger North Country community, and the broader society as a whole. The President charged CUSP with developing a comprehensive ten-year strategy for the College. CUSP began the formal planning process in September 2009. From the beginning, the process on the campus level was designed to reach out to all stakeholders and to be as inclusive as possible in order to incorporate multiple perspectives, generate broad-based support, and ensure that the campus would ultimately move forward together.

To kick off the planning process, a series of Town Hall Meetings were held which brought together a wide range of internal and external constituents. Attendees included students, faculty, staff, alumni, donors, College Council members, and leaders from the local community. The meetings consisted of structured large group discussions, breakout sessions, and individual input to ensure that ideas were systematically captured to carry forward into subsequent phases of the planning process.

The CUSP Leadership Team held regular meetings, established an electronic suggestion box and used the campus learning system for coursework and campus communication to allow team members to share ideas with each other and with the broader campus community. In addition, parallel work teams with designated leaders were established to address 1) Athletics, Student Life, Wellness, 2) Communications with Stakeholders, 3) Data and Institutional Analysis, 4) Facilities Master Plan (Appendix L), 5) Faculty Planning, 6) Human Resource Planning, 7) Marketing and Enrollment, 8) Non-Academic Assessment/Technology and Information Management Planning, 9) Academic Assessment, and 10) Student Perspectives. The teams did their work simultaneously and provided the specialized input required for the broader planning process.

On-campus discussions within functional areas and off-site retreats were held to engage the largest possible number of employees at all levels of the College. This information was submitted to the appropriate Vice Presidents who aggregated the input from their units and brought it back to CUSP.

CUSP drew on strategic planning resources from a variety of external authorities. These included the 2009 SUNY Academic Leadership Forum facilitated by faculty from Cornell’s Johnson School of Business, the website of the Society for College and University Planning, plus publications and working documents from leading business schools, corporations, and non-profit organizations. Drawing on these resources, the team structured planning conversations around answering five basic questions about SUNY Canton:

¥ Who Are We? The team answered this question and began the planning process by formulating a revised College mission statement. CUSP, and the campus as a whole, devoted significant time to articulating the mission to define our purpose as an institution and drive the rest of the process. In writing the mission, the team wanted to remain true to the College’s century-long heritage as an agricultural and technical College. At the same time it was important to differentiate SUNY Canton in terms of programs that include a full menu of one-year, two-year and four-year degrees. Finally, everyone felt it was important to emphasize the College’s
commitment to students as a public teaching institution as well as the ability to serve local, state and global markets by offering career-oriented programs through multiple delivery channels.

**Where Are We Now?** CUSP, Town Hall Meeting facilitators, business unit heads, and faculty members in our classrooms conducted a series of discussions about SUNY Canton’s internal and external environment. By analyzing the College’s Strengths, Weaknesses, Opportunities, and Threats (SWOT), the team was able to define the present state of the College and a starting point for the plan.

**Where Do We Want To Be In 2020?** Answering this question involved articulating a vision of what the College should be by the end of the planning period. The team considered various future states by looking at three scenarios—best case, worst case, and most likely. Feedback gathered from multiple venues, including town hall meetings, faculty retreats, and unit/department meetings, resulted in choosing and refining the most likely scenario as our basis for the balance of the Strategic Plan.

**How Do We Get There?** In determining how SUNY Canton would get from where it started at the beginning of the planning period to where the College wanted to be in 2020, CUSP articulated seven core values that would guide behavior along the way. The team also created a template, which identified action items, budgets, timelines and people responsible for each initiative in the plan. Collectively, the completed templates were intended to serve as a roadmap for implementing the plan and moving the College toward stated goals and objectives.

**How Will We Know We Have Arrived?** This final question centered on assessment and how to measure progress and evaluate results. The team decided to coordinate individual efforts across campus by applying the Balanced Scorecard model, which would allow periodic reporting and assessment of results and then make necessary adjustments based on the outcomes.

Once input had been gathered from various stakeholders, the Leadership Team organized and classified the answers to these five key questions into a series of high-level goals. Institutional goals were derived directly from the College’s mission. They were developed as an outgrowth of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of internal and external forces impacting the College and were created with input from multiple stakeholders. These goals were designed to offer a flexible framework for institutional development and assessment during the period 2010-2020. They were intentionally framed to be realistic in terms of where the institution was starting and aspirational in terms of where SUNY Canton wanted to be by the end of the next decade.

The Leadership Team identified more than twenty goals and then worked to resolve conflicts while combining and prioritizing the goals based on our mission and vision. Ultimately, CUSP was able to pare, hone and shape the longer list into broad institutional goals.

Under each goal, the team articulated a series of objectives or pathways designed to move toward the desired outcome. Primary responsibility for formulation of each set of objectives and action items was assigned to the head of the unit that would take the lead in implementation. For
example, the Provost drafted the initial objectives for the first goal and incorporated input to arrive at an action plan for promoting academic excellence. Throughout the process, the team tried to be mindful of the institutional impact of each individual goal and objective. The balanced scorecard concepts were used to align various goals and objectives with each other and to ensure that everyone would be “rowing in the same direction” as the College moved toward achieving particular goals.

Working with the goals and objectives, and with the mission, vision and values, along with input from the Town Hall Meetings, notes from CUSP meetings, online input via the ANGEL learning system, feedback from work teams and business units across campus plus reports from the SUNY system-wide planning process, the plan author and CUSP Chair created a first draft of the comprehensive plan. That draft was reviewed by the President and CUSP members and made available to the entire campus community for feedback. Everyone was given an opportunity to provide input, and this input was used in revising, supplementing, and finalizing the content before the design team began working to layout and publish the printed plan.

Throughout the campus planning process, the team was cognizant of the fact that the State University of New York, under the direction of a new Chancellor, was simultaneously undertaking a system-wide strategic planning initiative. Canton sent two representatives to the SUNY planning sessions and those individuals regularly reported back to CUSP. Ideally, the system plan would have been in place before campus-level planning began. However, SUNY Central Administration did an excellent job of making information available through our representatives and on a special web page at every step of the system-wide planning process. As a result, the team did have broad system guidelines to assist in developing the plan. CUSP finished its process slightly ahead of the SUNY state-wide process and found that only minor adjustments were necessary to ensure that at the Canton campus plan rolled up to support the broader strategies of the parent institution. When SUNY’s plan was unveiled, the parallels between the Canton plan and the SUNY system plan were both apparent and gratifying.

The resulting mission statement acknowledges the College’s historic role as an access institution currently serving primarily students from New York State, but aspiring to serve a broader population over time. It also verifies that we are educating students to work and lead in focused career fields while allowing them to broaden their individual perspectives and enrich themselves personally.

The College also created a new vision statement to guide the institution:

“Educating the leaders of tomorrow for careers in the global technological economy.”

In establishing this vision, SUNY Canton set the aspirational goal of providing students with the tools, not only to succeed in a chosen career field, but to develop the skills necessary to lead in their fields. As part of this vision, the College reaffirmed a core set of guiding values:

A Student-Centered Philosophy… by keeping students’ best interests at the center of everything that we do.
Excellence… by challenging everyone to perform at a consistently high level through continuous quality improvement.

Integrity… by treating others with honesty and respect during every interaction.

Success… by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.

Diversity… by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.

Access… by offering affordable career oriented public higher education to motivated, mature and disciplined students through innovative delivery methods.

Sustainability… by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.

Flexibility… by embracing change to better address the needs of the College community and society at large.

The planning process identified seven key goals to support the College’s mission:

- Promoting Academic Excellence
- Improving Operational Effectiveness
- Optimizing Enrollment
- Driving Decisions with Relevant Information
- Focusing on Sustainability
- Creating a Robust, Active and Enriching Campus Life
- Building Greater Awareness of SUNY Canton

2. Using the Plan

In the two years since its development, the 2010 SUNY Canton Strategic Plan has served its intended purpose as a roadmap for campus change in terms of policy direction and program development. To provide explicit connections between the Strategic Plan, institutional assessment, and budgeting, CUSP has implemented an Institutional Scorecard (Appendix N) that ties strategic priorities, goals, and action items, to assessment and budgeting, as part of an overall Institutional Effectiveness Plan. The College has begun to use the Institutional Scorecard (Appendix N) to benchmark and chart progress with respect to its Strategic Plan and institutional goals on an annual basis. As CUSP implemented the Institutional Scorecard (Appendix N) in the
2011-2012 academic year, it became apparent that numerous significant milestones identified specifically in the strategic planning process have been already been met or are in process.

New baccalaureate degree programs in Homeland Security, Veterinary Technology, and Applied Psychology have been developed to complement the existing mix of four year, two year and certificate programs. In addition, the College has continued to integrate technological literacy with a strong foundation in the arts and sciences. In 2011, over 500 courses were offered in an online format. Courses in the arts, sciences, and beyond are available to students, both locally and globally. Students are provided online orientation materials, navigation tutorials and 24-hour online assistance. In addition, the College has instituted a computer competency requirement to assure that students can demonstrate basic technological literacy upon graduation.

Additionally, in 2010, the Physical Therapist Assistant Program established a partnership with students from the International Institute for Health Sciences (IIHS) in Sri Lanka. This continued expansion into international learning programs fits with the College’s mission and the State University of New York’s plan to increase international educational opportunities. The demands of the PTA field include providing the global healthcare profession with students who have gained international perspective and experience. Students enrolled in the program attend IIHS for two years before traveling to the United States to complete an additional year at SUNY Canton, which includes a semester of clinical instruction. The students graduate with an associate’s degree. Additionally, study abroad opportunities, visiting international scholars, and summer immersion programs have provided collaborative exchanges and partnerships.

As a further part of the input that led to the 2010 Strategic Plan, an Academic Advising Center was established to assist students with career planning, degree and course selection, and academic support and success. A one credit First Year Experience course was developed for first-semester freshman to help students acclimate successfully to college life by offering resources to campus services, study skill development, and establishing both academic and social connections between students and the campus. In 2011, a full time Director for Academic Advising and First Year Experience Programs was appointed to further aid students academically.

Additionally, after a significant period of time without a dedicated head of Institutional Research, a new director was appointed in Fall 2011 to help manage and maintain data collection for various assessment, retention and graduation initiatives. The Director has created a central website for data report requests and the dissemination of results. A systematic data collection process has been instituted and reports are routinely updated and have been made accessible, generating much needed information for quality improvement and evidence of outcomes. Past outcomes are being analyzed using the newly generated data to improve academic programs and formulate new goals. This mission critical information has provided necessary insight in existing academic programs and academic support services. Collection, analysis, and dissemination of information for campus evaluation has helped to build and encourage a more consistent campus culture of data driven decision making.
Furthermore, consistent with the goal of increasing enrollment while maintaining campus accessibility to students, the College has initiated programs to assist and prepare students for their college experience. The College has tested an early summer enrollment program to permit students to enroll in preparatory classes three weeks prior to the start of the academic semester and provides an Educational Opportunities Program (EOP) summer orientation with assigned program advisors. Currently, the College is working on combining several student remedial efforts into a single comprehensive program. The Canton Completion Initiative is designed to assist underprepared incoming students by offering a series of programs and activities during the course of the first semester.

A Boomers & Flyers initiative serves as a mentoring program for incoming students from the day of their acceptance. Faculty and staff volunteers assist students with preparing for arrival on campus, sharing important information and providing guidance to all incoming freshmen and transfer students. The College has also constructed a “Be a Roo” social networking gateway for admitted students who plan on attending SUNY Canton. Be a Roo has an integrated live chat feature that allows students to talk directly to admissions counselors as well as other College administrators and incoming freshmen.

The College has also been successful in a number of other initiatives identified in the Strategic Plan, including attracting a larger pool of applicants and increasing selectivity in admissions, moving athletics towards NCAA Division III, upgrading food service facilities and completing construction of a new residence hall.

B. Planning, Resource Allocation, and Institutional Renewal (STANDARD 2)

The institution conducts ongoing planning and resource allocation based on its mission and goals. The institution develops objectives to achieve mission and goals and utilizes the results of its assessment activities for institutional renewal.

1. Facilities Planning

In addition to the Strategic Planning process detailed above, in 2010, SUNY Canton partnered with the State University Construction Fund to complete an updated Facility Master Plan (Appendix L). The Fund hired a team of architects and planners with higher education expertise to perform a complete evaluation of campus facilities and infrastructure. This study projects facility needs out to 2023 based on enrollment projections and predicted growth patterns at the school and program level. The consulting team included experts in architecture and planning, educational programming, landscape architecture, civil, electrical, mechanical, and structural engineering, and cost estimating. The completed plan was presented to the campus in the fall of 2011 and, along with the Strategic Plan, provides a template for measured growth over the next two successive five-year state funding cycles (2013 – 2018 and 2018 – 2023). (Appendix L)
The 2011 Master Plan (Appendix L) builds upon and updates three previous facility planning studies. In 2001, a Campus Capital Plan was completed. This study provided a five year plan for capital expenditures on facilities and infrastructure campus-wide and clearly documented many deficiencies in existing campus buildings and systems. This document produced a series of building condition assessment matrices with associated cost data based on SUNY guidelines that identified facility and infrastructure renewal needs and served as the guiding document for campus planning for the years 1998 through 2007.

In 2005, an Information Technology study was prepared to help the College address the growing needs for updated technology to support its academic mission. The study evaluated the existing network infrastructure including voice and data backbone systems throughout the campus and network delivery in all academic and support spaces. The document provided an Information Technology master plan that would be implemented in a phased manner and has been used to prioritize capital spending in that area from 2005 through 2010.

In 2007, a Facilities Master Plan study was performed under the auspices of the State University Construction Fund. This study group was designed to guide the physical development of the campus over the following ten years. A key point of this study was to integrate projected enrollment and program growth with space availability to help prioritize capital expenditures both in terms of building maintenance/repair needs and educational space needs. This Master Plan has been used as the guiding document for campus planning for the years 2007 through 2013.

The 2007 Facility Master Plan study group noted the need for building improvements that would better serve existing programs and support growth of new programs in areas such as alternative energy and other enhanced academic programs. As a result, when capital dollars were allocated to a building, the scope of work was able to address both facility condition needs and academic programs concurrently. The resulting spaces were designed to be adaptable as programs and instructional needs change in the future.

The study group inquiry also revealed a large gap between funding needs and budget realities. The 2001 Capital Plan indicated that a total of $64 million would be needed to complete the site work, architectural, mechanical and electrical work identified and prioritized in the report. Six years later, the 2007 Facility Master Plan identified the funding needed to complete its recommended scope of work as $71.3 million. The recently completed 2011 Facility Master Plan (Appendix L) has identified a need for $152.5 million in the 2013-2018 funding cycle, $94.2 million in the 2018 – 2023 funding cycle and $98.5 million in the years beyond 2023.

As a result of the study group inquiry and the other facilities planning initiatives, including the 2011 Facilities Master Plan (Appendix L), it is apparent that the College has used a consistent and measured approach to plan for facilities change. As an example, the inception of an improved Veterinary Technology program, and the increased enrollment that resulted, justified a new facility to support that program in 2002. That, in turn, has led to the creation of two four year programs of study in the discipline. During the 2011 Facility Master Planning Phase, assessment indicated that specialized program space will be needed to support growing
enrollments in the program. The data has allowed the College to prioritize funding as appropriate over the 2013 – 2018 funding cycle.

Another example of the value of this long range planning is the renovation of Nevaldine Hall South. The building was originally constructed as a technology center in 1967. The 2001 Capital Plan identified serious deficiencies in the building envelope as well as the electrical, mechanical and life safety systems. Further evidence of the ability of the campus to plan to support continued growth has been shown through the addition of the new Roos House athletic facility and the new Grasse River Suites Residence Hall. These facilities met significant identified needs and have enhanced the student experience on campus by opening up new important spaces for student use. Additional improvements slated to be completed in summer 2012 pursuant to long range facilities planning are renovations to Nevaldine North, including windows, entry doors and canopies, new roof and insulation systems, fascia, soffits and exterior lighting. These were all part of master plans and studies that were completed since the time of the last self-study.

2. Past Practice

As previously discussed, the 2010-2020 SUNY Canton Strategic Plan established future goals and objectives for the College. As the Plan was being finalized in Spring 2010, the College also undertook the 2011 facilities planning initiative outlined above to provide a complete picture of facilities planning needs through 2023. The resulting Master Plan (Appendix L) used the recently completed Strategic Plan to inform, and plan for, the future facilities needs of the campus. At the same time, the College decided that a decentralized and informal approach to coordinating and implementing both the Strategic Plan and the Facilities Master Plan (Appendix L) would be used. This process required senior leadership to report on progress with respect to each of the plans through annualized reporting of goals and objectives, and action items as they related to the budget and resource allocation.

As a result of these decisions, SUNY Canton’s senior leadership was charged with using all available planning information to make the final decisions regarding how campus priorities were met and how all resources were distributed. Each Vice President was responsible for articulating both critical and routine needs for resources within their division. Formal inputs, including past budget allocations, program assessments and enrollments, governance committee recommendations, and numerous surveys, were used to inform the process. Input was also informally gathered from the campus community and interested or concerned stakeholders were encouraged to share thoughts through division meetings with their Directors and Vice Presidents. Ultimately, the head of each division was responsible for aligning planning and budgetary priorities with the institutional mission and goals articulated in the Strategic Plan and reporting progress annually in a report to the President of the College.

As part of the process, information has been, and continues to be, communicated through meetings electronically, and in hard copy if necessary. Every division maintains a webpage where their mission and goals are stated. Aligning these with the current mission and goals of the campus has given the departments the opportunity to shape their own goals and objectives to
support the mission and goals of the College as a whole before providing input to the Vice Presidents.

The guidance provided by existing planning documents has also helped prioritize the use of both state and campus funds during budget planning cycles. As a result, important capital projects have been completed to improve the condition of the facilities, upgrade infrastructure and enhance the delivery of education at the College.

However, after two annual reporting cycles using this decentralized planning approach, the College has decided to chart a new course with respect to the budget process to better connect the Strategic Plan and the Facilities Master Plan (Appendix L) explicitly with each other and the College budgeting process to improve overall planning and resource allocation.

3. The New Approach

The campus has shown marked improvement and steady progress in its planning efforts in last several years. There have been major efforts in academic assessment, facilities planning and strategic planning completed, all of which have been used to help the campus to fulfill its mission effectively. However, starting in 2011, CUSP asked the three academic schools, the departments within the schools, and the academic programs within the departments to integrate the College’s mission, vision, and values with their individual missions and goals by formulating their own specific measurable goals and action items that has begun to help each area achieve the goals underlying the mission. Non-academic divisions of the College and the departments within those divisions have been asked to do the same. To facilitate this integration, CUSP has developed an Institutional Scorecard (Appendix N) to standardize development and reporting of, and budgeting for, specific measurable goals and action items that each area intends to accomplish in support of the overall campus mission and goals.

As a result, individual goals and action items have been developed at the program, department, and academic school and non-academic division level to align with both the Strategic Plan and the Facilities Master Plan (Appendix L) under the rubric of the Institutional Scorecard (Appendix N). Each goal and action item is now the responsibility of a specific individual, allocated a budget, and assessed annually by the school dean or division director to assure accountability, measure progress, and align budgetary priorities. This, in turn, ensures that all working level plans and objectives align with the College’s overall mission, vision and values, and the institution-wide objectives and action items that support them.

The program and department level goals and objectives are reviewed and approved by Academic and Nonacademic Assessment Committees. Thereafter, CUSP reviews outcomes from the various constituencies on a periodic basis to assess outcomes and assist with formulating new objectives and action items while gaining insight into immediate, short, and long term measures for ensuring success each academic year and over the course of several years. CUSP shares the results using the Academic and Non-Academic Assessment Committees as well as the Faculty Assembly.
C. Institutional Resources (STANDARD 3)

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Institutional Resources are not only fiscal resources, but the tangible assets of the College in terms of its physical plant, technology and library resources that define the College’s ability to deliver programs effectively and efficiently. These resources also include the people who use their knowledge and expertise to help the College succeed in its mission. SUNY Canton manages all of these critical resources through a shared process with campus mission and goals in mind.

Unfortunately, New York State support for all state operated campuses has decreased in the last decade. SUNY Canton’s state support has seen an aggregate decrease of about $5.5 million since the last self-study. In spite of these financial challenges, the College continues to fill key vacancies, add new programs and increase enrollment. Canton’s entrepreneurial spirit and business practices have helped the campus weather these reductions in state support, in part, by generating supplemental revenue through strong enrollment growth and increased summer term and winter term course offerings.

1. Budgeting

(1) CurrentAllocations

The academic budget continues to comprise the largest portion of SUNY Canton’s budget (see charts below) based on data from 2011-2012 Integrated Postsecondary Education Data System (IPEDS) report. IPEDS data includes all funds – State Purpose, Dormitory Income Fund Reimbursable (DIFR), Income Fund Reimbursable (IFR), State University Tuition Reimbursement Account (SUTRA), as well as the Research Foundation, the College Foundation and the College Association. For 2010-2011, approximately 52% of the College’s budget was spent directly on instruction. (See charts below) Taking into account Academic Support, Student Services and scholarships, approximately 82% of the College’s budget for 2010-2011 was focused on students.
SUNY Canton starts the annual internal budget development process in March by submitting a request to each of the Vice Presidents for their division’s budget. Each Vice President is responsible working with their own departments to discuss needs and priorities and using those discussions to compile budget figures for the coming fiscal year. The Vice President for Administrative Services/Chief Financial Officer distributes a common template to facilitate and standardize the process.

Each Vice President is responsible for prioritizing and aligning available resources with the mission and goals of the College. The annual budget revision process utilizes the prior year as a baseline, but takes into account any anticipated expenditure changes, environmental factors, external demand and budget changes by SUNY System Administration. Budgets include Personal Service Regular, Temporary Service, and Other Than Personnel Services (OTPS) for supplies, travel, contractual services, and equipment. Once each administrative unit completes its budget, it is approved by the unit Vice President and forwarded to the Budget Officer.

The College Budget Office is responsible for developing and updating the College's State Operations, Income Fund Reimbursable, and Dormitory Income Fund Reimbursable budgets. SUNY System Administration has developed an Accounting Inquiry System – SUNY
Management Resource Tool (SMRT). The SMRT system has significantly changed the way accounts are managed at the campus. Account managers are encouraged to take a more active role in managing their funds and are instructed in the use of the resource tool to manage accounts throughout the year. Using SMRT, account managers can access the current fiscal year information for a real-time view of current account status. This can be used for prioritizing and managing balances. In addition, managers have access to the historical expenditure data from the two preceding fiscal years to assist with management and forecasting. Management reports can be run by the manager in SMRT and exported to Excel spreadsheets for budgeting purposes.

Regardless of the budgeting tools and process used, the College’s most persistent financial challenge remains the continual decline in support from New York State. Ten years ago, State support accounted for $7.1 million or about 52% of the College’s Operating Budget. It now accounts for $6.2 million or about 34% of the campus budget in 2011-2012. This loss in support is even more remarkable after adjusting for inflation. State support now accounts for only about 20% of the $39 million campus budget. Over the same time period, salary and fringe benefit costs have increased by 46%. As recently as 2007, SUNY Canton’s State support had exceeded $9 million.

One way to compensate for this reduction in funding is through tuition increases. However, tuition increases require action by the New York State Legislature and the Governor. As a result, they are subject to the political process and have been sporadic. Until recently, tuition increases were largely driven by State budget crises. The most recent crisis in 2010 was so severe that State raised tuition but allocated only 10% of the funds generated by the increase back to the system campuses. This effectively constituted a tax on students to fund other New York State operations with little benefit to the campuses. In fact, it raised concerns that, after adjusting for the increase in student financial aid needed to cover the increase, the result would be a net loss of funding to the campuses. However, in 2011, the State established a Rational Tuition Policy that not only increased funding to support the College’s core mission, but also established criteria for regular tuition increases that removed some of the political elements from the decision-making. Similarly, there is now a five year broad-based fee plan for 2012-2017. It is hoped that these new tuition and fee planning policies help stabilize future State funding streams allowing the College to use a multi-year budgeting process for budget planning and allocation purposes.

2. **Faculty and Staff**

Faculty and Staff are arguably the most important resource at the College. The College currently employs 339 full-time and 174 part-time employees, with 116 full-time and 89 part-time faculty members. The Fall 2011 FTE student to FTE faculty ratio was 21 to 1. The Facilities Master Plan (Appendix L) Faculty projections to 2023 anticipate a slight decrease in this ratio to 19.4, anticipating greater growth in the four year programs and even greater hands-on pedagogy. However, recent accelerated enrollment suggests that the student to faculty ratio will continue to increase without additional faculty hiring. For this reason it is even more important that FTE faculty be allocated to departments based not only on student to faculty for the particular discipline, but on student contacts in terms of teaching and advising, to ensure that workload is distributed as evenly as possible among the faculty.
Staff projections were based on FTE staff to FTE faculty ratios, where the overall institutional 2011 ratio of 1.7 is projected to increase modestly to about 2.0, resulting in an overall FTE staff increase of 52%, a rate higher than overall enrollment growth. Above average increases in staff were allocated for the support of class and open labs, technology, student life, and facilities support while academic departmental and executive administration support was held fairly constant (See IPEDS human resources survey table).

3. Physical Facilities

The campus facilities, physical plant, technology and library, are the backbone of program delivery to support faculty and staff interactions with students. Ensuring that this infrastructure meets the needs of campus constituents is an ongoing priority for the campus in support of its mission and goals. The hard data needed to assess infrastructure conditions and suitability of use must be current and relevant in order to plan future program needs. At SUNY Canton, that need is most critical given the flexible and entrepreneurial nature of the institution.

The College’s Physical Plant, under the Office of the Vice President for Administrative Services, provides a central storehouse and central receiving, mail services, facilities maintenance and repair, including heating and cooling systems, and maintenance of grounds. These functions are critical to the day to day operation of the College. This is especially true, given the addition of two new facilities on campus, Grasse River Suites Residence Hall and the Roos House.

The current SUNY Canton campus was officially dedicated in 1968 with construction of many buildings completed in the mid 1960’s. As a result, many of the facilities are dated, the mechanical systems in many cases have exceeded their useful service life and most of the infrastructure is original. The facilities face operational challenges in terms of program delivery, energy efficiency and sustainability. There are many deferred maintenance needs and, until recently, capital construction of new facilities at SUNY Canton has been minimal. However, the College’s most recent Facilities Master Plan addresses these deferred maintenance issues as well as providing a road map for suggested capital improvements through 2013.

4. Information Technology

SUNY Canton’s Information Services Division furnishes information technology equipment and services to the College community and maintains and supports the campus technology infrastructure. Services provided include high speed internet, both wired and wireless, personal computing facilities, printing and scanning services, software procurement, assistance with electronic survey development, examination scoring, classroom technology (computers, document cameras and audio/visual systems) and labor-intensive Help Desk user support.

The Division is organized into four function areas. An Enterprise Team supports and implements the Banner Course Management system, including application programming and the UCanWeb user interface. A Systems Team is responsible for campus e-mail and the server farm, including applications and storage, printers, and security for these functions. An Infrastructure Team manages campus network and infrastructure, and a User Support Services Team staffs the
Help Desk for faculty, staff and students, provides classroom and instructional technology support, and administers academic software acquisitions & licenses.

Technology services are provided pursuant to an established technology plan (see Technology Plan) that is reviewed and updated annually. Additional oversight is provided by the Instructional Technology Committee, a Banner Course Management System Advisory Committee, and a newly formed Information Services Advisory Board. In the 2010-2011 academic year, the Information Services Help Desk responded to more than 4,000 requests for assistance related to the services it provides.

5. Procurement

The Administrative Services division oversees the procurement of products and services for the campus through an active bidding process and by procuring according to the general accounting principles, using New York State secured contracts. The campus purchasing webpage contains information departments need to assist them in participating in this process to ensure integrity and best practices.

6. Impact of Enrollment

Of SUNY Canton’s 3182 full-time equivalent (FTE) enrollment in Fall 2011, 76%, took courses in a face to face format, while the remaining courses were delivered online or in a hybrid format. This commitment to online instruction distinguishes SUNY Canton among both SUNY, and other public institutions around the country. About two-thirds of the online courses were delivered through the School of Business and Liberal Arts, primarily in business and economics. The College expects to grow this level of online enrollment over the 2010-2020 planning period. The Dental Hygiene program is the only program completely offered at another location. SUNY Canton students, however, do enroll in various off-campus internship experiences and some courses are offered off-campus through an Associated Colleges program that fosters collaboration between the four colleges in Northern New York. The College plans to continue the pattern of growth in online delivery while continuing to minimize off-campus physical course delivery.

The College also expects to continue to draw increasing numbers of students through the development of applied learning programs through 2023 by building on program strengths and adding four-year programs. By 2023, the College anticipates a total enrollment of 3,663 FTE, with 2,792 FTE on campus. This represents growth of 35% from 2009 levels. Growth at the departmental level is expected to vary, with enrollments in the Schools of Engineering Technology and of Science, Health and Criminal Justice growing higher at 37% each from 2009 levels. In Business and Liberal Arts, growth is expected at about 34% from 2009 levels. Generally disciplines, such as English, Humanities, Social Sciences, Math, and Physical Sciences, are not expected to grow as much as those disciplines associated with technology, criminal justice, and health.
SUNY Canton enrollment projections are greater than those developed by the SUNY system Institutional Research group (SUNY IR). SUNY IR projections reflect an enrollment dip in the middle of the coming decade consistent with a dip in high school graduation rates expected for SUNY Canton’s geographic area of New York State. The College acknowledges this system analysis, but believes that its transition to a four-year institution—a change not reflected in the SUNY IR projections—and an increase in online courses and programs will appeal to a broader enrollment pool over time. Students will also be retained for four years rather than two as part of the transition.

In addition, because the FTE enrollment exceeded the SUNY IR projection for both 2009 and 2010, the College developed independent headcount and FTE enrollment projections for 2013, 2018, and 2023 consistent with the Strategic Plan for 2020 and reflective of the actual growth experienced. SUNY Canton fully expects to exceed the growth anticipated by SUNY IR by building even further on its four-year degree expansion and remaining flexible in its approach to program delivery. This growth has significant implications for the future allocation of campus resources.

II. Leadership, Governance, and Administration

A. Leadership & Governance (STANDARD 4)

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

SUNY Canton has a unique and complex system of governance owing to its status as one of the 64 member campuses in the State University of New York system. The State University of New York system was created by statute in 1948 and operates pursuant to New York Education Law, Article 8. The State University is a corporation within the State Education Department.

1. Board of Trustees

At the SUNY system level, the State University Board of Trustees is responsible for the over-all central administration, supervision and coordination of activities on the member campuses. All of the powers of the State University, derived from the statute, are vested in and exercised by the Board of Trustees, acting as a whole. All powers and duties of the Board are dictated by statute. The Board is comprised of 18 members, 15 of whom are appointed by the Governor with the consent of the Senate for 7-year terms, the President of the Student Assembly who serves as student Trustee ex officio, the President of the University Faculty Senate who serves as faculty Trustee ex officio but without the right to vote, and the President of the Faculty Council of Community Colleges, who serves as community college faculty Trustee ex officio but without the right to vote. The Governor designates the Chair and Vice Chair of the Board of Trustees.
The Board is authorized by statute to elect an executive committee of not fewer than five SUNY Trustees, one of whom shall be the student Trustee, to transact business between meetings of the Board of Trustees (New York Ed. L. §35).

The Board sets its own meeting schedule and, in recent years, the Board has convened eight or more times annually. As required by statute, the Board holds two public hearings annually to receive testimony and statements from concerned individuals about State University issues.

The Board of Trustees has adopted By-Laws. Pursuant to the By-Laws, the Board has authority to establish standing and special committees of the Board comprised of Trustees (By-Laws, Article III). As of 2011, the standing committees of the Board are the Executive Committee; Academic Affairs Committee; Academic Medical Centers and Hospitals Committee; Audit Committee; Communications and External Affairs Committee; Education, College Readiness and Success Committee; Finance and Administration Committee; and Research and Economic Development Committee. While the primary role of each committee other than the Executive Committee, is advisory, much of the substantive work of the Board occurs in committee prior to each Board meeting.

The Board of Trustees is empowered by law to:

- Appoint its officers, the chancellor, and System Administration senior staff.
- Appoint the president of each state-operated institution, and approve the appointment of statutory and community college presidents by their respective boards.
- Grant all degrees, diplomas and certificates for the completion of studies at any state-operated campus, including honorary degrees.
- Regulate the admission of students, and prescribe qualifications for their continued attendance.
- Regulate tuition, fees and charges, curricula and all other matters pertaining to the operation and administration of each state-operated campus.
- Establish new campuses.

Actions taken by the Board of Trustees are usually system wide. They include such items as approval of system operating budgets, system capital plans, guidelines for naming opportunities, senior system staff appointments and a five year tuition plan. Specific actions by the Board of Trustees to advance the mission and goals of SUNY Canton include a master plan amendment in 2009 that allowed the College to grant Bachelor of Science degrees. This enabled the College to create a Bachelor of Science degree in Nursing and one in Veterinary Technology. In 2011, the Board of Trustees approved a permanent easement to National Grid (DBA Niagara Mohawk Power Corporation) for installation of a new electrical substation on campus.

Through the adoption of By-Laws, Policies of the Board and other resolutions, the Board of Trustees has delegated, and allowed for sub-delegation of some powers related to the
administration of the State University, to officers of the Board, System Administration staff and campus Presidents and staff.

2. **Chancellor**

As set forth by the [Policies of the Board](#), the chief executive officer of the State University is the Chancellor, who is appointed by the Board and performs such duties as the Board assigns. Among the powers of the Chancellor delegated by the Board through the [Policies](#) are the powers to recommend Vice Chancellors for appointment by the Board and to appoint all executive and administrative officers below the level of Vice Chancellor, who constitute the senior staff of the University’s System Administration. The Chancellor is authorized to sub-delegate to such officers and staff powers, duties and responsibilities. Both SUNY Board of Trustees [By-Laws](#) and the [Policies](#) provide for the office of the Secretary, a Board appointee.

3. **System Administrative Staff**

System Administration campus liaisons, located in Albany, provide services and support system-wide under the direction of the Chancellor and the Board. System Administration staff provide centralized financial, legal, academic, external relations, audit, student life, human resources, and information technology services and support.

4. **SUNY Faculty Senate**

The Board of Trustees has established the [University Faculty Senate](#) as the official body through which the faculty participates in governance, particularly with respect to educational policies and other professional matters. Each State-operated campus and statutory college is represented in the Faculty Senate ([Policies, Article VII](#)). As a non-voting *ex officio* member of the Board, the President of the Faculty Senate participates in the deliberations of the Board and its committees.

5. **Student Assembly**

The Student Assembly is the official [State University Board of Trustees](#) organization by which the student body participates in the governance of the University. The Student Assembly serves as a forum for consultation and the exchange of information among students, the Chancellor and the Board on matters of system-wide student concerns. Each campus, including SUNY Canton, is represented in the Student Assembly ([Policies, Article XVII](#)). By statute, the President of the Student Assembly serves on the [Board of Trustees](#) as a voting *ex officio* member. The Student Trustee is a required member of the Board’s Executive committee pursuant to New York Education Law and the [Bylaws](#) of the SUNY Board of Trustees.

6. **College Council**

By statute, there is a [College Council](#), comprised of nine members (eight appointed by the Governor and an elected student member). The organization, powers, and duties of the SUNY
Canton College Council are established by Section 356 of Article 8 of the New York Education Laws subject to the general management, supervision, control and approval of the State University Board as follows:

Subject to the general management, supervision and control, and in accordance with rules established by the State University Trustees, the operations and affairs of each state-operated institution will be supervised locally by a council consisting of nine members appointed by the Governor and one student elected by students. (Provision is made for staggered terms of initial appointees and seven-year terms for subsequent appointments for filling unexpired terms.) Members may be removed by the Governor and receive no compensation but are reimbursed for expenses incurred in performance of their duties.

The Councils of state-operated institutions will provide for regular meetings at least four times annually. The Chair, or any five members by petition, may (at any time) call a special meeting of the Council and five members attending constitute a quorum for the transaction of business, and the act of a majority of the members present at any meeting will be the act of the Council.

Subject to the general management, supervision, control, approval of, and in accordance with rules established by the State University Trustees, the Council of each state-operated institution will, with respect to the institution or institutions for which it serves, exercise the following powers:

- Recommend to the State University Trustees candidates for appointment by the State University Trustees as head of such institutions.
- Review all major plans of the head of such institution for its more effective operation, and make such recommendations with respect thereto as it deems appropriate. Such plans will be submitted for approval by the State University Trustees together with the recommendations of the Council with respect thereto. The State University Trustees will determine what constitutes such major plans, which are hereby generally defined to include, among others, plans for the appraisal or improvement of the faculty and other personnel, expansion or restriction of student admissions, appraisal or improvement of academic programs and of standards for the earning of degrees, expansion of institutional plans, and appraisal or improvement of student activities and housing.
- Make regulations governing the care, custody, and management of lands, grounds, buildings, and equipment.
- Review the proposed budget request for such institution and recommend to the State University Trustees a budget for such institution.
- Foster development of citizens' advisory committees to render such assistance as the Council may request, and to appoint the members of citizens' committees.
- Name buildings and grounds.
- Make regulations governing conduct and behavior of students.
• Prescribe for and exercise supervision over student housing and safety.
• Make an annual report to the State University Trustees on or before September 1 of each year; report to them, from time to time, any matter it believes requires their attention.

A review of the past five years of SUNY Canton College Council minutes demonstrates that the College Council has met at least four times a year, with a quorum at each meeting. Reports from the President, Provost, Vice President for Student Affairs, Vice President for Advancement and Vice President for Administrative Services were given at each meeting. The College Council held one Special Meeting in the summer of 2011 in response to a shared services initiative announced by SUNY System Administration focusing on a shared presidency for SUNY Canton and SUNY Potsdam. Since this Special Meeting, the College Council has continued to advocate for a single president for the campus with community efforts and the Association of Council Members and College Trustees (ACT). The College Council submits an Annual Report to the Chancellor and Board of Trustees highlighting the status and accomplishments of the campus each year. In the last several years, the Council has approved 14 new academic programs, over 142 Advisory Board Members, 19 College Council Awards, five changes to the Student Code of Conduct including prohibited bullying behaviors, a Memorandum of Understanding with the Defense Department to offer programs to military personnel, Exchange Visitation Designation for visa status, and changes to the Student Handbook. The College Council has also endorsed the College’s NCAA bid, supported an anaerobic digester (combined heat and power generator), authorized a negative declaration on an environmental assessment of the athletic field reconstruction and established guidelines on College Council approval of naming opportunities.

The SUNY Canton College Council members participate in campus events. SUNY Canton College Council members hold a late spring meeting the morning of commencement. At the end of this meeting, College Council members participate in commencement. The Chair of the College Council serves with the President in hosting Recognition Day to recognize employees for their years of service and attend a variety of student activities including Honors Convocation, Graduation, groundbreaking and dedication ceremonies, and sporting events.

7. Campus President

Through its policies, the Board of Trustees has delegated responsibility for the administration of each State-operated campus to its President, a Board appointee. The President determines what College administrative officers are needed, assigns the powers, duties and responsibilities of each, and supervises the professional and non-academic staff. The President prepares and recommends the annual budget request of the campus and makes recommendations concerning the operation, plans and development of the College (Policies, Article IX).

8. Faculty Assembly

The academic governance body is the Faculty Assembly. The membership of the Faculty Assembly includes faculty, professional staff, students and the administrators of the College. The Faculty Assembly has a Presiding Officer and nine standing committees. The committees
meet as needed to address matters within their scope of responsibility. Committee activities are recorded via the Faculty Assembly website. The Bylaws of the Faculty Assembly, including the membership and charges of the standing committees, are published in the Policies & Procedures Manual. Resolutions approved by the Faculty Assembly are forwarded to the President for action. Student representation is included on five of the nine standing committees, with students having voting privileges on three of the committees. Student representation is provided by the Student Government Association, but actual student participation varies depending upon the year and the particular students involved. The Faculty Assembly elects the Faculty Senator to the system-wide Faculty Senate and representatives to the Canton College Foundation and the College Association Board of Directors, though neither College Foundation nor College Association matters are sent to the Faculty Assembly for debate or approval.

Faculty Assembly meetings are held approximately every six weeks throughout the academic year. Standing Committees make recommendations to the Faculty Affairs Committee which then either requests further information from the originating committee or forwards the recommendation to the Assembly for consideration. The Faculty Assembly makes recommendations on all curricular matters as well as anything else that directly impacts the academic mission of the College.

The Faculty Assembly is involved in every step in the development of all new degree programs—from the announcement stage through the proposal stage—as well as the approval of all new courses included in the degree program. However, most of the detailed review work for course and program changes is performed by the Curriculum Committee. All curricular proposals originate from the faculty, and the Curriculum Committee considers every proposed curricular change, from individual courses to entire programs. The Academic Standards Committee considers all non-curricular issues that are academic in nature, and has been center-stage in our transition to a four-year degree-granting institution. The Retention & Student Life Committee seeks ways to improve retention and graduation rates and was instrumental in the development of the Moving Towards Success “early warning” system for students having difficulty academically.

9. Ethical Standards

All individuals who hold any position in the governance structure outlined above serve either as New York State employees or New York public officers. As a result, all are subject to New York State ethics laws, rules and regulations, and policies and must adhere to particular standards regarding ethics in government, including financial disclosure, conflicts of interest, acceptance of gifts, current political activities, and financial and political activities after leaving SUNY service. (See New York Civil Service Law § 107, Public Officers Law §§ 73-78, 19 NYCRR Part 932, the New York Joint Commission on Public Ethics and New York State Ethics - A Plain Language Version). These ethical guidelines are highlighted on the Human Resources section of the SUNY Canton website.
In addition, in exercising their respective governing functions with respect to SUNY Canton, each of the bodies listed above must comply with the New York Open Meetings Law (Public Officers Law §§ 100–111)

10. Fundraising

SUNY Canton’s campus revenue is supplemented by the successful funding raising efforts of the President, administrators, and the College Council. During President Kennedy’s tenure, the Canton College Foundation has grown from approximately $1 million in assets to more than $14 million at present. Scholarship support has increased from assistance to approximately 60 students in 1993 to over 200 students in 2011. The Centennial Campaign, completed in 2009, was the most successful fundraising campaign in the College’s history with more than $11 million raised. While Dr. Kennedy has been president, the College received its first ever seven-figure gift and has received eight gifts of one million dollars or more. The SUNY Canton Foundation has funded $300,000 in scholarships and the SUNY Canton College Association has donated $226,000 to the SUNY Canton College Foundation. In addition, the President, administrators, and members of the College Council have been required to lobby state political leaders to stem the tide of funding cuts facing the College in the last several budget cycles and their efforts, in part, have led to the adoption of a new “Rational” Tuition Policy for the SUNY system.

B. Administration (STANDARD 5)

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

1. Introduction

SUNY Canton is currently organized into four functional units including Academic Affairs, Administration, Advancement, and Student Affairs and Support Services. The head of each of these units reports directly to the President of the College. Within each unit, staff members with appropriate qualifications and training work in assigned areas of responsibility. All staff is expected to participate in ongoing training and education in their respective areas of responsibility to maintain and enhance the skills needed to carry out their functions. The chart below illustrates the College’s organizational structure and provides information regarding the credentials for each individual in the reporting structure.

(NEED TO ENHANCE THE CHART AND ADD LINKS TO EACH PERSON’S CV)
2. President

Ultimately, the President is responsible for maintaining the academic and fiscal integrity of the College. To this end, the President works with his leadership team and the faculty and staff with oversight from the College Council and the SUNY Chancellor and Board of Trustees to accomplish this goal. The President promotes academic success by seeking input in decision-making on issues impacting students through both shared governance and feedback from internal and external stakeholders.

Dr. Joseph L. Kennedy became the president of SUNY Canton in 1993. Upon becoming president and as part of his charge from SUNY Administration he embarked on the transformation of SUNY Canton from a two year agricultural and technical College to a comprehensive College offering certificates, associate degrees and baccalaureate degrees. As of 2011, the College has undergone this transformation with the addition of several baccalaureate programs in every academic school.

Under his leadership, SUNY Canton entered the world of online education while it was in its infancy and the College currently has one of the most robust online presences of any SUNY institution. SUNY Canton’s online offerings have assisted our students in achieving their educational goals, enabled the College to become international in its offerings, and allowed the College to have a twelve month revenue stream by offering of online summer and winter courses. SUNY Canton is currently engaged in several international initiatives, including programs with China, Russia, and Sri Lanka.

The President has overseen the development of numerous strategic planning documents. Since 1993 several Facilities Master Plan (Appendix K) projects have come to fruition with numerous building renovations, new facilities, campus ambience projects, and infrastructure upgrades (Appendix L). In conjunction with his senior management team, a fiscally conservative budgetary strategy was implemented resulting in the maintenance of cash reserves balances. The cash reserves have enabled the College to continue its momentum despite continued reductions in state support (See Five Year History of State Support). The Canton College Foundation has increased its assets from $1.5 million in 1993 to $14 million in 2011 including the successful completion of the Centennial Campaign (See Canton College Foundation Financial Reports). Enrollment has increased significantly in the last five years from 2611 to 3119 FTE (See SUNY Canton Enrollment Census). External funding has increased in the last five years from $1,274,166 to $2,162,209 in 2011 with grants increasing from $1,743,969 to $3,307,431 for the same period (See Grants Office Annual Reports). SUNY Canton is ranked 43rd in the 2012 Best Colleges Northeast Regional edition by US News and World Report.

The President makes decisions with input from variety of sources. He offers quarterly lunch invitations to campus constituents to provide an open forum for discussion on matters impacting the campus community. These luncheon meetings provide an opportunity for the President to interface with a variety of campus stakeholders including: student government leaders, College
Council members, faculty and staff and College alumn/ae. Additionally, the President hosts union representative luncheons each semester, meets with each school, department, and division at selected monthly school meetings, and has an open door policy for all campus constituents. Input from the greater campus community is encouraged and considered before decisions are made that impact specific constituencies. Students provide input through town hall meetings where various campus officials meet with them to hear their concerns. The College also has a very active student government which meets with the President on a regular basis at Student Government Association Senate meetings and monthly luncheon meetings.

The decision-making process on campus is a shared process. Although the final decision belongs to the President, he carefully considers the opinions of the campus constituencies in the decision making process.

a) System Administration and the President

The evaluation of each SUNY president is the privy of the Chancellor of SUNY exclusively. The Chancellor conducts regular reviews of each president by appointing evaluation teams to assess presidential effectiveness. Dr. Kennedy was last reviewed in March 2006 during the tenure of Chancellor John Ryan.

In addition to the campus visit by the evaluation team, a SUNY presidential evaluation includes annual reports and periodic evaluation (See Guidelines for the Review and Evaluation of Presidents of State Operated Campuses proposed by the Governance Committee of the SUNY University Faculty Senate (2005) and Guidelines for Presidential Annual Reports Draft December 2010). The criteria for annual reports requires addressing the following areas: overall health of the institution, stewardship of facilities, commitment to shared governance, relationship to wide ranging campus constituencies, media and government relations, alignment of campus strategic goals with the SUNY Strategic Plan, institutional opportunities, and the Power of SUNY Report Card. The evaluation process involves the preparation of the annual report, a meeting between the President and the Chancellor, sharing of the evaluation of the annual report with the Board of Trustees in executive session, and a confidential letter sent to the President and to the chair of the local College Council. At many SUNY units, including SUNY Canton, presidents have presented either a version of, or the actual annual report, to their campuses. (See Presidential Annual Reports). The periodic evaluations of presidents are conducted on a five year cycle (three years for an initial appointment). This process involves a committee chaired by a SUNY external college president, SUNY administration, and possibly a senior faculty member at the president’s institution. All reports from the evaluation committee are held in the same confidence as the annual reports.

As of July 2011, the current Chancellor changed the content of the annual report to require addressing the following “Big Six Ideas”: SUNY and the Entrepreneurial Century, SUNY and the Seamless Education Pipeline, SUNY and a Healthier New York, SUNY and an Energy-Smart New York, SUNY and the Vibrant Community, SUNY and the World. Additionally, commentary with respect to the state of strategic planning on each campus is required (See Presidential Annual Report, July 2011).
Comparison between the above likely presents significant confusion and anxiety for both the College president and the College community in understanding what the role of a SUNY college president is. This constantly changing evaluation criteria has historical significance. There have been several SUNY Chancellors in recent history. Each entered the position with a redefined vision of SUNY and evaluation criteria for its college presidents.

\[ b) \quad \textit{Shared Services} \]

On June 15, 2011, the SUNY Board of Trustees passed the first resolution on a shared services initiative. The Chancellor was authorized to direct state-operated institutions to identify and implement plans to improve efficiency, generate cost savings, build capacity, and increase resources to the core academic mission of campuses through shared services. These plans have significantly impacted SUNY Canton given the College now shares both a Chief Financial Officer and Veterans Affairs Officer with SUNY Potsdam.

A component of this resolution was the announcement of the pending retirement of SUNY Canton’s President, Dr. Joseph L. Kennedy and the plan to appoint the President of SUNY Potsdam as the President of both SUNY Canton and SUNY Potsdam during the Summer of 2011. The plan to have the SUNY Potsdam President assume the leadership of SUNY Canton met with strong resistance from the College Councils of both SUNY Canton and SUNY Potsdam and a large number of faculty, staff, and students at SUNY Canton. Thereafter, the SUNY Chancellor announced that President Kennedy would continue to serve as the SUNY Canton President for the 2011-2012 academic year.

On September 20, 2011, the Board of Trustees passed a second resolution on shared services. This resolution reaffirmed the Board of Trustees authority in appointing college presidents and the College Councils role in recommending a president. The resolution also called the Presidents of SUNY Canton and SUNY Potsdam to prepare a report and recommendation on the feasibility of a shared presidency by March 2012. On November 22, 2011 the Board of Trustees passed a third resolution on shared services. This resolution extended the deadline for the report to July 15, 2012 and provided some guidelines as to numerical financial goals for shared services. According this resolution, the SUNY Canton-Potsdam shared services report will be shared with various constituencies and thereafter the Chancellor intends to make a recommendation to the Board of Trustees on shared or single presidencies.

However, On December 6, 2011, New York State Senator Patricia Ritchie, during a visit to the campus to address issues surrounding shared services and the possibility of a shared presidency, announced that SUNY administrators had recently informed her that they had decided not to go forward with plan for a shared presidency.

On July 16, 2012, the SUNY Canton and SUNY Potsdam submitted their Shared Services Joint Report to SUNY System Administration and await feedback from the SUNY Administration. At this time, given the recent retirement of President Kennedy at the end of the 2011-2012 academic year, SUNY has appointed the current Provost, Carli C. Schiffner, Interim President for the
2012-2013 academic year effective September 1, 2012. The College intends to begin the search for a new President in the Fall of 2012.

3. Senior Campus Administration

a) Provost & Vice President for Academic Affairs

The Provost is responsible for leadership of the three academic schools within the College: the School of Business and Liberal Arts; the School of Science, Health, and Criminal Justice; and the Canino School of Engineering Technology; (See Appendix B). In addition, the Provost oversees the Office of Institutional Effectiveness, the Educational Opportunity Program, the Academic Assessment Committee, the Registrar’s Office, and CUSP. The Provost’s academic leadership team consists of the three School Deans, the Registrar, the Director of Institutional Research, as well as the Department Chairpersons, and Program Directors/Curriculum Coordinators that report to their respective Deans. The Provost maintains the academic integrity and quality of the College’s educational offerings by ensuring that best-practices to achieve student learning objectives and outcomes are achieved while maintaining institutional integrity. In the absence of the President, the Provost acts on his behalf.

(1) Academic School Deans

The Academic Deans are responsible for maintaining the day-to-day operations of the College’s academic programs and for providing oversight of Department Chairpersons, Program Directors, and Program Curriculum Coordinators. The Deans also promote excellence in teaching, scholarship and faculty development, manage school budgets, review and approve course and student learning outcome changes, and direct school assessment efforts, including program and General Education assessments.

(a) Department Chairpersons

The Department Chairperson is an advocate for faculty and students in the promotion of excellence in teaching and learning. Specifically, the Department Chairperson is responsible for assisting students in achieving their academic goals. Chairpersons work in collaboration with each program director/curriculum coordinator in their school to ensure that program goals and objectives are consistent with institutional goals and objectives. Additionally, they are involved in department decision-making regarding programmatic changes implemented to best meet students’ educational needs.

b) Vice President for Institutional Advancement

The Vice President for Institutional Advancement is responsible for cultivating donor contributions and promoting positive alumnae/i interactions both on campus and in the wider community. The Division of Advancement manages donor campaign development, and corporate, foundation and advancement services for the College. In addition to managing all institutional advancement initiatives, the Vice President for Institutional Advancement oversees
the operations of Admissions, Grants Coordination, Career and Student Transfers, Public Relations, and Athletics, and serves as the Executive Director of Canton College Foundation.

c) **Vice President for Student Affairs and Support Services**

The **Vice President for Student Affairs and Support Services** provides a leadership role in the continuing transformation of student affairs and support programs (academic and non-academic) and the overall student experience. This position is responsible for the general administration, long-range planning, policy development and implementation and supervision of the following areas: Information Services and Online Learning; Student Health Services, Student Activities, the Library, University Police, Academic Probation, Academic Support Services, Counseling, Diversity, Judicial Affairs, Orientation, Residence Life, Campus Ministry, Greek Life, Intramurals, North Country Emergency Medical Services (NCEMS), the Academic Advising Center and First-Year Programs, and Accommodative Services.

d) **Vice President for Administrative Services**

The **Vice President for Administrative Services** is responsible for overseeing fiscal operations and budget control decisions of the College. This individual serves as the Chief Administrative/Financial/Business Officer and directs all financial operations including: designing of institutional systems, preparation of financial reports, financial analyses, and provision of appropriate controls and audits. Those in the **Division of Administrative Services** reporting to the Vice President for Administration include: Human Resources & Payroll, Budget, Procurement and Travel Services, Facilities and Capital Improvement, Liberty Partnership, Student Service Center, Special Events, College Association-Auxiliary Services, and Roos’ House Operation. The Vice President for Administration also serves as the Research Foundation Operations Manager.

e) **College Association**

The **College Association** is a not-for-profit educational corporation that operates core food and retail services for the campus. The **College Association** currently provides dining, vending, retail operations, laundry facilities and shuttle service. The **College Association Board of Directors** consists of four faculty members (selected by the Faculty Assembly), three administrators (appointed by the Campus President) and four students (selected by the President of the Student Government Association). The **Board of Directors** approves policies and provides oversight to management activities.

The **College Association** operates the Chaney Dining Center to prepare meals for meal plan holders, serves as a commissary for all retail food operations and provides catering services for campus and private events. The majority of meal plan holders are SUNY Canton resident students who are required to have a meal plan. There is also a meal plan option for commuter students. In addition, the **College Association** runs the campus store, including the textbook center, and the numerous food outlets on campus, including Taco Bell, KFC, Jreck Subs, JT's,
Deb's Corner, The Cyber Cafe, and Serendipity. These eateries serve students, faculty and staff for quick lunches, snacks and beverages.

\[f\] **College Foundation**

The Canton College Foundation is a not-for-profit educational and charitable corporation, established in 1973 to solicit and receive gifts for scholarships, work grants, equipment, and all types of real or personal property to support the College’s mission and goals. The College Foundation encourages alumni, friends, businesses and corporations as well as other foundations to provide financial support to SUNY Canton. The College Foundation staff is overseen by a Board of Directors comprised of community members, administrators, faculty and staff.

4. **Evaluation of Management and Staff**

\[c\] **Management Employees**

Non-Union, or Management confidential positions, include the President, Provost, the Vice Presidents for Administrative Services, Advancement and Student Affairs/Dean of Academic Support Services, the Chief of Staff, the Executive Assistant to the President, the Academic Deans, the Director of Human Resources, the Human Resources Personnel Associate, the Director of Facilities, the Chief of University Police, and the Assistants to the Provost and Vice President for Administrative Services.

Management confidential employees are evaluated annually, by their immediate supervisor (Appendix J– Section 5.4). The supervisor reviews the employee’s performance program, which had been agreed upon by the employee and supervisor during the previous year, and then completes an evaluation form that has been developed by the College. Input for the evaluation may be solicited, by the supervisor, from colleagues. The evaluations are confidential. The original evaluation form is kept on file in the Human Resources Office, and a copy is given to the supervisor and the employee for their records. Management Confidential employees are eligible only for administrative appointment of no defined term and serve "at the pleasure" of the President.

\[d\] **Professional and Classified Staff**

Professional staff members are also reviewed annually. The process begins when the employee and the supervisor establish a performance program for the employee. The performance program describes the employee’s assigned duties and responsibilities, their immediate and long-term goals and objectives, and the criteria for evaluating those objectives. (Appendix J). The evaluation is completed annually and input may be solicited from colleagues and students by the supervisors. Evaluations are kept confidential. The original evaluation form is kept on file in the Human Resources Office, and a copy is given to the supervisor and the employee for their records. A professional employee has the right to request a review of an evaluation report that is unsatisfactory. This process is outlined in the Personnel Handbook (Appendix J – Section 5.3). Any staff member in the United University Professions (UUP) bargaining unit is evaluated
annually by their supervisor and a performance program is maintained. Classified staff also is evaluated annually based on their performance program. Most professional employees are eligible for a permanent appointment following completion of seven years of professional service, including two years of service in the title to which they will hold permanent appointment. Early consideration for permanent appointment is permissible after five years of service. Those not eligible for permanent appointments can receive five-year term appointments after a period of three years on temporary or term appointments based using the same assessment process.

Classified staff at the College are members of the Civil Service Employee Association. They are also evaluated annually based on a performance program developed in conjunction with their supervisor.

5. Recent Administrative Changes

In 2008, the College assessed and reorganized the structure and composition of the existing academic schools. What had been four schools, the School of Business and Public Service, the School of Science, Health and Professional Studies, the School of Liberal Arts and Support Services and the Canino School of Engineering Technology, became three schools. The resulting Schools of Science, Health and Criminal Justice; Business and Liberal Arts; and the Canino School of Engineering Technology were created to streamline academic administration to better promote linkages between business and the liberal arts, allow a renewed focus on student support services and reduce administrative costs.

Also, in 2008, the Dean of Academic Services and Retention position was established to give voice and advocacy to the support side of the campus community. Consolidating support services under a single leader provided a more consistent and inter-related organizational structure for facilitating student success. Moreover, in appraising provision of support services, the administration felt that the new structure would serve as a focal point for accountability, as well as vehicle to enhance communication with the academic community. The Dean for Academic Services and Retention now attends weekly Dean’s Cabinet meetings and coordinates non-academic assessment activities, ensuring all support services share a common mission and methodology for assessing impact on student learning. This has helped to merge academic and non-academic decision-making with respect to support services. Both areas now work in concert toward student success.

In an effort to further enhance support services and retention, in 2010, the Division for Academic Services and Retention was paired with Student Affairs, creating a Student Affairs and Support Services Division. This Division now houses both sides of the ‘out of classroom’ experience under one roof, resulting in a greater sharing of resources and collaborative programming. Examples include: The Library Resident Assistant (Library RA) program to support student use of the Library during extended hours; monthly joint programming efforts among the Library, Diversity, and Health Services staff; and a greater tie-in between the academic probation and Residence Life staff. Student learning outcomes have been elevated to a primary position of importance for both areas (Exhibit 6)
While the administration has been committed to making information-based decisions in a consultative manner with faculty and staff involved in decisions impacting academic quality, student success, campus facilities planning, and student growth and development, severe budget cuts have impacted the College in the last three years. With significant reductions in state funding and a weakened economy, administrative resources for faculty and staff continue to be stretched thin. However, an exceptionally high degree of organizational commitment and efforts of campus constituents have resulted in positive growth in academic programs, campus facilities, and student services at the College. The administration remains committed to promoting excellence at the College by continuing to seek new funding streams through advancement initiatives, grants, and lobbying efforts with political leaders to provide additional student resources. The administration is actively responding to the College’s population growth through hiring more faculty and staff in high-need areas.

III. Institutional Effectiveness and Integrity

A. Integrity (STANDARD 6)

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

1. A Climate of Respect

SUNY Canton defines integrity as “...treating others with honesty and respect during every interaction.” Integrity on campus is specifically linked to the Mission, Vision Statement, Values Statement, Goals and Objectives, and the policies and procedures that govern everyday life on campus for faculty, staff, and students. The Campus Creed further delineates the rights and standards of ethical and moral conduct.

There are an important number of tools and instruments in place to ensure individual and institutional integrity including the Policies and Procedures Manual, the Personnel Handbook for Faculty and Professional Staff, the Academic Catalog, and the Student Handbook. Additionally, faculty and some staff are guided by United University Professionals (UUP) Handbook. (Exhibit 7) The remaining staff is guided by either the Civil Service Employees Association (CSEA) Constitution and Bylaws (Exhibit 8), or the College Association (CA) Employee Handbook (Exhibit 9). Each referenced document clearly establishes the guidelines for all on campus to address any possible issue that may arise. The aforementioned documents present a clear, concise, and readily available resource to all members of the SUNY Canton community regarding institutional integrity.

Additionally, SUNY Canton has the following policies and procedures in place to address integrity on campus; the Strategic Plan, the academic policy in the Student Handbook relating to cheating and plagiarism, the College Catalog, Publications and Media policies, policies regarding conflicts of interest, Faculty Governance Committees, the Personnel Handbook for
Faculty and Staff and the Policies and Procedures Manual, which is a living document and is under constant review and update.

The College’s Code of Conduct, along with the SUNY wide code serves to promote and maintain an atmosphere of respect on campus. SUNY Canton’s Affirmative Action and Sexual Harassment policies, the institutional Policies and Procedures Manual, the College’s Ethics Policies, Affirmative Action Policies, Domestic Violence Policy, and the New York Public Officer’s Law all play a part in creating an environment where respectful interactions are expected.

In addition, the Student Code of Conduct contributes to the atmosphere of respect. The Code is continually reinforced via Residence Life, Diversity, Judicial Boards, Academic Probation, Financial Aid, Accommodative Services, and the College’s adherence to the Americans with Disabilities Act.

2. Hiring

Recruitment is centralized within the Human Resources office. Each professional position is evaluated for appropriateness and job relatedness of its academic, experience and skill requirements, and for the scope of recruitment required (regional, national, etc.). The Human Resources office, in consultation with each search committee chairperson or department head, establishes the recruitment plan, giving attention to any applicable goals for minorities and women in determining the most effective recruitment process.

Furthermore, the College follows basic guiding principles regarding non-discrimination on the basis of race, sex, or age, when posting an advertisement for hiring and the following is entered on each employment advertisement: “SUNY Canton is an Affirmative Action, Equal Opportunity Employer with an increasing commitment to diversity in our faculty, staff and student body. We encourage applications from women and persons of color”

Upon administrative approval in the form of a Position Release/Recruitment Authorization (C-3), a Search Committee is convened, and an electronic ANGEL shell is created for the search committee which includes the College interviewing guide (Exhibit 10), search guidelines (Exhibit 11), and affirmative action policies. This shell serves as a repository for the position advertisement, an instrument to rate candidates (Exhibit 12), and information submitted by the candidates. The initial phase of the search process is to review candidate credentials to create a pool of qualified candidates. Upon recommendation of the search committee members a “short list” of potential candidates is decided upon for telephone interviews. Upon completion of the telephone interview process the search committee invites final candidates to bring to campus for face-to face interviews. During the campus interview, all candidates meet with the search committee and, where applicable, make a presentation of relevant subject matter to faculty, staff, and students. Additionally, academic candidates meet with the Provost, the School Dean, and the Department Chair. All other candidates meet with applicable department or division supervisors. All candidates then meet with Human Resources and tour the campus prior to departure. Reimbursement of travel expenses to candidates for professional vacancies is available upon the authorization of the appropriate vice president. (Appendix G, Sec. 401.2-7)
3. Grievances

Every student, faculty member, and staff member on the SUNY Canton campus has the ability to present grievances regarding conflicts that may arise on campus. Any person who believes that he/she has been aggrieved by the College may file a complaint with the Vice President for Student Affairs or Dean of Students within 90 days of the alleged occurrence or event giving rise to the grievance. (Appendix G). In accordance with the Policies and Procedures Manual Academic Grievance Procedure (Appendix G) the purpose of this grievance procedure is to provide students and faculty an equitable and efficient method for resolution of student academic grievances.

In accordance with the Policy and Procedures Manual (Appendix G) the Student Academic Grievance is defined as a grievance initiated by a student regarding academics. This occurs when the student alleges that (a) there has been a violation, misinterpretation, or inequitable application of the academic regulations of the College, faculty, school, or department as written in the Policies and Procedures Manual (Appendix G), the Personnel Handbook for Faculty & Professional Staff (Appendix J), the College Catalog, the Student Handbook (Appendix H), the Bylaws of the School and/or Department (Exhibit 13), or the respective faculty members’ class handouts, or (b) the student has been treated unfairly or inequitably by reason of any act or condition which is contrary to the College’s established academic policy or practice governing or affecting students. Furthermore, a student may not present a grievance solely based on a disagreement with his/her instructor about the quality of the student’s work. Finally, in any grievance alleging discrimination based on race, color, creed, national origin, marital status, sexual orientation, disability, sex, age, veteran status, or religion, the student should pursue the Campus Discrimination Grievance Procedure (See Appendix J).

Explicit and detailed procedures for addressing student complaints and grievances are maintained and available to all students in the Student Handbook (Appendix H). The Student Faculty Hearing Committee hears non-academic disciplinary compliance cases and/or cases involving violations of the Code of Conduct. Records of all judicial hearings are kept in the Dean of Students Office for 7 years. (Appendix H)

The Student Handbook contains the Code of Student Conduct, Rights and Responsibilities (Appendix H). Using this section as the bench mark for student behavior and conduct of academic endeavors, the Code also directs the student to the protocols that have been established regarding the grievance procedure. Section 5.0 Grievance Procedure of the Student Handbook (Appendix H) and the Policy and Procedures Manual (Appendix G) states “Both faculty and students have joint responsibilities in maintaining academic integrity. Conducive to learning is a precept of fair evaluation of academic work and a concern for human dignity.” In addition, the Student Handbook (Appendix H) delineates the purpose of the process, the student grievance procedure process, student responsibilities, and the procedural process to be followed when presenting a grievance. Finally, Section 8.2 Deviant Academic Conduct discusses the grievance procedure for students to initiate the process and redirects them to Section 5.0 for the grievance procedure.
Faculty members who are members of the United University Professionals (UUP) are also afforded the opportunity to air grievances in accordance with Article 7 of the UUP Handbook (Exhibit 7). The UUP Handbook demonstrates the process in place for UUP members to air a grievance, stating that “The purpose of this article is to provide a prompt and efficient procedure for the investigation and resolutions.” Staff members who are members of the Civil Service Employees Association (CSEA) are afforded the opportunity to air grievances in accordance with the member handbook (Exhibit 8). Article 34.1 defines a grievance as “… a dispute concerning the interpretation, application of claimed violation of a specific term or provision of this Agreement” Staff members who are members of the College Association (CA) are given a similar opportunity to air grievances in accordance with Section II, paragraph 22 of the CA Employee Handbook (Exhibit 9).

4. Intellectual Property

The College clearly demonstrates its commitment to the principles of protecting the intellectual property rights of its faculty as demonstrated in the Policies and Procedures Manual for Online Learning (Exhibit 14). Furthermore, Information Services has demonstrated its commitment to the aforementioned with its policies and procedures. Additionally, intellectual property rights are mentioned in course syllabi, where applicable. All employees of SUNY Canton have access to the Research Foundation State University of New York and the foundation has specific policies regarding protection of intellectual property. Finally, the United University Professions (UUP) provides a policy for the protection of intellectual property rights.

5. Publications

a) Academic Information

SUNY Canton uses several types of publications and advertisements to provide information to students and generate interest in the College. These publications are designed to be clear, informative and widely distributed to members of the campus and the community. The College Academic Catalog and Student Handbook (Appendix H) supply accurate information regarding all aspects of SUNY Canton including academic majors, course descriptions, financial aid and cost of attendance, policies and procedures, academic support services, and campus life. The College Catalog clearly delineates the required and elective course requirements for each degree producing program on campus. Respective departments and schools strive to offer courses that meet the needs of each student. However, there may be isolated instances where students, primarily transfer students, may be required to take a core course out of sequence therefore lengthening their time on campus in order to meet graduation requirements.

SUNY Canton uses its website to communicate with prospective and current students about program and degree offerings. The College Catalog is the primary source for detailed course and program information, and each respective degree program as well as General Education Requirements (GER) are fully explained on the campus website.

All scheduled semester, as well as, summer (Exhibit 15) and Winterterm (Exhibit 16), course offerings can be viewed electronically, and students can learn about the opportunity to fulfill
course requirements by utilizing the Associated Colleges network to cross register for courses at SUNY Potsdam, Clarkson University, and St. Lawrence University at no additional cost.

b) Promotional Information

The College markets both its programs and activities to attract students, faculty, staff, and community members to the institution. The SUNY Canton website is a main source of information about the College. SUNY Canton’s television advertisements are also used to promote the College.

The College also produces a number of other important print publications including, The SUNY Canton Magazine (Exhibit 17), which contains a report to the community, Convocation (Exhibit 18) and Commencement programs (Exhibit 19) and the After Canton alumnae/i magazine.

6. Media Contacts

All information for media release is channeled through the Office of Public Relations. Media information includes news, events, feature stories, photos, and such timely information as cancellations or emergencies. All faculty and staff are encouraged to contact the public relations staff (Director, Manager, or Coordinator of Public Relations) to share important news affecting the campus. Due to the volume of news items, media relations normally requests that those submitting information provide as much written detail as possible prior to the release writing process, noting specifically the time, date, and location of a specific future event. The assigned public relations staff member then determines the best way to release the given information and accompanying photos, videos, or multimedia items. Information is typically provided through updates on www.canton.edu, releases to local, state, and national media outlets, posting to social media outlets, including the College's Facebook and Twitter accounts, and campus-wide email distribution.

The College media policy requires that all media inquiries be reported to the Office of Public Relations to ensure the College's image and message are clearly articulated within all internal and external communications, to help gauge future successful strategies, and to monitor the College's placement and image within the media. In addition, the Web Coordinator/Designer or other Public Relations staff members approve the content of official College web pages to assure consistency, editorial clarity, and compliance with College policies.

There are several ways that Public Relations evaluates the effectiveness of its communications strategy. These include release placement and publication as written, media inquiries and follow-up interviews based on press releases (followed by article placement), permeation of follow-up, e.g. a story appears in a local paper and then is followed up upon by a regional, state, or national publication, and re-tweets, responses, likes, shares and comments on social media outlets. The methodology utilized for data collection concerning answering of questions presented is to review and report on existing policies and procedures that affect all staff, faculty, and students on the SUNY Canton campus. All data reviewed and analyzed is presented in the body of the response and links are provided.
B. Institutional Assessment (STANDARD 7)

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

In 2004, the College created the SUNY Canton Council for University Strategic Planning (CUSP) to facilitate long-range and ongoing strategic planning for the institution. As part of this process, the members of CUSP instituted the annual setting and reporting of measurable goals and objectives for each academic program. CUSP has conducted annual reviews of the goals and objectives and self-assessment outcomes in all academic areas to measure results.

CUSP was also instrumental helping to shape and approve the College’s most recent Strategic Plan, and in the 2011-2012 academic year has developed both an Institutional Effectiveness Plan (Appendix M) and an overall Assessment Plan to coordinate assessment, planning and budgeting activities. The College currently uses CUSP as the vehicle for overall assessment of institutional effectiveness.

CUSP, in turn, oversees both an Academic Assessment Committee and a Non-Academic Assessment Committee. Chaired by the Provost and co-chaired by the Dean of Academic Services and Retention, the Academic Assessment Committee is composed of faculty representatives from each school program and general education area as well as Institutional Research and Student Affairs. The Committee reviews annual goals, objectives, and outcomes of the academic areas, coordination of data collection, administration and outcomes review of SUNY required general assessments, and outcomes review of the assessment in the major. The Committee prepares an executive summary of each assessment, including its recommendations for the program/area assessed, for CUSP.

Founded in 2009, the Non-Academic Assessment Committee, chaired by the Vice President for Student Affairs and Support Services, consists of representatives from Administrative Services, Student Affairs, Institutional Advancement, Auxiliary Services, Grants office, Physical Plant, the Director of Institutional Research, the Provost and the Dean of Students. This committee conducts annual reviews of the goals and objectives and self-assessment outcomes in all non-academic areas, as well as reviewing the results of the non-academic portions of the Student Opinion Survey of Student Engagement (NSSE) surveys (Exhibit 20). The Committee prepares an executive summary of its activities, including its recommendations for each administrative unit assessed, and forwards an end-of-year report to CUSP.

All of the meeting minutes, and information for both the Academic and Non-Academic Assessment committees, are posted in an Assessment Repository to which the entire campus community has access.

1. Governing Bodies Assessment

The SUNY Canton President and the SUNY Canton College Council each make an annual report (Exhibits 21 & 22) to the State University Board of Trustees and the College administration on or before September 1 of each year and reports, from time to time, on any other matter it believes
requires attention. The SUNY Board of Trustees is evaluated at least annually via a SUNY system-wide report card that reports on the progress of the SUNY system as a whole. This reporting structure allows all with governance responsibilities for SUNY Canton the opportunity to review the progress of President, the College Council, and the SUNY system to assess the effectiveness of each other.

As the governance structure of both the SUNY system and the SUNY Canton campus outlined above demonstrates, the decision-making process for the campus includes representatives from multiple areas, both locally and state-wide, to promote informed decisions for the betterment of the entire campus. Governance activities are inclusive and diffuse and decision-making is generally made publicly and information shared within the administrative structure in order for those involved to have adequate input.

2. Support Services Assessment

Ongoing assessment of student support services is accomplished by individual areas using annual student evaluations. All areas have Goals and Objectives Statements and End-of-Year reports with quantitative assessments of each of the approved objectives. These are summarized in The Student Affairs/Academic Support Services 2010-2011 Annual Report (Exhibit 23).

The Student Opinion Survey (Exhibit 20), conducted every three years, serves as an overall student evaluation and the results are acted on by the appropriate areas. One example is when a very low rating was given to any evidence of spiritual life on campus; a Campus Ministry Office was established with six volunteer ministers from different denominations.

Assessment outcomes from the Student Opinion Survey are examined and acted on to “close the loop.” For example, tutoring lab hours were extended to weekends as a result of student comments and suggestions, remote placement testing procedures were established to accommodate new students, digital suggestion boxes have been added to websites and the Library has acted on many ideas offered. The Dean of Academic Services and Retention requires all program directors to examine outcomes and offer actions accordingly at least on an annual basis.

Program report cards, developed in 2011 with School Deans and the Provost, are also provided to every program and department to use in end of year program evaluation of goals and objectives. The report cards include a five year history of retention rates, graduation rates, enrollment, the number of program graduates, admissions data, and demographic information.

3. Continuing Challenges

Like many other institutions, SUNY Canton has worked to create a culture of assessment both in terms of academics and also in non-academic areas of the College. This cultural shift has not been without its challenges. The institution has suffered substantial cuts in funding that have required all those on campus to do more with less. At the same time, the College has enjoyed a rapid increase in student enrollment in the last five years. One of the results of the funding cuts coupled with increasing enrollments is that the workload of faculty who conduct assessments in
the major has increased in terms of both number of courses taught and the number of students in each course. (Exhibit 24-Program Report Cards) This has meant less time for reflection and assessment in all areas of campus operations including Faculty peer review, development of an overall assessment plan, addressing retention through assessment, assuring that goals and objectives are measurable and measured, and difficulties with General Education assessment and implementation.

The College has also continued its transition to offering baccalaureate degrees with a growing cohort of online courses. This has required both more detailed assessments and assessments of a different nature. As part of the growing pains associated with this transition, data collection was initially limited to externally accredited programs. There have also been significant changes in the State funding appropriation process where some funding is now allocated using a report card measurement tool for each State University system institution. (Exhibit 25-SUNY Canton Report Card) Finally, the Middle States Commission on Higher Education has changed many of its requirements, especially in the area of both academic and non-academic assessment since the time of SUNY Canton’s last self-study (Exhibit 1).

There has been significant turnover in key posts related to assessment at the College, including the Provost (four Provosts in five years), the Director of Institutional Research (three directors in five years with the position vacant for more than one year), a change in the Vice President of Student Affairs and Dean of Academic Services and Retention, and ongoing controversy regarding a potential shared Presidency/and or other shared services with the neighboring SUNY Potsdam campus. These personnel issues have created major headwinds with respect to efforts to implement an overall institutional assessment plan and close the loop by using both an assessment plan and the College’s Strategic Plan both to facilitate planning, budgeting, and priority setting and measure outcomes in terms of student learning and other campus operations.

In addition, the College has had difficulty prioritizing and conducting detailed surveys of graduates, transfer students, and faculty who leave the institution to understand their different perspectives on the institution. The faculty evaluation process whereby faculty chooses when they are evaluated by students continues to pose challenges in assessing faculty performance.

For many of the reasons noted above, the College, to date, has enjoyed moderate success in “closing the loop” by using feedback from students and faculty to drive institutional change, rationalizing academic and non-academic assessment and using best practices from other schools to improve the overall student experience.

IV. Student Admission and Support Services

A. Admissions (STANDARD 8)

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.
The College Admissions Office’s strategic plan, consistent with the College’s mission, includes an ongoing effort to improve the academic quality of our students, while striving to increase the overall enrollment of the campus. Within the College Catalog and College Website, minimum admission standards are published for all academic programs. Students meeting specified academic requirements are placed directly into programs, while those needing additional coursework are admitted into related certificate or associates programs so that they may obtain those minimum requirements. Each year, the Admissions Office, in conjunction with the Provost and the Academic Deans, reviews retention and enrollment data to determine whether changes in admission requirements or processes are necessary. These changes have historically included altering leveling for math placement, working with program directors to adjust admission prerequisites, and creating selective programs.

SUNY Canton continuously collects data regarding demographics, retention, graduation, and withdrawal rates to modify and improve academic and co-curricular programs and services provided to students. To this end, and in line with the College’s Strategic Plan, enrollment trends are revisited annually by the Office of Institutional Effectiveness and Department of Information Services and measured against the College’s Mission and Goals. Admissions profiles are determined with the objective of increasing retention and graduation rates.

1. Student Profile

Characteristics of students the College wishes to attract include high school students and College transfer students with high grade point averages, students from diverse ethnic and socioeconomic backgrounds, students from a wide number of states and countries, students pursuing Bachelor’s degrees, and those seeking online and hybrid courses. The College attracts students with a wide-span of GPA’s, primarily from New York State as well as Canada, Vermont and New Jersey. The current students enrolled at SUNY Canton as freshman for the 2011-2012 school year have an average GPA of 80%. Our current student body is comprised of students predominately from St. Lawrence County, the New York City boroughs (specifically Bronx, Kings, and New York Counties), and Jefferson County. Students who reside on campus make up 34% of the student population while 66% of students reside off campus and commute to classes.

Currently, six hundred and seventy eight (678) students (18%) are minorities from a federally protected class. The gender ratio is 48% male and 52% female. The current student body is comprised of students from 14 U.S. states and 5 countries. The percentage of current students in the non-traditional age group is 25%.

2. Recruitment

The Admissions Office works to recruit students from all regions of New York State, as well as its surrounding border states, including Vermont, New Hampshire, Massachusetts, New Jersey, and Pennsylvania. Internationally, the office collaborates with the International Programs office and the Athletic Department to develop programs and recruit students from abroad. To target non-traditional students and transfer students, counselors attend community college events. In
addition, the Admissions office works closely with the Financial Aid office to provide assistance in applying for aid and scholarships.

Methods of attracting prospective students to SUNY Canton include mailings, participating in high school visits and college fairs, and holding events on campus, including prospective and admitted student open houses. Prior to, and during these visits, students complete inquiry cards indicating their academic, athletic, and extra-curricular programs of interest. In addition, prospective students are encouraged to view the school website to determine the programs for which they are academically qualified, by reviewing the prerequisites page.

3. Eligibility

Upon receipt of a completed application and appropriate transcripts, admissions counselors use data to determine eligibility, including New York State Regents scores, core curriculum grades, high school or college grade point average, and, when applicable, SAT/ACT/TOEFL scores.

Programmatic eligibility requirements for individual programs are established by the academic deans using annual retention data. For each degree program, minimum English, Math and Science standards reflect the degree of rigor of the program. Counselors compare the data from the transcripts to the program requirements to determine admissions eligibility. The Admissions office and academic deans also work together to establish minimum entry requirements for overall College admission, in line with the College’s mission and goals.

Program and academic eligibility criteria are outlined in the College Catalog and admissions recruitment materials, as well as on the College’s website. In addition, this information is relayed to prospective students by counselors, both in the office and while traveling to meet students. If a student does not meet all minimum requirements for a program, admission is offered to a similar program within the College’s ladder curriculum, ensuring a greater likelihood of success for the student. Students who do not meet program qualifications and are financially eligible are candidates for the Education Opportunity Program (EOP) or Be Proud programs to help with student success.

Transfer policies are published both online and in the College Catalog. Transfer credit is determined after a transfer evaluation completed by the Registrar’s office, followed by approval of the dean of the school to which the student is applying.

Information regarding financial aid, scholarships, loans and refunds is published on the campus website and in the College Catalog. (See also Exhibit 26) Also, pertinent materials are provided in the admitted student enrollment packet. Counselors are given limited training to answer general questions about financial aid and to direct students to more comprehensive information through the Student Service Center and the Financial Aid website.

To assist Admissions staff in understanding why students apply to and choose to attend, or not attend SUNY Canton, a survey of all admitted students was developed with the Admissions and
Public Relations departments. This survey, launched in the Spring of 2012, has provided the College with needed data to refine recruiting strategies and make changes in future marketing.

B. Student Support (STANDARD 9A)

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

The Student Affairs and Support Services areas in the Division for Academic Services and Retention are staffed by individuals qualified to accomplish the mission and goals of the division. Institutional standards set expectations for professional staff selection, evaluation, and supervision. Professional staff is hired according to the College’s Human Resources Policies and Procedures. They hold degrees in a field relevant to the position or possess an appropriate combination of educational credentials and related work experience. Areas, such as Counseling and Health Services, have additional state licensure and credentialing requirements.

1. Accommodative Services

The Admissions Office notifies the Office of Accommodative Services of all newly-admitted students who have self-identified as individuals with disabilities. Accommodative Services, in turn, sends information to the newly-admitted student to provide guidelines for documentation and assist in the verification of disability. Students and their families are encouraged to visit the Accommodative Services webpage to aid in the self-identification process.

In addition, faculty and staff refer students to the Office of Accommodative Services if the student self-identifies as disabled during the course of their studies. Referrals are also made through the Counseling Center or Health Services, Adult Career and Continuing Education Services, Vocational Rehabilitation (ACCES-VR), high school guidance offices and Committee on Special Education offices all refer prospective students to the office.

Students must submit current and credible documentation of their disability as stated in the documentation guidelines established by the College. These guidelines were established under the best practices in higher education. The students, and sometimes their families, are aware of the services when the students register. At the time of registration, students receive a hard copy of the accommodation plan to which they have agreed and signed. It is up to students to follow the procedures for obtaining their accommodations. The procedures are presented to the students when they register with the Office of Accommodative Services and are available online.

The Office of Accommodative Services tracks students registered by the office through the campus Moving Toward Success (MTS) data entry system. The Director personally contacts students by phone or e-mail and meets with those students who have an identified attendance or performance issue. The purpose of the contact is to create a strategy to support the student toward success. The Office of Accommodative Services maintains yearly reports with the number of student registered with the office and the services used.
2. Academic Advising

SUNY Canton believes that Academic Advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.

At SUNY Canton, matriculated students are assigned a faculty academic advisor in their area of interest at the beginning of their first semester of study. Students meet with their advisors at the beginning of their first semester, and every semester after that. To further improve the advisee-advisor connection, First Year Experience students complete coursework related to their responsibilities in the advising process prior to their first experience with course selection and scheduling.

The faculty advisor helps their student advisee plan a program to satisfy degree requirements within the student’s chosen curriculum. Faculty advisors also assist in explaining the College’s processes and requirements. Each student meets with her/his faculty advisor at least once each semester for a pre-scheduling appointment. The student’s academic progress is accessed and the subsequent semesters’ course work is planned. The faculty advisor is also available to assist their student advisee with problems of an academic or vocational nature. Advisors are kept informed on a regular basis regarding an advisee’s progress through an electronic system (Moving Towards Success MTS) by the College faculty so they can track their at-risk students. In addition, students on academic probation are monitored closely and meet with a probation counselor to encourage progress and success.

An Academic Advising Center was established in 2009, with the goal of providing a supplement and a complement, not a replacement, to the faculty advising model. The Center was created in response to students’ complaints that their schedule did not allow them to connect with their advisors. The Academic Advising Center has a full-time Director and is open every day that students are in classes; it provides students with accurate and timely information so they can make informed choices and also promotes the use of campus resources, such as learning labs and tutoring. The Advising Center website is prominently located on the student section of the campus homepage. The current Director is a member of the National Academic Advising Association (NACADA). The College makes much use of their materials and consults NACADA by phone and at conferences and conventions. Additionally, the Director completed the NACADA’s national seminar on “Assessment of Advising” and is implementing best practices in advising assessment.

Ongoing training and refreshers are offered throughout the academic year for both new and seasoned faculty advisors. Faculty advisors can have up-to-date information on both advising and all changes in SUNY Canton procedures. The Director of the Academic Advising Center is responsible for this training.
A Canton Advisor Resource Packet (CARP) was developed by faculty members and is available in both hardcopy or electronically to students, faculty and staff. The Director of the Academic Advising Center continually updates this with current information. Finally, the School of Business & Liberal Arts recently developed a Student Needs Assessment & Advisement Plan, and an Advisor-Advisee supplement form.

SUNY Canton recently implemented the Curriculum, Advising and Program Planning tool (CAPP). This basic degree audit system interfaces with the current Banner course management system (UCanWeb). The audit tool gives students and their advisors immediate information about the requirements that still need to be completed before graduation. One other feature of CAPP is a “What if…” function. As students explore the many degree options available to them, they can enter a number code in CAPP, indicating a change in major, and immediately see how the courses they have completed fit into the possible new major. However, given the limitations of the CAPP tool, in January 2013, the College has begun the process of integrating the DegreeWorks academic advising, transfer articulation, and degree audit software with the existing Banner course management system to replace the College’s current degree audit function. This is intended to provide students, faculty, and staff with more robust software that integrates with other campuses in the SUNY system.

A survey of advising has been conducted annually since the 2008-2009 academic year, with all students who participate in pre-scheduling eligible to take this web-based survey. The surveys have been used to implement changes to the advising process, including the addition of a degree audit function in the course management system.

3. Campus Safety

The University Police Department is the law enforcement agency for the campus and is dedicated to maintaining and promoting a safe and secure atmosphere on campus consistent with the educational mission of the College. The Committee on Campus Safety acts as an advisory group on campus security and oversees most aspects of campus safety programs. To promote safety on campus, the University Police complies with the Jean Clery Disclosure Act regarding crime awareness and campus security by provide the campus and the community an annual report regarding campus safety. Additionally, the College utilizes the SUNY NY-Alert emergency notification system for all members of the campus community to provide immediate notification by phone, fax, email, and text message, of any campus emergency. The College also maintains a number of other public campus safety reports and an emergency procedures manual to assist in an emergency such as the fire that occurred in Cook Hall in February 2012.

4. Career Services

The Career Services Office makes every attempt to provide services virtually and on-site, including seminars on job search skills, etiquette, dressing professionally, and personal finances. A new director was hired in late 2006 and the office has seen increased use by the student body. The office provides 30-40 in-class presentations to students each semester. The office has also responded to student need by providing web services. This includes a job database linked to
national job lists (CSO Interface), a resume, cover letter, and interview preparation service (Optimal Resume), an online career library and information sources (Career Insider), a virtual career office offering a broad collection of information and services (Fergusons Career Guidance Center), and online personal financial education (Cash Course offered through the National Endowment for Financial Education). Additionally, the website offers electronic versions of office handouts, a list of job search sites for single professions, information on civil service exams, and career fairs. This year, Career Services was relocated to the Campus Center to increase foot traffic and allow a committed space for visiting recruiters. Additionally, technology was purchased that now allows recruiters to interview through internet conferencing.

5. Child Care

When public school is closed during the regular academic year, the Student Activities office offers “Kiddie College” for children in grades kindergarten & up. College students can drop-off their children and attend classes. The children are offered games, arts & crafts, etc. A community-based child care center located only 3 miles from SUNY Canton also serves the needs of our campus community. In addition, a child care center exists at SUNY Potsdam that places children first for SUNY students, then faculty and staff of SUNY. SUNY Canton students can apply for grants allowing their children to attend childcare for free or at heavily discounted rates.

6. Course Management

Banner (UCanWeb) and the College’s website provide course information to students, faculty, and staff. UCanWeb can be utilized by students to check transcripts, grades, and schedules. Faculty members are able to use UCanWeb to assist students with advisement and for a variety of other academic purposes, including entering student grades, tracking student performance, and alerting students to attendance or performance problems using the Moving Toward Success (MTS) system.

7. Counseling Services

Personal Counseling Services are provided by a fully-licensed professional staff. Workshops, educational programs and activities contribute to overall student development. Themes include: decision making, communication skills, conflict resolution, grief counseling, leadership skills, life-style differences, relationships, sexuality, alcohol and substance abuse, and stress management.

8. Diversity and Multicultural Affairs

The Office of Diversity Affairs has a full-time director and professional staff. It offers cross-cultural programs and provides advice, counsel and advocacy for underrepresented ethnic and social groups.
9. Financial Aid

To meet the costs of a quality college education, SUNY Canton offers a comprehensive program of financial assistance. The Student Service Center provides personal assistance to students and parents from initial inquiry to completion of a student’s program of study. Detailed explanations regarding tuition, fees and financial assistance are easily available to all students in the College Catalog and on the Financial Aid section of College website. Approximately 85 percent of degree students receive some form of financial aid.

In addition to assistance awarded on the basis of financial need, the Canton College Foundation awards scholarships based on special characteristics and accomplishments. Currently 125 are awarded each year. Qualifications are defined in the College Catalog.

10. Health Services

The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy life-style choices. As part of the wellness focus articulated in the Strategic Plan, a health educator/wellness coordinator was hired in May 2012 to promote wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines as stated in the Policies and Procedures Manual (Appendix G)

11. Residence Life

SUNY Canton considers on-campus living an important part of one’s education. To that end, the College’s Residence Life Office provides a number of housing themes, and lifestyle options, such as the new Grasse River Suites residence hall, Pet Wing, Honors Floor and Team Roo. Residence Life provides student programming, professional supervision and monitoring of the residence halls. The Residence halls are equipped with amenities including high-speed internet access and over 50 channel cable TV access.

12. Student Activities

The College sponsors a large number of athletic programs, clubs and activities and students are encouraged to participate in the many social, cultural, educational and recreational opportunities.

a) Athletics

With the opening of the new Roos House athletic center in fall 2011, SUNY Canton has begun a new chapter in collegiate athletics and recreation. The College has expanded its recreation and athletic programs to mirror the growth of the College. Men’s and women’s programs are offered
for ice hockey, soccer, cross-country and basketball and the College offers men’s baseball and women’s softball. New programs in the process of starting include volleyball, lacrosse and golf. Teams compete in the United States Collegiate Athletic Association (USCA) and the American Collegiate Hockey Association (ACHA). The College Athletic program is currently governed by the Intercollegiate Athletic Board (IAB). All student athletes must adhere to the guidelines as stated in the Student Athlete Handbook. The SUNY Canton Strategic Plan contemplated applying for entry into the NCAA Division III (Exhibit 73), and the College presently has exploratory acceptance into the NCAA Division III and anticipates full acceptance in 2012-2013 (Exhibit 74).

Those who wish to enjoy sports at a less formal level can enjoy the intramural programs. Intramural competition is encouraged and students have numerous opportunities to participate. However, the intramural sports program has struggled at SUNY Canton in recent years. A new director has brought a renewed energy and focus to the program inviting faculty and staff to participate with students. Currently, there are five leagues: Flag Football, Soccer, Dodge Ball, Beach Volleyball, and a peer fitness program called “Fit as a ROO.”

b) Student Governance and Academic Bodies

The campus has a number of student governance bodies including the Student Government Association (SGA), the College Activities Board, the Canton Student Alumni Association and the Residence Hall Councils. The SGA is the main student government body to which all other student organizations must send representatives to receive funding. Students may participate directly as members or indirectly as Senators representing another organization. The College Activities Board’s mission is to identify, organize and staff events, concerts, speakers, festivals, and other social events. The Student Alumni Association works with students and alumni to increase the participation in events and charitable giving to the campus. The Residence Hall Council is the governance body for students living in and concerned about issues related to the living conditions on campus.

c) Cultural and Social

SUNY Canton has a large number of organizations that contribute to the diversity of campus and provide opportunities to learn about other cultures. These groups include:

African Student Union  Black Student Union
Brother 2 Brother  Caribbean United
GSA (Gay Straight Alliance)  Gospel Choir
Hispanic Unity  Outdoor Adventures Club

In addition, while the College Activities Board arranges many of the large scale social and cultural events, throughout the academic year, the Student Government Association and Student
Activities Office host many campus-wide events for students, families, faculty, staff and the community. For example, monthly faculty-staff -student mixers provide for collaboration and casual exchanges on campus with local entertainment.

d) Academic and Honor Societies

There are academic organizations that allow for the development of the social, personal and professional skills.

- American Criminal Justice Association (ACJA)
- American Society of Civil Engineers (ASCE)
- Automotive Club
- Business Club
- Marketing Club
- Computer Club
- Early Childhood Institute of Electrical and Electronics Engineers (IEEE)
- Investment Club
- HACKERS (HVAC Club)
- Nursing Student Association
- Physical Therapy Association
- Golden Key Honor Society (4-year academic honor society)
- Phi Theta Kappa (2-year academic honor society)

13. Student Records

SUNY Canton fully complies with the Family Educational Rights and Privacy Act (FERPA) regarding the privacy and confidentiality of all students’ records as fully stated in the Policy and Procedures Manual (Appendix G). Policies regarding the release of student academic information are also published on the Registrar’s website. To assure FERPA compliance, Human Resources requires each new employee to view an instructional video explaining FERPA and take a test demonstrating knowledge of pertinent FERPA provisions.

Currently, all written student files are kept locked in each dean’s office and only made available to faculty and professional staff. However, students may sign out their own files to address issues with academic advisors and other faculty and staff as needed. The College is currently working on an electronic student recordkeeping system with the first phase being implemented by the Office of Admissions.

In 2008, the College instituted a campus-wide review of the policies and procedures used for handling confidential and sensitive student information. All areas of the campus involved in handling student records participated and the results were made available for institutional review (Exhibit 27). The College also conducts an annual Health Insurance Portability and
Accountability Act (HIPAA) review, pursuant to a SUNY system mandate and under SUNY System supervision, to assure any need compliance with HIPAA provisions is taking place. (Exhibit 28)

C. Retention, Persistence, and Completion (STANDARD 9B)

1. Introduction

SUNY Canton seeks not only to enroll students who are prepared for college, but to ensure that they are provided with the opportunity to be successful in their field of study and also to graduate from their selected program. In order to put students in the best position to succeed at SUNY Canton, they are encouraged to take a college preparatory curriculum in high school such as Math (Algebra, Geometry, Trigonometry, and Pre-calculus), Science (Biology, Chemistry, Physics, and Earth Science), and an English program with a significant required writing component. It is also helpful if students are comfortable with the use of technology such as Microsoft Office, the ANGEL learning system, and other curriculum-specific software. Awareness of academic tutoring centers, internship opportunities and Career Services also contributes to student success at SUNY Canton. Students are made aware of technology and student services at the mandatory Freshman Orientation.

The College views student retention, persistence, and graduation as an ongoing and collaborative effort. Everyone, and every office, has a responsibility for student retention, from support services that provide reliable technology for students to access web-based instructional materials, to professors who use specific teaching strategies and pedagogies to facilitate student learning and engagement. Even our custodial staff and University Police officers have a responsibility for retention by providing a safe and clean environment for students. One of the most important goals for the College going forward is to assure that students finish what they intend. This requires working to improve the College’s graduation and retention rates (Exhibit 29).

To that end, the College uses many tools, including graduation and retention data as well as faculty and program evaluations, to improve retention, persistence and completion and deploy resources to support such efforts. Appropriate academic and administrative staff analyze the results of special retention programming to improve and build upon existing program (Exhibit 30). In addition, each area in the Division of Student Affairs and Support Services documents student learning outcomes according to the Council for the Advancement of Standards in Higher Education (Exhibit 31). Finally, the Provost’s office has implemented several pre-college initiatives and identified a series of best practices in retention programming.

For example, the Spring 2009 report from Noel-Levitz (Exhibit 32) was used to justify additional financial resources for several retention efforts. Specifically, the report supported the creation of the College’s Advising Center. Initially the Center was staffed with a part-time director, but the initial success of the Center resulted in the position being made full-time.

The Advising Center, in turn, has facilitated a Survey of Advising (Exhibit 33) to collect student feedback regarding advising services. Results are shared with faculty and staff in order to
improve faculty advising and are also used by the Advising Center itself to improve, enhance, or develop advising initiatives (Exhibit 3).

The College also uses the FYEP Instructor Feedback Survey (Exhibit 35) to collect student feedback regarding the First-Year-Experience. Results are used to improve the FYEP program and justify the use resources (Exhibit 36). Beginning in 2011, the FYEP program received increased funding based upon the Instructor Feedback Survey and other measures of the success of the program.

However, despite these efforts, the College often finds itself dealing with students who may need additional assistance to be academically successful. As a result, SUNY Canton provides a number of additional programs and services to assist students in academic need. These have been developed as a direct result of examination of retention, persistence, grade-point average, and graduation data. Such programs include Academic Probation, TRIO Student Support Services and placement testing. More specifically, programs such as the Canton Completion Initiative and Be Proud were designed to help a specific demographic group; the programs were developed based on withdrawal rates in those areas. The Collegiate Science & Technology Entry Program (CSTEP) Program has also recently been awarded to the College as a direct result of the number of underrepresented populations in licensure curriculums.

2. The Canton Completion Initiative

In support of its mission as an access institution and to strengthen the laddered curriculum where students may enter into a certificate or associate level program, and ultimately complete a four-year degree, the College has also built a coordinated and campus-wide effort to assist students in attaining skills necessary to successfully complete college-level work and achieve academic success. Phase one of the program, called the Canton Completion Initiative, consisted of a series of retention activities, including the Moving Toward Success early alert intervention program, the Jumpstart early arrival summer immersion program for at risk students, and the Be Proud first-year block schedule format program for underprepared pre-Criminal Justice students. While this phase of the program was successful in raising the retention rates, the College needed to move the program to the next level.

To that end, Phase II of the program began in fall 2012 involving 125 students from five degree programs: Early Childhood, Graphic & Multi-Media Studies, Sports Management, Computer Information Systems, and Liberal Arts-General Studies. Phase II promotes supportive prevention by using a cohort and mentor model and block course schedule to assist students in 1) completing required preparatory coursework to be fully admitted into their degree program of choice by the 2nd semester of college, 2) adapting to college level work, 3) increasing academic achievement through a supportive and collaborative course and cohort model, and 4) exposing them to their chosen major and future career by enrolling in a professional course in the 1st semester.

Students in the program are assigned an academic mentor, attend mandatory workshops and seminars, and participate in various support services at the start of their enrollment at the
College. At the same time, participants enroll in a major related course, and FYEP 101 following a 15-week semester schedule, while preparatory courses in English and Math are condensed into two, seven week blocks. The seven week blocks allow pre-major students to complete all preparatory courses in the 1st semester along with the applicable program major course. This allows students to enter their chosen degree program in the second semester.

3. First Year Experience

Like many universities, SUNY Canton has developed a First Year Experience/Program (FYEP) to help entering students get acclimated to college life and work. In the broadest sense, the purpose of FYEP is to move students from an external or abdicated locus of control (parents and teachers directing education) to internalized control; one that is self-directed or self-invested. Students are moved toward that outcome through development in three main skill areas: study skills, time management, and personal responsibility.

The most pressing skills to develop as a first-time, first-year student involve study habits and time management. Faculty also begin teaching basic skills like reading and understanding a syllabus, understanding course grading policies, where to find information (including using the ANGEL learning system, the Internet and library research), and how to connect with academic staff for help, guidance and/or tutoring. As the course progresses, students develop their communication skills and begin reflecting on the assignments to date and begin the process of integrating learning. Career Services staff present information to students on the importance of interest/talent identification, and students evaluate the congruence of their academic aspirations with their identified strengths. Students work with their faculty advisor to evaluate their academic path, and assure that the path fits their career direction. At the same time, they begin to exercise their voice in directing their academic path. Students are also provided a Student Success Handbook as an informational reference and this resource is also available to new and seasoned academic advisors.

These efforts are designed to provide the student the tools, and ultimately the confidence, to manage their work load and graduate in a timely fashion. Further, these same skills are critical in the transition to life after college, and students begin to learn the necessary skills in their first year to manage tasks, perform well, and take responsibility for their direction.

4. Academic Probation

The Academic Probation Program uses withdrawal data and success rates to modify and introduce new programming such as Smart-Steps (student study skills workshops) and intrusive advising (Intervention levels). Also, the yearly goals, objectives and outcomes for the Division of Student Affairs are used as a guide for new programming to support underachieving students.

5. TRiO Student Support Services

TRiO (Federal educational opportunity outreach programs) provides services to qualified students. TRiO staff regularly assesses the program by reviewing student outcomes, Freshman
Seminar evaluations, the outcome of required student contacts with Student Support Services counselors, and student grade reports. Recent data has resulted in the current TRiO grant being written, including the addition of a Math/Science Specialist related to student needs. Improved communication within the division and entire campus has increased awareness of the program options and resulted from the development of the TRIO SCOOP online newsletter.

6. Orientation

Once accepted at SUNY Canton, all freshmen and transfer students are required to attend a new student orientation program which is offered both fall and spring semesters. To assist new students in acclimating to college life, the Boomers and Flyers Program provides personal contact to each student for assistance with orientation activities, including scheduling, housing, academic expectations and success strategies. Students are also introduced to various reference and technological tools including the Ucanweb course management system, campus email, and the resources provided by the library.

7. Student Activities

Outside of academics, there are many areas in which students become a part of the campus community. These engagements also assist in the retention of students. Co-curricular activities such as clubs and organizations, intercollegiate athletics and intramurals, and other activities outside the classroom are provided in order that students have an enriched college experience.

8. Tutoring

The Tutoring Office, with a full-time Tutor Coordinator, offers Learning Labs and individual assistance to students as needed based upon expressed need or a referral from a faculty member. The Tutor Coordinator works with students to customize tutoring resources for a particular course or project.

For areas with significant tutoring needs, curriculum specific tutoring labs and small group tutoring is used. This tutoring is currently available in Accounting, Business & Finance, Computer, Math, and Science. In addition, a Writing Center is available to assist students with any course that requires written expression as part of the coursework. English Second Language (ESL) students are also referred to the Writing Center for specialized assistance and a Conversation Partners program has proven very helpful for ESL students, but at present there are no dedicated classes for ESL students and there is not an ESL Specialist.

Most tutors are individuals with a professional degree in their field of expertise, but some junior and senior students who have excelled in a particular course or program are utilized as peer tutors. The Tutor Coordinator also offers personal assessment, study skills and time-management advisement. The semester tutoring schedule is on the tutoring website and a log-in database (swipe ID cards) allows for tracking and report generating with respect to tutoring activities.
Tutoring Services have received high rankings on recent surveys. Canton scored a 3.84 on student satisfaction surveys, higher than that of the SUNY average of 3.72 based on a 5.0 scale. (Exhibit 20).

9. Student Support Services

The Student Support Services (SSS) Program is a grant program that, much like the EOP program, improves access for college students to SUNY Canton’s academic programs. The program is connected to BASK 060 (Freshman Seminar) and provides an opportunity to belong to CHI ALPHA EPSILON, a national honor society, if academic standards are met.

V. Faculty (STANDARD 10)

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

A. Introduction

The faculty of SUNY Canton is in a constant and rapid state of evolution. For the first ninety years of the College’s existence, the highest degree conferred was an Associate’s degree. Thus, the highest level of education required by the faculty was a Master’s degree or a degree appropriate for licensure in a particular field. In addition, relevant work experience was emphasized in assessing the fitness for a candidate who applied for a teaching position at SUNY Canton. While this continues to be an essential qualification for many of the faculty as SUNY Canton remains committed to the vision of preparing students for careers in the global technology economy, health care, criminal justice and green energy fields to name a few, over the last decade several factors (both internal and external to the College) have required corresponding changes to the professional makeup of the faculty. Chief among these factors are: 1) the proliferation of baccalaureate degrees; 2) an increased dependence on external funding for equipment and programs; and 3) criteria for various external accreditation boards. The most significant impact on the faculty is the requirement of a doctoral degree, or appropriate terminal degree from an accredited institution for continuing appointment (tenure). Increasingly, candidates must be “ABD” or otherwise terminally qualified to join the SUNY Canton faculty on a tenure track.

Students at the College have a high perception of the quality of faculty advising and instruction. Furthermore, there has been an improvement in recruitment of female and minority faculty. In addition, support from the College Foundation for professional development has grown substantially. As a result, faculty are better prepared to administer programs at the baccalaureate level and are increasingly active in professional organizations. Hiring and evaluation policies and procedures are clear and faculty are now assisted with academic advising by a professionally staffed Advising Center.
The following is a detailed portrait of the faculty, including a discussion of demographics, faculty credentials, the evaluation process, and other aspects of the faculty which highlight the various ways SUNY Canton remains a leader in its sector and true to its mission.

B. Demographics

As of December 2011, the faculty of the College is comprised of eighty-four (84) full time tenure track faculty, thirty-three (33) non-tenure track faculty and ninety-one (91) part-time faculty members. A Full time faculty member is defined as having at least twelve student credit hours each week or being a College librarian. Faculty are represented by the United University Professions (UUP) union.

Several demographic trends are revealed below:

1) The number of full time faculty on a tenure track is eighty-four (84) (Exhibit 37). This is an increase from 2002 when there were eighty (80).

2) The number of full time faculty (non-tenure track) has increased significantly from thirteen to thirty-three (13 to 33) in the past ten years. Moreover, during this same period, the number of adjuncts has increased (dramatically) from eight (8) to ninety-two (92).

3) The current average length of service is ten (10) years. (Exhibit 38)

4) The number of full time female faculty on a tenure track is 36, non-tenure track is 15, and adjunct faculty is 53. This is a significant increase from 2002 when there were no female faculty members in the School of Engineering Technology. Now there are five (5) full time female faculty members in this school.

5) The number of full time tenure track faculty with terminal degrees is 48 (57%) (Exhibit 39). As mentioned above it is now required that a faculty member have a terminal degree for tenure (Exhibit 40). There are eighteen (18) full time faculty members working on terminal degrees (Exhibit 41). In the past several engineering faculty held only the degree required for accreditation or professional license. Now they must have a terminal degree.

6) There are fifteen (15) full time tenure track faculty members from a federally protected class. Additionally, there are three (3) non tenure track and three (3) adjunct faculty members who are from these minority populations (Exhibit 42).

7) Average salary has increased (across all ranks) since the last study bringing SUNY Canton more in line with salary averages for academic professions in the Northeast Region (Exhibits 43 and 44).

8) The current ratio of students to faculty is 21:1.
C. Faculty Credentials

The preparation of the teaching faculty can be demonstrated by their academic credentials (See College Catalog). As mentioned in the previous section, of the eighty-four (84) full time faculty members forty-eight (48) have terminal degrees in their fields of study. In addition, eighteen (18) of those remaining are in the process of completing a terminal degree (Exhibit 41). Several of these individuals are considered to be “ABD” having completed all of their course requirements and are currently in the process of writing their dissertations.

In the past few years, more emphasis has been placed on scholarship in the evaluation of full time faculty members at SUNY Canton for promotion and tenure. As a result, the faculty has been substantially more active in this regard. For example, many faculty members have several publications and have been presenters at professional meetings and conferences (Exhibit 45).

In addition, substantial grants have been awarded to the faculty. These include grants from the National Science Foundation (NSF) and Carl D. Perkins grants from the United States Department of Education. SUNY Canton faculty members have also received external funding from the New York State Department of Education and the New York State Energy Research and Development Authority (NYSERDA). Grants from private companies have helped support research in chemistry, alternative energy and nursing to name a few.

Several of the programs of study offered by the College are externally accredited (See College Catalog). There are currently four (4) accredited curricula at the associate degree level in the School of Science, Health and Criminal Justice (Dental Hygiene, Nursing, Physical Therapy Assisting and Veterinary Technology.) In all cases accreditation boards specify the credentialing standards for the faculty (Exhibit 46). Within the Canino School of Engineering Technology there are four (4) accredited associate degree programs. They are all accredited by Accreditation Board for Engineering and Technology (ABET) and consist of Air Conditioning Engineering Technology (ET), Civil ET, Electrical ET, and Mechanical ET. Additionally, the Automotive Technology program maintains NATEF basic certification (that is not an accreditation, however). The requirements for faculty credentials are driven by the State of New York and the professional accrediting/certifying body. The faculty members for each of the externally accredited programs of the College either meet or exceed the requirements of the accrediting body.

There exists a formal procedure for hiring a faculty member. The Dean of each school has the responsibility to hire a qualified candidate to fill a faculty position. The procedure begins with the completion of Position Release/Recruitment Authorization Form that contains a description of the position being offered and the educational requirements. Once a person is hired, the Personnel Transaction Form (Exhibit 47) and the Credit Validation Request Form (Exhibit 48) must be completed. If the successful candidate lacks any credentials specified, a stipulation is written into the appointment letter as to what credentials must be obtained in a specific time period in order for the person to be reappointed or receive continuing appointment. If a person
is to teach a new course, it is the responsibility of the department chair or program director (in consultation with their dean) to credential the prospective instructor.

D. Evaluation of Faculty

The evaluation of all teaching academic employees, either full-time or part-time, is ongoing. The process differs for annual evaluations versus an employee who is applying for a personnel decision such as promotion, reappointment or continuing appointment (Appendix J). In both cases the same criteria, set by the SUNY Board of Trustees, are used. These include: Mastery of subject matter, Effectiveness of teaching, Scholarly ability, Effectiveness of College service and continuing growth.

All faculty members must undergo an annual evaluation. The primary instrument used is the Faculty Information Form (Exhibit 4) which must be submitted by September 15th of the academic year. The report addresses the previous year’s activities from September 1st to August 30th. The report consists of a detailed account of courses taught, formal coursework completed, publications, presentations and continuing education programs attended. It also includes a discussion of the faculty member’s goals and their planned program of professional development. The report is filed with the employee’s supervisor and generally the evaluation process concludes with a conference between the employee and supervisor.

Academic employees requesting a personnel decision must submit a Faculty Evaluation File. This portfolio generally includes the original documents and materials collected when the employee was hired. Other materials collected by the candidate for inclusion include an up to date curriculum vita, publications, and works in progress or other creative work. Candidates also include documentation related to the criteria listed above. Student evaluations (Exhibit 5) as well as documents of support from other members of the campus community or the community at large may also be included. These should address the candidate’s competence and service.

The faculty member must submit their Faculty Evaluation File first to a Peer Review Committee. All members of this committee review the file, they may ask for additional information and in some cases a classroom observation may be performed, with the candidate’s permission. The members collectively formulate a recommendation and then the portfolio is transferred to the Department Chair (if applicable), the School Dean and the Vice President of Academic Affairs. Additional information from the candidate may be requested at any level. Finally the Evaluation File is presented to the President for recommendation.

The performance of all campus librarians is also assessed annually to determine the extent to which each academic employee has met his/her professional obligations. The results of such evaluations are used in the planning of library services, to improve librarianship and professional development, and as a basis for personnel decisions.

E. Policies and Procedures for Adjunct Faculty
Adjunct faculty members are part-time employees who serve as substitutes for faculty on leave or who are hired to supplement normal course offerings. They are hired on a semester by semester basis after having been credentialed and approved by their supervisor and/or school dean. The duties of any part-time faculty member and their professional obligations are defined in their individual appointment letters (Exhibit 40). The duties, fee scales and benefit opportunities are explained in the Human Resources Personnel Handbook (Appendix J). Depending on the circumstances of the appointment letter, the adjunct faculty member may be required to only teach their classes and provide office hours or they may be expected to participate fully in the obligations expected of permanent employees. The faculty members who do not have a full range of obligation are paid on a credit hour basis. If they are expected to participate in a full range of professional obligations, they are paid on a basis of prorated basic annual salary in accordance with the United University Professions Collective Bargaining Agreement (Exhibit 49). Part-time faculty may be entitled to some employee benefits. Part-time/adjunct faculty members do not complete an annual report for evaluation nor do they necessarily meet annually with their supervisor. All part-time/adjunct faculty members are required to have student evaluations done in all sections of all of their courses. The major component of part-time/adjunct evaluation is presumed to be the purview of the individual’s direct supervisor, either department chair or program director. An Adjunct Faculty Handbook is provided to all new faculty members upon hire. (Exhibit 50).

F. Professional Development

The College supports the faculty in their professional development endeavors in a variety of ways. For example, travel funds are generally made available to a faculty member who travels to a conference as an active participant (for example as an organizer of an academic conference or as a presenter at a professional meeting). It is also possible for a faculty member to receive travel funds to attend a conference or a workshop if there is a clear benefit to the College or to the students. In addition, SUNY Canton supports professional development through sabbaticals and other leaves, tuition waivers, payment of conference registration fees and dues for professional organizations. For example, since 2002 there have been eighteen (18) sabbaticals or Title F leaves, (see Exhibit 51). The following summarizes the degree to which salary compensation was awarded:

<table>
<thead>
<tr>
<th>Number of Faculty</th>
<th>Percent of Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0 to 49%</td>
</tr>
<tr>
<td>4</td>
<td>50 to 75%</td>
</tr>
<tr>
<td>10</td>
<td>76 to 100%</td>
</tr>
</tbody>
</table>

Eight out of eighteen of these (44%) received full compensation and benefits. At SUNY Canton, professional development funds come from several sources with the greatest support coming from the Canton College Foundation. Over the last decade support for faculty development initiatives from the College Foundation has grown substantially. (Exhibit 52) Last year, for example, the College Foundation invested over $25,000 in the faculty for professional development, scholarly activity and tuition for advanced degrees. In order to apply for funds a
faculty member submits a form with a description of the proposal (Exhibit 53). To be approved, the faculty member must have the form reviewed and accepted by the chair of his/her department and the dean of the school. In some cases, the proposal must be approved by a campus vice president. Additional support for professional development comes from the deans’ offices and from the Provost’s office (Vice President for Academic Affairs). Recently, the dean of each school has made funds available (earned from summer school and winter term) to be used for faculty development. Last year the dean from the School of Business and Liberal Arts was able to allocate over $10,000 for this purpose. The Office of the Provost often provides the remainder of funds needed for a proposal through its Training and Development account (Exhibit 54).

Another source for funds comes from the Canton chapter of the United University Professions (UUP). Through the UUP full time faculty members can register for up to two (2) courses a year at any SUNY college or any of the Associated Colleges of the St. Lawrence Valley. There are also some funds in the form of grants from the UUP for professional development (Exhibit 55). The support from the College Foundation, the UUP and the administration means that overwhelming majority of professional development proposals are funded in some way.

G. Student Evaluation of the Faculty

Faculty members are encouraged to participate in the student evaluation process on a regular basis. The College provides faculty a standardized student evaluation questionnaire in an online format (Exhibit 5). These questionnaires can be for lecture and/or laboratory sections. All courses offered in an online format must have course evaluations done annually. Additionally all adjuncts and new faculty must have them completed in all the courses they teach. Student evaluation results by headcount and percentages for the Spring 2011 are contained in SUNY Canton College Level Results. The results of a 2011 survey strongly show that students are very satisfied with faculty. Examples of the results are:

- 89% of the students agreed or strongly agreed that the instructor was well-prepared for classes.
- 83% agreed or strongly agreed that the instructor presented and clarified ideas well.
- 85% agreed or strongly agreed that the instructor responded well to questions.
- A review of the Student Opinion Survey for 2009 reveals (see Exhibit 20).
- Out of 24 SUNY campuses, SUNY Canton ranked 6 in academic advising in the major.
- Out of 24 SUNY campuses, SUNY Canton ranked 7 in general academic advising.
- Out of 24 SUNY campuses, SUNY Canton ranked 9 for quality of instruction.

H. Academic Freedom

Academic freedom is guaranteed by the Board of Trustees Policies and Article 9 of the UUP Collective Bargaining Agreement (Exhibit 49). The Article in the collective bargaining agreement is protected by the right of grievance.
I. Faculty Responsibilities

Faculty members have always had a primary responsibility for teaching and student advisement. Teaching assignments may include off-campus, distance learning, evening or weekend classes, depending on the needs of the College. Faculty may also be asked to participate in recruitment activities, be involved in course or program development, and participate in campus governance. Administrative activities may also be assigned on a full or part-time basis. The full range of faculty responsibilities are described in the Faculty Handbook (Appendix I).

Letters of appointment (Exhibit 40) generically describe the range of responsibilities that may be asked of the successful candidate. The primary change that has been added to this letter is the expectation that in order to be recommended for continuing appointment, the faculty member must be terminally qualified. This inclusion was made in order to meet the goals and objectives of the mission of the campus, particularly with the addition of baccalaureate programs.

J. Development of Educational, Professional and Service Programs

The development of educational, professional, and service programs historically begins with the faculty and proceeds through the governance structure as outlined in the SUNY Canton Policies and Procedures Manual (Appendix G). Faculty members usually initiate course development in their specialty areas based on perceived student interest or the result of department/program self-assessment activities. New course development also occurs by the faculty in response to planning, program and College development needs.

Proposed courses prepared by individual faculty members are reviewed and approved by departmental colleagues, the department chair, and the Dean of the particular school. If the course is proposed to fulfill a General Education Requirement (GER), the approval of a faculty member with expertise with respect to the particular GER is required. The course outlines provide, at a minimum, specific learning outcomes, measurement criteria, texts and references used, the grading method, and detailed outline of the material to be examined in the course. The student learning outcomes are tied to overall institutional student learning outcomes. (Exhibit 56).

Each course is then reviewed by the Curriculum Committee. The composition of this committee includes two faculty members from each academic school, the Deans and the Provost. The review includes the need the course is anticipated to fill, how the course would augment present course offerings, how the course would impact existing courses, and the faculty and resources required to offer the course. The Curriculum Committee reviews all proposals for new and revised curriculum offerings of the College and continuously reviews all curriculum offerings and makes recommendations.

Upon acceptance by the Curriculum Committee, the proposed changes are forwarded to the Faculty Affairs Committee and thereafter the proposal is voted on by the Faculty Assembly and
then forwarded to the College President for final approval. Thereafter, all changes are reported to SUNY System Administration.

Where a new course is offered in an online format, SUNY Canton Online assists faculty members with the development and refinement of those online course offerings. This includes help with structuring courses, training in the use of a variety of online learning technologies and administering a required online course review process. (See SUNY Canton Online Policies and Procedures Manual for Online Learning: ANGEL)

New curricula or planned programs of study leading to a degree or major revisions of existing curricula require local approval as well as approval of SUNY System Administration and the New York State Department of Education. A handbook exists for the submission of new programs and special consideration is paid to the selection of faculty (Exhibit 57). All faculty members who teach either required or elective courses in the major must be listed, including their highest degree earned, the institution where the degree was granted, the discipline the degree was in, and their professional or occupational experience.

Faculty members are assigned to individual courses by the department where the course originates, under the guidance of the Department Chair and/or Dean. A recent survey of the faculty revealed the following: (Exhibit 58).

- 89% of respondents have been included in the development of courses or programs
- 93% agree/strongly agree that their input in development of courses/programs is valued
- 85% agree/strongly agree that courses are actively maintained and updated
- 43% feel that the current method of approving courses and programs is efficient

K. Faculty and Instructional Technology

Involvement in technology based teaching and learning remains a faculty prerogative. However faculty members are strongly encouraged to develop and provide online courses to the student body. Some faculty members choose to offer hybrid courses that incorporate online technology with traditional face-to-face lecture. Faculty technical support is available to those members who embrace e-learning (Exhibit 14). Class size for online courses is determined through a consultative process that includes Deans, department chairs, and faculty. Faculty evaluations are completed in online courses as well as the face-to-face courses using an online student evaluation process (Exhibit 14).

The Instructional Technology Committee reviews and makes recommendations with respect to any instructional technology plans. Instructional technology is defined as equipment, software, networking, and electronic communications needed to support instructional programs, and related information services. This committee reviews and makes recommendations to Information Services’ multimedia plan, PC/lab and classroom replacement plans
In 2002, a faculty work group was formed to define standards for technology enhanced classrooms. Its initial goal was to equip 50% of campus classrooms with instructional presentation equipment by 2010 (Memorandum of Understanding 2007). As of Fall 2011, this goal has been surpassed with additional instructional technology equipment located in many classrooms, (Exhibit 59).

L. Instructional Support Associates

The College employs many individuals in instructional or administrative support positions (ISAs). These individuals are hired into an assigned classification system based on and maintained through the State University Office of Personnel and Employee Relations. The qualifications for the classifications are defined by specific guidelines of formal education (usually a college degree) and work experience in the appropriate discipline. The classifications or grades correspond to positions of increasing responsibility and are named accordingly; Instructional Support Assistant (SL1), Instructional Support Associate (SL2), Instructional Support Technician (SL3) and Instructional Support Specialist (SL4). (Exhibit 60)

Currently, fifty-seven (57) instructional support professionals are employed at SUNY Canton, twenty-six (26) are full time positions and thirty-one (31) are employed on a part-time basis (Exhibit 61). In all cases, expectations for ISAs are articulated in a letter of appointment (Exhibit 62). Currently, seventeen (17) of these individuals are working as a member of an academic program or department. These professionals support the mission and goals of the College by providing instructional and technical support in the programs they serve. ISAs work in the curricula with laboratory components as facilitators contributing to hands on learning experience and helping students develop the psychomotor skills necessary for their clinical and technology based fields. ISAs prepare labs, are responsible for maintaining equipment and supplies and help maintain desirable student-teacher ratios in laboratory settings. Throughout the campus, ISAs function in athletics, academic support, accommodative services, information technology, online learning and public relations. They participate in campus governance committees and oversee programs in their field of expertise, such as laboratory safety, chemical hygiene and medical waste collection. ISAs often work closely with students and faculty alike. They participate in recruitment activities, serve as student club advisors, and work as professional tutors in academic programs.

ISAs are evaluated by their supervisors on an annual basis using a performance program that was written and agreed to at the time of hire (Exhibit 63). The employee is evaluated on their ability to carry out their duties and responsibilities as they pertain to the performance program. The criteria evaluated are: Effectiveness of Performance; Professional Ability; Effectiveness of University Service; Continued Growth and Mastery of Specialization (Exhibit 64). The annual review also includes a listing of professional relationships, both supervisory and functional, and the employee’s immediate and long term goals. The supervisor may elicit input from faculty who work closely with the ISA for these evaluations. ISAs involved in support of laboratory sections may also request student evaluations.
VI. Educational Offerings, General Education and Related Educational Activities

A. Educational Offerings (STANDARD 11)

The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

1. Canton Course Offerings

SUNY Canton offers a wide variety of applied learning educational offerings in support of its mission. These offerings include 21 bachelor degree [BS and B.Tech] programs [7 which are available completely online], 21 associate degree programs [AS or AAS], 3 online master’s degree programs in conjunction with SUNY IT, and 7 certificate programs. Many of SUNY Canton’s majors are available face to face, online, or both. The College’s online offerings, through SUNY Canton Online, consist of more than 185 courses each semester (Exhibit 65). Students can learn in a flexible and convenient asynchronous environment while taking courses that lead to a career. The educational setting allows both traditional and non-traditional students to take courses and further their education, while at the same time continuing their employment.

The College Catalog provides complete information regarding each academic program, including all majors and minors. Current and prospective students also have access to program/degree checklists that provide a comprehensive list of classes needed to complete each program. Each checklist is updated periodically when any curricular changes affecting a program are made. These checklists are used by faculty members when advising students to assure that students meet all academic requirements for their respective degree programs. Syllabi, created using a standard template for all classes, are kept on file in the Dean’s office for each school and course outlines are updated by faculty every three years to assure that course materials are current.

The average lecture class size is below thirty and the average lab size is below fifteen (Exhibit 66). This allows for a personal approach and facilitates significant contact between students and faculty. Students can take advantage of the many office hours offered by every faculty member, free professional tutoring, and frequent informal interactions with faculty/staff. In addition, and consistent with the institution’s educational programs and student cohorts, College practices and policies reflect the needs of both traditional age students as well as adult learners. The administration encourages faculty and staff empowerment and ownership of their individual programs and it is expected that each concerned party will strive for excellence in their area of responsibility.

In terms of transferring to the College, Students wishing to transfer credits to continue their studies can reference published policies and procedures regarding how transfer credits are evaluated and which courses may be considered as transfer credit by the College. Whether to accept transfer credit is determined by analyzing whether a particular course deals with the same subject matter and shares expected learning outcomes with an existing SUNY Canton course.
These criteria are applied, and publicly communicated, by the Transfer Credit Evaluator, the faculty members for a particular program or the Dean’s office for the applicable school in the program resides. In most cases, after SUNY Canton has received all official transcripts and the Transfer Credit Evaluation is completed, newly admitted students can refer to their Ucanweb Account to access the information regarding the credits transferred. If a student disagrees with a credit evaluation, there is a Transfer Credit Appeals Process.

2. Library and Information Literacy

   a) The Library

Located in the geographic center of the campus, Southworth Library, with the recent addition of the Cyber Café and other targeted renovations designed to reinvigorate the space as a gathering place, has become a central hub of activity for students on campus. (See Exhibit 67) Services and resources are available on three floors of the library. The reference collection, reserve materials, a computer lab, offices, tutoring support services and the Information Services Help Desk are located on the main floor. The upper level houses book stacks, individual study carrels, group study and media-viewing rooms, current and back-issue journals and periodicals, and the Writing Center. The recently renovated lower level houses the Information Technology department and the secured, card access only, campus server room.

The library is a resource-rich, Wi-Fi enabled space, with laptops, desktops, iPads, Kindle readers, and Google television units that students can borrow for periods of time. For resident students, the library also provides student scanning, printing and photocopying services, and is equipped with a large number of anatomical models that support hands-on learning for students in the sciences and health programs.

Student learning and tutoring labs, including Math, Science, Business and Accounting, Writing, and Technology Skills are also centrally located in Southworth. There are also student learning spaces, a ‘Connections’ meeting space and conference rooms. Nine small-group study rooms in the building, along with two additional rooms that are not dedicated for that purpose but often get used as such, help serve the 80 to 120 people in the building during peak hours. (See Exhibit 67)

The library’s information collection has grown and/or changed in response to the changing needs of the 21st Century learner. It includes approximately 50,000 print and 30,000 electronic books searchable through the College’s online public access catalog (SLEUTH), as well as access to extensive electronic databases, and a variety of digital media. Additionally, the college has access to all books within the 64 campus SUNY system available via interlibrary loan and students, faculty and staff have borrowing privileges at all Associated Colleges libraries, including Clarkson University, St. Lawrence University and SUNY Potsdam (See Exhibit 68). The library also supports the College’s educational offerings by providing a large collection of books and periodicals, textbooks and articles on reserve for student use.

Modifications to the library collection have been made based upon the value, relevance or usefulness of the collection in terms of the library’s ability to support student learning. For example, several times per year reference library faculty liaisons consult with all faculty
regarding additions and/or deletions to the collection and their potential impact on student learning. Additional individual consultations between library staff and specific faculty occur as needed. While the size of the current physical collection has remained relatively stable up to this point, it is anticipated that the College’s print collection size will naturally decrease as the collection of electronic material collection continues to increase dramatically.

This growing electronic library collection can be accessed through an On-line Public Access Catalog (OPAC), named SLEUTH either on campus or remotely. Collections at other SUNY libraries can also be searched. In addition, the College’s membership in the Northern New York Library Network and SUNYConnect provide access to regional, state, and specialized resources. The library’s participation in the On-Line Computer Library Center (OCLC) network, a bibliographic utility, provides access to other OCLC member libraries in the United States as well as worldwide.

While the constant availability of these electronic resources supports all students, commuter and students enrolled in solely online courses, professional librarians are available during all library hours to provide individual information and digital-literacy instruction and to assist students with a full range of library services. In addition, a web-based chat reference service staffed by professional librarians from all over the country, and an asynchronous web-based reference service manned by SUNY Canton librarians provides access to professional research and information literacy assistance at any time, 24 hours a day, 7 days a week. In response to student need, the library has extended its physical hours of operation and is currently open 114.5 hours a week during the regular academic term, and maintains 24-hour/7-day accessibility for the midterm and final examination weeks.

b) Information Literacy

The library staff works diligently to promote information literacy on campus through an established information literacy class, arranged presentations in other campus courses, using an “embedded librarian” in selected online courses, and informal student instruction and direction at the Southworth library. For example, an experienced librarian teaches at least one section of Information Literacy Instruction either online and/or in the classroom each semester. This class is required for the Legal Studies program and is also open to all other students on campus. Student enrollment in this course averages 40 students per semester and there are currently two sections planned for Fall 2012 (See Exhibit 69). In addition, as indicated in the table below, a large number of students receive information literacy classroom instruction from librarians in other courses or through individual consultations with staff at the library. (See Exhibit 70) There are also online classes in which a bibliographic instruction librarian is part of the instructional team in the online course and participates in the class throughout the semester. To supplement the above, the library provides a growing collection of information literacy video tutorials available through the library website, provides information literacy information through online library assistance, and is in process of adding a number of additional information-literacy self-paced, interactive modules which are emailed to all students.
As the College transitions from a primarily two-year degree granting institution to one that also grants baccalaureate degrees and educational planning has been critical to facilitating the process. Faculty, staff, and administrators have designed new programs and courses to move the College forward. However, since long-term academic planning is a multi-faceted process, the Office of Institutional Effectiveness (OIE) was created in 2011 to advance the Mission and Strategic Plan of the College in a more coordinated and data driven way. The OIE has promoted campus-wide sharing of relevant research, coordination of assessment of progress on strategic goals, and collecting data in the form of surveys, focus groups, and other pertinent research tools. The information is used for internal and external assessment as well as to meet reporting requirements. Examples of internal and external reporting include: presenting retention efforts, determining graduation rates, and accreditation reports for state (NYSED) and federal agencies (IPEDS)

Long-term academic planning by the College also requires the recruitment and retention of faculty. In an effort to continually promote academic excellence, the College plans to increase the total number of full-time faculty and adjunct faculty that can supply technical and professional expertise in fields experiencing increased student demand. (See Strategic Plan)

Another necessary component for successful long-term academic planning is adding appropriate new courses and new programs to the College’s current offerings while eliminating programs and courses that are no longer relevant. To this end, periodic evaluation of the curriculum is necessary, both to the student development process, and to assure that a particular curriculum remains relevant in the wider community. Departments are required to review course outlines every three years, and programs every five years. New and relevant content is integrated at the time of the review and assessment feedback is acted upon. In some cases, rather than expanding or creating a program, the review results in elimination of a course or program. For example, in 2008 the College eliminated its Office Technology Program and transitioned students to more relevant business programs.

While some programs have been phased out, overall the College has experienced growth in baccalaureate degrees of 69% from 2004 to 2009 (See Quick Facts). Consistent with SUNY Canton’s long-term academic planning for an increase in four-year programs, the College offered

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Classes</th>
<th>Number of Students</th>
<th>Year</th>
<th>Number of Sessions/Questions Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>45</td>
<td>941</td>
<td>2007-08</td>
<td>1,487</td>
</tr>
<tr>
<td>2008-09</td>
<td>45</td>
<td>903</td>
<td>2008-09</td>
<td>1,346</td>
</tr>
<tr>
<td>2009-10</td>
<td>58</td>
<td>1,062</td>
<td>2009-10</td>
<td>1,953</td>
</tr>
<tr>
<td>2010-11</td>
<td>38</td>
<td>821</td>
<td>2010-11</td>
<td>970</td>
</tr>
<tr>
<td>2011-12</td>
<td>38</td>
<td>686</td>
<td>2011-12</td>
<td>1,070</td>
</tr>
</tbody>
</table>
28 associate and six baccalaureate degree programs in Fall 2004 and now offers 21 associate and 21 baccalaureate degree programs in Fall 2011 (See Retention). In addition, measurement of student retention, persistence, and program completion is also necessary for academic planning and is managed by the OIE. The College regularly tracks the extent to which students complete what they start and the factors that impact student success. (See Retention) Finally, an additional tool used by SUNY Canton as a periodic evaluation to determine whether long-term academic planning is successful is the process of surveying recent graduates and their employers. These surveys are normally conducted at least six months after graduation. By surveying both employers and graduates, the College can measure program and course relevance and direct future program planning accordingly. (Exhibit 71)

4. Academic Rigor

SUNY Canton has policies and procedures to assure that student educational expectations are met and that academic programs are sufficiently rigorous. At SUNY Canton, courses/programs vary in rigor as measured, both qualitatively and quantitatively, by depth of content, student study time requirements, and student learning objectives. The quantitative measure of the amount of time a student studies a particular subject at SUNY Canton is the Carnegie Unit. A typical three credit hour course has a lecture component of forty-five 50 minute sessions. In addition to this 37.5 hour commitment is the additional requirement for two hours of outside student preparation time per fifty minute session (90 hours). Thus a three credit hour course has a student commitment equal to 127.5 hours of work. The qualitative aspect of the evaluation of rigor involves each student’s ability to achieve competencies in critical thinking and information management in a course/program of study over the course of the prescribed time for the course. (Appendix I) SUNY Canton courses are designated as 100, 200, 300, or 400 level using these quantitative and qualitative measures of rigor. (See College Catalog)

SUNY Canton also utilizes student learning outcomes as a method of outlining the desired level of achievement and ensuring learning is at the appropriate college course level. Each course outline has multiple learning outcomes listed utilizing Bloom’s taxonomy and these outcomes are linked to desired institutional learning outcomes. In addition, the Online Learning Task Force considers cognitive (Bloom’s taxonomy), affective (Krathwohl taxonomy), and psychomotor (Simpson taxonomy) educational objectives and all online courses are reviewed by a team of three faculty reviewers. The review process involves comparison to standards of good practice from the Commission on Higher Education of the Middle States Association of Colleges and Schools (Exhibit 14)

In addition, every degree program must have at least one writing intensive course (Appendix I) and a writing component in every course is encouraged. A writing intensive course is utilized to improve retention and aid in learning about specific content (i.e. not a technical writing course but writing as a learning tool). The writing focus is intended to prepare students professionally.

B. General Education (STANDARD 12)
The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

1. The Canton General Education Program

SUNY Canton’s General Education Requirements (GER) encompass the following knowledge and skill areas: Other World Civilizations; Humanities; the Arts; Foreign Language; Basic Communication; Mathematics; Natural Sciences; Social Sciences; American History; and Western Civilization; as well as the following new competencies: Critical Thinking (Reasoning); and Information Management. With respect to the courses offered, in addition to the learning outcomes identified with respect to each skill area covered, as outlined in SUNY Canton’s Policies and Procedures Manual (Appendix G), “The General Education Program at SUNY Canton is designed to provide students with a broad set of coherent and focused educational experiences aimed at enabling them to acquire knowledge and skills that are useful and important for all persons, regardless of their jobs or professions. General Education goes beyond the acquisition of the skills necessary to be competent in a field of specialization. It involves the discovery, evaluation, and transmission of essential knowledge that prepares students to lead fulfilled lives and to assume roles as creative and contributing members of society.”

As such, the General Education requirements are especially applicable to SUNY Canton’s stated mission of enabling students to achieve their highest potential both personally and professionally. The requirements further support the institutional goals relating to a robust, active and enriching campus life, as well as academic program goals aimed at broadening curricular and program options, establishing computer competencies and encouraging engagement in distance learning opportunities.

With respect to faculty and staff sentiment regarding the depth, breadth and applicability of GERs relating to the institution’s mission, institutional and academic program goals, formal survey results indicate that a strong majority of faculty/staff agree that General Education Requirements serve the mission and academic goals of the College. Specifically, 63.1% of respondents agree that Gen Ed Requirements serve the College’s mission and goals, with 19.6% of the total respondents indicating strong agreement. Only two respondents indicated disagreement or strong disagreement in this area.

Overall, General Education requirements support the mission, institutional and academic program goals in a variety of ways. They are of sufficient scope and depth to provide the skills necessary to be applied to the major, and they encompass areas of knowledge which provide students with experiences that contribute to their overall enrichment as students and citizens. Students completing the General Education Requirements at SUNY Canton gain proficiency in oral and written communication, scientific and quantitative reasoning, and technological competency, broadly with respect to diverse subject matters, as well as appropriate to their respective disciplines.
2. Progress

While the College has faced periodic challenges in the ability to offer courses in the required number of knowledge and skill areas represented in the General Education requirements, courses have been added in all skill areas. For example, the College initially did not have faculty to offer Fine Arts courses, but now, Canton has fifteen courses in the Arts GER subject area. Another notable improvement since the last assessment is the addition of GER offerings in the area of Other World Civilizations. These courses include Global Economy, Regional Economic Development and numerous other special topics courses. In addition, the Natural Sciences GER has added courses in Chemistry and Biology to satisfy demand by the growing programs such as Nursing and Physical Therapy Assistant. Finally, the Western Civilization GER has new courses such as Hip Hop, Jazz and Classical Music Influences and other special topics courses. Most GER courses that were both offered in 2002 and are still being offered today are those in the area of Humanities, Natural Sciences, Mathematics and Social Sciences. However, one of the biggest improvements exists in the number of online course offerings. In 2002, SUNY Canton did not offer any GER courses online. In 2011, the College had 118 approved GER courses with 56 offered online. This gives students great flexibility and allows them to complete many programs entirely online.

C. Related Educational Activities (STANDARD 13)

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In support of its mission to provide both educational access as well as a clear pathway up the educational ladder from certificate through bachelor’s degree, the College engages in a host of related educational activities to impart basic skills, assure technological literacy, and provide applied courses and programs using both online and distance learning delivery mechanisms. The College also provides opportunities for students to earn credit for past academic and life experience and gain a broader perspective through international exchanges and programs, scholarly activities, and hands-on internship opportunities.

1. Basic Skills and Certificate Programs

a) Basic Skills

SUNY Canton provides an array of services and activities designed to identify and assist underprepared students to develop the college-level skills they may not have at the time of admission. Support programs including the Educational Opportunity Program (EOP), First Year Experience (FYEP), Gateway to Success, Student Support Services (SSS), and summer programs like Jump Start and the Boomers & Flyers Program help to support development of students’ basic skills, but the primary way the College builds basic skills are through remedial academic classes in Math and English (Exhibit XX). To identify those students in need of these classes, Placement testing is used. Students meeting the minimum SAT/ACT or NYS Regents criteria as
established by the English and Mathematics departments are exempt from testing. However, for those students required to take a placement test, the mandatory test is specified on a student’s Admitted Student Checklist on Ucanweb and information regarding the testing is in the College Catalog, and testing directions are on the College website. Incoming students may choose to test remotely, making it possible for students to complete testing and be properly placed in classes prior to the start of the semester. Additionally, at the request of the Registrar’s Office, ACCUPLACER scores and course recommendations are now uploaded into the Ucanweb system so that the results can be shared with the appropriate offices in a timely fashion. Testing is expected to be completed prior to the development of class schedules so that students with an identified need can be placed in appropriate basic skills courses to help prepare them for entry-level college courses.

Although improvements have been made in the area of placement testing, there continue to be some issues. About one-third of the freshman class is required to take the ACCUPLACER placement test, and late placement testing make it difficult for the Registrar to accurately predict the number of basic skills classes required or to prepare students schedules in advance. Discussion is currently underway to expand placement testing so that all entering freshman are tested prior to entering the College.

b) Certificate Programs

The College offers seven certificate programs, including Air Conditioning Maintenance & Repair, Criminal Justice Studies, Electrical Construction & Maintenance, Health Science Career Studies, Heating & Plumbing Service, Powersports Performance and Repair and Practical Nursing that prepare students to start careers in particular occupational fields and provide a gateway to other College programs.

2. Online Learning

The College offers an alternative method of study for working professionals, those with family obligations and other candidates for distance learning through SUNY Canton Online. A potential student who may not otherwise be able to pursue a college education has the opportunity to complete entire programs online, including Emergency Management, Finance, Law Enforcement Leadership, Legal Studies, and Management. In addition, the College offers other programs including Dental Hygiene, Nursing, and Veterinary Services Management where the last two years of study can be completed online. The online program is supported by a staff of online learning professionals who support and train students, faculty and staff. SUNY Canton Online also works in close collaboration with the SUNY Learning Network to provide a number of services as well as support to students who utilize SUNY Canton’s ANGEL learning system to take online courses or as a supplement in face-to-face courses. The SUNY Canton Online website provides students with a wealth of information related to the online learning environment.

There are currently (Need Number Here) approved online courses (Exhibit XX) and more than 50 approved online General Education courses. Online courses are offered each semester as well
as during the summer and winter terms to both students enrolled in SUNY Canton degree programs and non-degree students who have a general interest in a particular course or are seeking to meet course requirements from other institutions. This allows students to accelerate completion of courses to finish a program in less than a typical two or four year time period or maintain progress in circumstances where students were unable to complete classes or semesters in a program sequence. For this reason, and to accommodate students who do not come to campus, many courses at the College are offering both in a face-to-face and online format that permits flexibility in scheduling and the ability to take a course in a preferred format.

Online courses at SUNY Canton are required to undergo a separate development, review and approval process coordinated by the SUNY Canton online staff before they can be offered to students. This process requires that faculty submit the proposed online course to a team of reviewers, including a content expert, who assess and approve both the content and structure of the online course to assure it is appropriate with respect to student learning objectives, structure and format.

3. **Distance Learning**

The College has two academic classrooms dedicated to distance learning to conduct videoconference style courses to supplement both courses taught on campus in a classroom and the College’s online initiatives through SUNY Canton Online. Faculty members have utilized the distance learning technology to instruct college-level students at international partner locations including the American University in Bosnia and Herzegovina and Lomonosov Moscow State University, among other partner universities.

The distance learning classrooms are also used to facilitate the College’s Smart Scholars Early College High School (ECHS) program partnership with St. Lawrence-Lewis BOCES. As part of the program, between 40 and 80 North Country high school students begin college early at SUNY Canton each year via distance learning videoconference classes taken at their respective high school locations. Students in the program have the opportunity to earn the equivalent to an entire semester of college, typically accumulating between 3 and 18 credits before finishing high school. The ECHS program has been funded the program with grants from the New York State Education Department and private funding, in part, from the Bill & Melinda Gates Foundation.

Students in the ECHS program have access to many of the same opportunities as resident SUNY Canton students, including access to tutoring services, the library, and events being held on the campus. In addition, students receive additional academic support from their high school and the College to ensure they are at grade level and ready to participate in rigorous collegiate courses. The program is ultimately designed to increase high school graduation and college completion rates while reducing tuition costs. The program also aims to better acclimate students by providing them with a seamless transition between high school and college.

4. **International Programs**
The International Programs Office serves international students on campus, offers summer programs for students from other countries, works with faculty and students to promote study abroad opportunities and programs on campus, hosts visiting scholars from abroad, and continues to seek new international initiatives. For example, in 2010 the College entered into a Memorandum of Understanding with the International Institute for Health Sciences in Sri Lanka to allow students to study in the Physical Therapy Assistant program at the College. As a result of this partnership, the first cohort of four students will travel to SUNY Canton in Fall 2012 and it is anticipated that a growing cohort of students will study at the College from Sri Lanka each year thereafter. Also in Summer 2011, students from China’s Guangdong Women’s Polytechnic College, Russia’s Kazan State Finance and Economics Institute, and Lomonosov Moscow State University visited the College for summer study.

5. Computer Literacy

The SUNY Canton Computer Competency requirement ensures each student has, or obtains, the basic computer skills necessary for word processing, spreadsheet utilization, graphical presentation, and online course participation. The requirement can be met by completing one of two technology courses (SOET110 or CITA110) included as part of most programs or by completing an online assessment of basic computer skills. The assessment is used to identify specific areas where additional technology instruction may be needed so students with an identified deficiency can receive additional instruction in the form of tutorials or coursework.

6. Scholarly Activities Celebration

The annual Scholarly Activities Celebration at the College, established in 2008-2009, focuses on student excellence and success. Students present their academic work to faculty, staff, and the community for review, comment, and evaluation. Students with work of the highest quality receive specific recognition from the faculty for the outstanding effort and results. The celebration of student research intends to empower students with confidence in their academic work and reward students for learning outcomes and activities.

7. Internships

Providing opportunities for culminating/internship experiences is integral to the delivery of sound applied programs at SUNY Canton and these experiences are a requirement to receive some degrees. Students are able to transfer concepts learned in the classroom to real-world scenarios. In support of academic excellence and to encourage both personal and professional achievement, providing internship experiences directly supports the mission and institutional goals of SUNY Canton.

The College provides the opportunity for internship experiences across a number of programs, and has developed policy and guidelines governing the development of internship courses as well as a framework for commencing and completing the internship process. The SUNY Canton Internship/Culminating Experience Policy of 2008 (Exhibit 75) is an institutional document.
published and readily available on its website which clearly articulates goals, objectives and assessment as applicable across programs offering internship experiences.

As outlined in such policy, the College has defined the objectives and goals of internships and/or culminating experiences as:

- Meeting program objectives via applied experiences that complement academic learning
- Facilitating successful partnerships that are mutually beneficial to the student, the participating organization, and SUNY Canton
- Encouraging students to interact, network, and collaborate
- Developing creative and rewarding experiential learning activities
- Enhancing participating students’ “professional job skills”
- Assisting students in gaining experience with the supervisor-employee relationship, cooperation with co-workers, and communication skills
- Creating opportunities for the exchange of ideas, research and expertise between students, faculty and employers.

In an effort to provide a continuing level of student support, an Orientation Internship course is required of all students prior to commencing the internship experience. A variety of published faculty syllabi were reviewed for such internship orientation courses, and consistently the course descriptions indicate a sound, fundamental overview of the process, requirements, expectations and goals of the internship experience.

Internship goals and objectives are assessed in a shared-model format, with the appropriate academic department, faculty mentor, student and site supervisor playing a role. Learning activities are outlined in a learning agreement cooperatively drafted between site supervisor and department faculty or internship coordinator, and qualified faculty members in the discipline evaluate student achievement. Students produce a professional portfolio as an evaluative tool prior to completing the internship. Consistency in requirements across programs is ensured through the creation and dissemination of a written Internship/Culminating Experience Policy, recognition of, and adherence to, definitions and regulations from the New York State Education Department, and SUNY guidelines governing time and achievement of learning objectives. SUNY Canton’s internship policy effectively defines the goals and objectives of the internship process and outlines a consistent program of assessment.

Currently, the College does not have a centralized internship coordinator to seek out and develop relationships with external organizations and companies for hosting interns. Although the number of internships has grown with the College’s development of baccalaureate degrees, the inclusion of internships is relatively new to SUNY Canton. However, as the College continues to grow, so does student demand for assistance and the need for a full-time coordinator. Currently, students are given some help through faculty, but the majority of the work in locating and securing an internship rests with the student. Students then must learn how to contact prospective employers, interact with them, develop a network and negotiate a placement. While this can be difficult for students, it gives them experience similar to searching for a job.
8. Life Experience Credit and College Level Examination

SUNY Canton offered students the opportunity to receive college credit for academic achievement outside the conventional college classroom through nationally recognized exams such as the College Level Examination Program (CLEP), Excelsior College Exams, Advanced Placement Exams, DANTES Standardized Exams, Military Education Credits and the International Baccalaureate (IB) Program. Students are provided with a reference guide and support from Career Services to assist them in applying for, and receiving, such credit.

VII. Assessment of Student Learning (STANDARD 14)

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

A. Introduction

At SUNY Canton, assessment of student learning outcomes is integrated in the campus Policies and Procedures Manual (Appendix G), the Guidebook for Conducting Assessment in the Major (Appendix O), Guide for the Evaluation of Undergraduate Academic Programs (Exhibit 76) and the Strategic Plan 2010 under the goals and objectives of the College for promoting academic excellence. In the Strategic Plan 2010, one way SUNY Canton has planned to continue promotion of academic excellence is through an evaluation of the current student learning outcomes employed on campus. These strategies include optimizing the use of assessment data to improve program quality, establishing appropriate class sizes by discipline to further learning, restructuring existing systems to identify and assist students who are struggling academically, and making innovative use of academic support services and student academic advising (Strategic Plan, 2010, p. 8).

At the program and course levels, alignment with the College policy is demonstrated in multiple ways. At the program level, the College reviews all academic programs on a rotating five year cycle and all material regarding the assessment is addressed in the Guidebook for Conducting Assessment in the Major (Appendix O). Some programs maintain separate subject-specific national or regional accreditation, which occurs on a rotating basis established by the overall accrediting agency. According to the Guidebook for Conducting Assessment in the Major (Appendix O), the self-study, strengths and weaknesses form, reviewer report, and the state summary report are filed with the College and used as an overall measure to assess and improve student learning across campus.

Beginning in the Fall of 2011, the Academic Assessment Committee (AAC) established a new protocol for evaluating Assessment in the Major (AIM). To assist those charged with program assessment, Program Directors and Curriculum Coordinators conducting an AIM and/or a General Education assessment join the AAC for the period of the particular assessment. This
allows for closer monitoring of the progress of the assessment and allows any questions or issues with the assessment to be addressed on an ongoing basis. The protocol also has the advantage of allowing those in the process of completing their assessments to be present for the evaluation of the assessments from the previous academic year to better understand the assessment process and any particular strengths and weaknesses in approach inherent in prior assessments.

As stated in the Guidebook for Conducting Assessment in the Major (Appendix O), the campus administration requires an annual program review. SUNY Canton believes program review to be an ongoing process and not just confined to the external review cycle mandated by national professional accreditation agencies or SUNY. Each year all academic departments on campus are required to submit goals and objectives, which track whether or not previous year goals and objectives were met and establish the new goals and objectives. If the academic program completed an assessment in the major for that specific year, the results and deficiencies addressed by the outside reviewers must be included in the goals and objectives of the program for the next year. The goals and objectives for each program are housed within the respective dean’s office and the ability to track compliance is maintained by the dean when the results are submitted at the end of the academic year.

In addition, many academic programs on campus have an Advisory Board that is appointed by the College Council. The Advisory Boards are comprised of employers, graduates and workers in the field. They are charged with providing feedback to the program on the efficacy of their curriculum in meeting the demands of the workforce. Furthermore, the SUNY assessment initiative helps certain curricula gauge their effectiveness in meeting the most basic general education objectives of the institution. This information is addressed in the campus policy on assessment in the major and the information pertaining to advisory board members and committee responses is maintained in the Provost’s office. The data is analyzed carefully in order for each program to endeavor to find ways to improve this aspect of the general curriculum. The College maintains a schedule of pending external reviews several years into the future to facilitate planning and to eliminate surprises.

B. General Guidelines for Student Learning

Each program at SUNY Canton, regardless of degree and accreditation, must adhere to an established set of guidelines for developing and assessing learning objectives. The Guidebook for Conducting Assessment in the Major (Appendix O) establishes the need for learning objectives for each program and requires a designated measurement tool to assess each objective. Some examples of student learning measurement tools include culminating experience courses, internships, and licensure exams.

All programs currently offered at the College are reviewed on a rotational basis and each program has established and addressed student learning objectives within the major. Typically, the student learning objectives of the program are addressed at the beginning of the assessment in the major. The goals and objectives of the program and the student learning objectives are linked through course mapping. The assessment in the major is then completed based on the established SUNY Canton schedule and the student learning objectives are incorporated into the
Assessment of student learning involves a collaborative effort among faculty and staff to shape courses and curriculum to address the needs of students and future employers within the designated field. When a new course or program has been developed within a department, a group of individuals comprising the Curriculum Committee reviews the documents to ensure the material meets the mission and goals of the campus. The new program or course proposal is then forwarded for approval from the University Faculty Senate and the President. This process was refined by the Curriculum Committee in 2012 to address a need for linkage between the course level student learning objectives and the overall mission and student learning objectives of the College by instituting a new campus wide course outline in Spring 2012 for all new course proposals.

Assessment of student learning also involves assistance from present and former students who are currently enrolled at the College or who have graduated from a specific program. Student feedback on the specific program attended is solicited in the form of hard-copy or electronic surveys comprised of questions mirroring the student learning objectives set forth within the program. The survey template is contained within the Guidebook for Conducting Assessment in the Major (Appendix O) and each program survey is designed with the input of program faculty and the Director of Institutional Research. Copies of both the initial survey questions and completed survey results are contained within each individual program assessment in the major. The hard copy and electronic copy of the assessment is stored within the Provost’s Office. The information contained within the survey responses are then used to evaluate the effectiveness of a program or courses within the department. If responses suggest change is needed, the department chair and respective faculty members work to adjust the course and/or program to meet the original objectives. The suggested or needed changes are addressed in the program and department goals and objectives, which are maintained by the dean’s office.

One problem recently identified by program faculty conducting AIM has been the low response rates to the surveys of graduates and employers. Prior to the Fall of 2012, the AIM survey process was decentralized, with the majority of programs attempting to survey a five-year cohort of graduates in the one year the assessment was conducted. Given the difficulties in keeping current contact information for graduates and the desire to improve the content of the survey instruments, AIM surveys have been integrated into the annual survey of graduates six months following graduation. It is anticipated that this change will result in higher survey response rates and allow each program to collect better qualitative and quantitative feedback from graduates every year. This, in turn, will allow programs to make both data-driven and continuous changes to improve student learning outcomes.

Ultimately the effectiveness of a program review depends upon the degree of involvement of the reviewers. As the Report of the SUNY-Wide Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes (Exhibit 77) states, “Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following
existing curriculum and governance procedures.” The honesty of the assessment in the major review is assured by the use of at least two external individuals who are currently employed in the academic field similar in nature to the program and have no ties to the College community. This process forms an impartial review of the academic assessment in the major.

Assessment oversight on the campus is divided between three specific groups: CUSP, the Academic Assessment Committee (AAC), and Non-Academic Assessment Committee. The primary oversight is through CUSP. CUSP manages overall institutional assessment, while the AAC is responsible for Assessment in the Major (AIM), General Education assessment, Student Opinion Survey (SOS) and National Survey of Student Engagement (NSSE). All of these assessments are on a review cycle and the information is distributed to the campus community through the main webpage.

It is through these committees that academic assessment results are reviewed and feedback is provided for the academic departments. Program Directors respond by writing goals and objectives to address program weaknesses cited by reviewers and forward the material to the respective department, school, AAC and CUSP. The results of the assessments are shared within the department where discussions among faculty members are used to determine what changes are necessary to modify courses to meet intended outcomes.

1. **Course Level Assessment**

   At the course level, members of the Curriculum Committee at SUNY Canton have created a general outline used for creation of new course offerings. The template for establishment of new courses includes a section on student learning outcomes that must be designed using measurable, Bloom’s Taxonomy approved language. The measurable language of the student learning outcomes must be reflected in the tools used to determine whether or not the student has achieved the desired goals of the course. Each individual course must have an approved outline on file with the College, which is used for assessment in the major and course mapping within curriculums. The approved course outlines are reviewed on a three-year cycle to ensure continued, relevant student learning objectives are listed and met by the instructor. An update is done by various programs and schools, but it is not done systemically across all three schools.

   If an approved course also maintains a General Education Requirement (GER) of 1 through 10 the course outline then the student learning outcomes must reflect the objectives set forth by the SUNY system. The GER student learning outcomes embedded within the requirement are included as additional student learning outcomes in the course outline to ensure a student meets the additional obligation of the course. The student learning objectives listed in the approved course outline are also reflected in the individual syllabus for each section of a course. This additional measure ensures the student enrolled in the class is aware of the requirements for achieving the knowledge, skills, and abilities established in the original course outline. The measurement of the student learning objectives for each course is addressed during the survey documentation for the assessment in the major. Some programs on campus have incorporated an additional course survey to inquire about the measurement of individual student learning objectives.
2. **Program Level Assessment (Non-Accredited)**

The SUNY Canton assessment system was designed to be accomplished on a program or department-level with input from each faculty member. The individual faculty members and department chairs work in conjunction to design and develop the student learning objectives for the major, at both the course and program level. The assessment process is utilized for programs that are classified under SUNY wide assessment. The results from the review process are used to assess the current student learning outcomes and determine whether or not the degree requirements are meeting the original expectations of the program. The insight provided by committee members is a valuable resource to the College when adjustments to student learning outcomes need to be made to alter the breadth of the program.

Programs are listed on a rotational basis with the timeline recorded in the Guidebook for Conducting Assessment in the Major (Appendix O). The necessary tools to complete the assessment for a non-accredited program are cataloged in the manual to assist the department and individual faculty members, including both full-time and part-time employees. The handbook also includes a step-by-step guide for adhering to the SUNY system template and information for the outside review team to complete an accurate program evaluation.

3. **Program Level Assessment (Accredited)**

Accredited programs are provided evaluative criteria by which they design their program. This includes guidelines for curriculum and student learning outcomes. From the guidelines, programs align the learning outcomes with the mission and goals of the program and the College while ensuring that they are meeting the requirements of the external accrediting agency to ensure quality education. The development of learning objectives is initiated by the department chair or program director and program faculty. Most accredited programs require an annual program evaluation process which includes assessment of student learning outcomes to determine if they are meeting the intended goals of the program. On a regular defined cycle (different for each accrediting body) accredited programs go through a more comprehensive review process in which they develop a self-study report and have an on-site visit. At this time the entire program is reviewed to determine if the program is in compliance with the evaluative criteria. A focus of this review is to assure that the program is providing quality education to prepare graduates that are competent in the work place. Accredited programs also go through the SUNY review process at the same time of their accreditation review.

4. **General Education Level Assessment**

The Academic Assessment Committee is charged with overseeing SUNY Canton GER curriculum and its assessment. The committee is composed of faculty, the Deans, the Provost, the Vice President of Student Affairs and Dean of Academic Services and Retention, and the Director of Institutional Research. The individual course assessment plans are developed and approved by the departments in which the general education courses reside. The general education category plans are submitted to the Academic Assessment Committee for discussion.
and review. The Academic Assessment Committee meets to review the process; documenting and formulating recommendations for improvement.

**General Education assessment data** is collected by a designated faculty member in particular departments who is a member of the Academic Assessment Committee. The collection is based on the cycle of General Education Assessment established by the SUNY system. The Director of Institutional Research selects a random sample of courses or students to be assessed each semester. The results of the assessment are shared within the department and at ACC meetings. Discussions among department members decide what changes are necessary to modify courses to meet intended outcomes.

SUNY Canton has an established system under the *Implementation Guidelines from the Provost’s Advisory Task Force on General Education* for assessing departments and courses that do not fall under a specific program of study. The General Education Requirements (GER) are used throughout individual curriculums to meet guidelines and mandates established by the State of New York for higher education. Each of the ten GER classifications has an individual set of student learning outcomes, which must be met within each course that receives approval to be listed under a GER designation (Exhibit 78). The courses granted permission for a certain GER designation must contain both learning objectives for the individual course, as well as student learning objectives associated with the specific GER designation.

The College has designated guidelines based on nationally normed tests for critical thinking and basic communication, which must be followed for addressing student learning outcomes. According to the Implementation Guidelines (Exhibit 80) “most of the student learning outcomes (SLOs) are embedded in research papers, hourlies, and/or comprehensive final exams, which usually include multiple choice or essay questions mapped to the SLOs.” Each individual GER classification has established a rubric used to evaluate all current and new courses to ensure each course outline meets the recommended goals and objectives of the department. (Exhibit 81)

Academic assessment is shared at SUNY Canton through a variety of venues, including the **Faculty Assembly**, **the Provost’s webpage**, hard copy publications, and advisory boards. **Faculty Assembly** meetings are held monthly throughout the academic year and reflect presentations and discussions on academic assessment. In addition, any curricular changes made as a result of academic assessment are shared and approved by the **Faculty Assembly** members and the **President**. The archived minutes from past meetings and the resolutions handed down by the **President** are posted on the **Faculty Assembly web page** and can be accessed (password protected) by any faculty or staff member.

The SUNY Canton website is also used to share information about assessment results. An assessment repository was created on the **ANGEL learning system** allowing all faculty and staff access to a centralized location where all material is consolidated for assessment of courses and programs. It contains the Colleges’ assessment information data and meeting minutes for both the AAC and the NAC. There is also an **Assessment web page** that contains assessment information, Middle States Reports, Gen Ed course plans, methodology and rubrics for each division of the campus.
SUNY Canton also distributes two annual reports, “After Canton,” which is directed to alumni and College donators and the “Report to the Community,” which is sent to all members living within the county. Both publications highlight additions to the College, including changes to existing programs based on academic assessment feedback. Information regarding academic assessment is also shared with external stakeholders, such as alumni, employers, and the general public. SUNY Canton’s general education assessment is shared, reviewed and revised based on input from the General Education Assessment Review Group (GEAR) conducted by SUNY. Many of the academic programs have established Advisory Boards approved by the College Council, which are comprised of employers, graduates and employees in the field. The Advisory Board members are charged with providing feedback to the program on the efficiency of their curriculum in meeting the demands of the workforce. Faculty members use the feedback from advisory board members to assist in making curricular decisions to improve the quality of the academic program.

Current and past students of SUNY Canton are also involved in the sharing of academic assessment information. The College as a whole has developed a student handbook and select programs on campus have developed a student handbook specific to the major to list the goals and objectives of the department. Each syllabus distributed to students on the first day of class contains the learning objectives established for the course and mirror the objectives listed in the course outline, which is on file with the College.

5. Results

Assessment results are able to indicate the degree to which the learning outcomes have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning. Curricular changes are derived from the assessment findings and incorporated into the following year’s goals and objectives. Some examples of assessment and resulting programmatic changes are provided:

a) Math

The Math Department responded to a low pass rate in Math courses by initiating pre-testing for all students leveled into Intermediate Algebra and College Algebra to identify students in need of supplemental instruction. Depending on the results of the pre-testing, some students were advised to drop back a level in Math and others were encouraged to attend an extra hour per week of supplemental instruction, which resulted in an increased passing rate in these courses. Based on these outcomes, the Math Department now requires supplemental instruction in Intermediate Algebra, seen as the gate keeper for all higher level Math courses. In addition, the Math department has implemented a grade requirement of a “C” to progress to the next sequential level of Math. The Math Department has also restructured several math courses to better meet specific curriculum needs on campus. College Algebra and Pre-Calculus have been split into two different courses. Students can now choose to take either of these after completing Intermediate Algebra. For example, a Business/Liberal Arts student is better served by taking
College Algebra and then Stats or Business Calculus; whereas an Engineering Science student is better served to take Pre-Calculus and then Calculus I, II, etc. The College has noticed an increased success rate by aligning the Math courses to the needs of the student’s curriculum. (Exhibit 81)

b)  Physical Therapist Assistant

The Physical Therapist Assistant Program responded to a low pass rate on the National Physical Therapy Examination required for licensure. In 2006, the program had a three year pass rate of 76.7%, 3.3% below the acceptable CAPTE standard of 80%. The program performed a multifaceted review to determine the deficient areas of the curriculum that may be contributing to the low pass rate, including curricular content areas, mock exam scores, lecture averages in PTA courses, time to testing, and course grades in Anatomy and Physiology. Based on the analysis, the program made changes in content for PHTA 204 and 205, changed passing requirements for the mock exam, changed passing requirements for PTA courses from a 70% to 75%, and implemented a variety of strategies for preparing students for the licensing examination. The three year pass rates have been above threshold since that time, ranging from 86-100% over the past 5 years. (Exhibit 82)

c)  Early Childhood

Upon assessing student outcomes and mentor feedback, the Early Childhood Program found that their students were not fully prepared for student teaching experiences in the first year of the program. The faculty made revisions to the sequencing of courses in their curriculum and created two new courses to better prepare their graduates for a career in Early Childhood. The program moved all off campus student teaching experiences to the second year of the program. A new course, ECHD 123 Student Teaching Orientation, was developed to help students gain an understanding of the requirements, policies, procedures and responsibilities of their role in the field. Another new course, ECHD 125 Curriculum Development, was developed to prepare students for developing and creating developmentally appropriate lesson plans and assessment measures for this component of the student teaching experience. As a result of these changes, feedback received from professionals in their field serving as student mentors indicated that students are better prepared, committed, mature and have a good understanding of children’s development and educational best practices. (Exhibit 83)

d)  Criminal Investigations

In 2008, the Criminal Justice Department enacted a requirement for all future enrolled students to maintain a “C” or better in all JUST coursework. The increased demand of the students was prompted by a unanimous decision of faculty to increase the competitiveness of the program and hopefully produce a more academically sound individual. Upon completion of the 2011 assessment in the major and advisory board feedback, the Bachelor of Technology in Criminal Investigation program made revisions to the capstone course offerings. Students are now given the option of completing an internship or elective options. The program decided to replace the senior project with five upper level JUST course options. The program created nine new courses
that reflect current practice in the criminal investigations field, which responds to the changing needs of the industry and provides better opportunities for student success. (See the Criminal Investigation Assessment in the Major) (Exhibit 84)

\textit{e) Humanities}

In 2004-2005, final grades in Humanities courses were assessed as exceeding standards (A and B final grade), Meeting standards (C final grade), approaching standards (D final grade) and not meeting standards (F final grade). The percentage exceeding standards in Humanities (44\%) was high compared to an average of 30\% for other campus assessments. As a result of the assessment results, a new assessment plan was developed to measure specific learning objectives to determine if assessment results correlate with grades and other comparison data. Rubrics were developed to collect and grade assignments and assessment was given as a capstone assignment. The Humanities assessment in 2009-2010 was completed successfully for the first time. Standards were met or exceeded 70\% of the time. Humanities faculty agreed to raise the bar to 80\% for students and increase the number of participants from 73\% to 85\% for the next assessment cycle. (Exhibit 85)

\textbf{C. Measures of Student Learning}

The assessment of student learning at SUNY Canton begins at the course level. The course learning objectives are the initial communication between the program level of study and the students enrolled in the curriculum. The clearer the expectation listed in the learning objective, the stronger the likelihood that students will understand what they need to do to be successful. A main theme of the \textbf{SUNY Canton Strategic Plan} is a commitment to student success through the effectiveness of an assessment of student learning. The approaches to assessing student learning are broken down into categories: direct measures and indirect measures. Direct measures offer clear and compelling evidence to show that a student comprehends the material in the course and completes all of the required learning objectives. Indirect measures are signs that students are more than likely learning, but the exact amount of comprehension is unclear.

\begin{enumerate}
\item \textbf{Direct Measures}

\begin{enumerate}
\item \textbf{Course Measurements}

Another approach to assessing student learning in a discipline is through the measurement tools used within an individual course. (Exhibit 86) The general practice is to use comprehensive student testing in the form of midterm and final examinations. Some programs utilize indirect measures or exit assessments, such as interviews or surveys. Other measures of assessment include direct evidence, such as capstone projects, yearly scholarly activity participation by students and faculty, and internship programs. In addition, some curriculums, such as the A.A.S. in Automotive Technology, have the students receive certification from NATEF (National Automotive Technician Education Foundation). (Exhibit 87)
\end{enumerate}
\end{enumerate}
b) License Exams

Assessing student learning in an accredited discipline can also be accomplished through the pass/fail rate of the license examination for certification in the field. The examination is administered from a national organization and the results help to maintain accreditation at the home institution. Some programs at SUNY Canton have national exams, which are completed by students after graduation. For example, students who have completed the two-year A.A.S. in Veterinary Technology program at SUNY Canton are mandated by state guidelines to complete and pass the professional license examination in order to obtain the Licensed Veterinary Technician (LVT) certification (Exhibit 8). In 2010, the A.A.S. in Veterinary Technology program used student pass/fail rates on that license examination to make changes in their curriculum.

Once the student has graduated from an accredited program of study, the examination must be completed and the grades from the national board are sent to the department at SUNY Canton. In 2010 the national board altered the delivery method for the test and required an online completion, instead of the face-to-face option. Due to the change in delivery, the passing rate declined slightly for graduated students. As a result of the dip in passing grades, the veterinary technology department added online practice tests to the curriculum in order to prepare students for the final license examination. After adding the online practice tests, the passing rate for 2011 increased.

2. Indirect Measures

a) Course Evaluation Surveys

Assessing student learning can also be accomplished by offering a course evaluation for students. At the end of the semester, all non-tenured faculty and adjuncts are required by the College to have a course evaluation distributed to all currently enrolled students. Tenured faculty members can elect to have the course evaluation administered in their courses. The course evaluation survey is a two part document with the first section detailing the demographics of the student responder and the second section pertaining to the direct measures of the learning objectives of the class (Exhibit 5). Students are asked to comment on both the instructor and the material presented during the semester to determine if the learning objectives of the course were met by the student. The surveys are then reviewed by the SUNY Canton administration and distributed back to the respective faculty members. Information from the surveys is used by individual faculty members to assess the course and the delivery of material to meet the established learning objectives in the course. If the delivery was inadequate for the students to achieve the learning objectives, a new method of instruction may be utilized for future sections of the class.

The A.A.S. in Nursing program utilized feedback from students on course surveys to make changes to the pharmacology content in the curriculum. Pharmacology content was originally embedded in the clinical courses. Students commented that the amount of content covered in each clinical course did not lend itself to retaining what was being taught. After further discussion with students, it was determined that students would benefit from a "stand alone"
pharmacology course. The faculty decided to remove the pharmacology content from the clinical courses and create a separate three credit pharmacology course that students would take in the third semester of the program. After a few years of this format, it became apparent through observation during clinical rotations, especially in the first and second semester, that students lacked the pharmacological knowledge needed to function effectively in the clinical setting. The faculty has since redesigned the pharmacology content to include a one credit pharmacology course each semester that correlates with the clinical course content for that semester.

b) Student Opinion Survey (SOS)

Another measure for assessing student learning in a discipline is to survey the current student population. SUNY administers a Student Opinion Survey covering all aspects of academic and campus life on the SUNY Canton campus every three years. The information gathered through the survey from a sampling of undergraduate students assesses student impressions of the College and their college plans, the level of satisfaction with campus services, facilities, the overall campus environment, perceptions of outcomes related to their college education, the frequency of selected academic experiences, the extent to which the College contributed to their growth and preparation for life after college, and their future aspirations and commitments.

In spring 2009, as part of the continuing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in the latest cooperative research effort to assess students' impressions of their college education. The 2009 project was the ninth in the series of survey projects.

Each participating institution was responsible for administering the survey and submitting the completed instruments to American College Testing, Inc. (ACT) for processing and report preparation. ACT coordinated instrument layout and production and prepared detailed summary reports, institutional graphics reports, and comparison reports. The 2009 survey had a seventy-four percent response rate from the student body (Exhibit 20). The results indicated that more than fifty percent of students surveyed exceeded or met their academic expectations and definitely intended on graduating from SUNY Canton (Exhibit 20). The results of the surveys can be found on the SUNY Canton website.

c) Graduate Surveys

Graduate surveys to past graduates in the degree program are also used for assessment. According to the Guidebook for Conducting Assessment in the Major (Appendix O) a graduate survey is distributed to individuals annually at least six months after graduation. The graduate survey questions should mirror the learning objectives of the program to provide an indirect measure of whether or not the former student achieved the requirements and expectations of the discipline. (Exhibit 71)

d) Employer Surveys
An additional approach to assessment of student learning is to use an employer survey distributed during the assessment in the major. According to the Guidebook for Conducting Assessment in the Major (Appendix O) an employer survey must be distributed to respective employers annually. The employer survey questions should mirror the learning objectives of the program to provide a direct measure of whether or not the current employer views the employee and past graduate as having met the objectives of the discipline. The employer surveys are used to assist the campus with re-structuring existing programs and marketing of current programs if the learning objectives are viewed by the employer as an asset to the agency (Exhibit 71).

For example, in 2011, the Criminal Investigation program administered electronic surveys to employers who were deemed within the scope of the degree program. The survey included eleven questions that mirrored the student learning objectives (SLO) established in the Criminal Investigation program and general questions targeted at the overall knowledge of employees. The results of the survey indicated that eighty percent of the respondents felt graduates from the SUNY Canton Criminal Investigation program possessed “excellent” and “good” characteristics from the program SLOs. Eighty percent of the respondents indicated that their employees from SUNY Canton had good investigative knowledge and skills and twenty percent indicated excellent investigative knowledge and skills. Sixty percent of the respondents indicated a good rating and forty percent of the respondents indicated an excellent rating for the overall Criminal Investigation program.

3. Other (Employment, Retention, Graduation, and Persistence Rates)

Effectiveness of student learning can also be evaluated based on indirect statistical measures of the College retention rate, graduation rate, employment in the field, and persistence rates for both the campus and individual programs.

During the Spring 2010 semester, based on retention rates, the A.A.S. in Criminal Justice decided to implement a new program for students who were not initially qualified for entrance into the 2-year Criminal Justice program. The new program was implemented in the fall 2010 semester and became known as “Be Proud.” The program offered the students one intensive, three-week course, which met every academic day for six hours. After successful completion of one three-week course, the student would then move into another course for a total of five classes spread out over the 15 week semester. At the end of the pilot spring 2011 academic year, the retention rate for first year criminal justice “Be Proud” students increased from 18% in 2010 to 57% in 2011.

D. Results and Future Activities

Based on the results and feedback from all of the methods currently employed at SUNY Canton, as evidenced by assessment in the major final reports, the methods for analysis of student learning are appropriate. In cases where it was determined that individuals or programs were lacking in instruction leading to the comprehension of student learning objectives, the department made changes to the curriculum to increase understanding. In the examples where
drastic restructuring was undertaken or exams were delivered in multiple formats, the statistical evidence has supported the change. The academic departments at the College are continuously changing material to assist the learner with meeting the established learning objectives of both the College and the individual program of study.

However, while the College has become proficient in assessment at the program level, it became clear at the outset of the Self-Study process that an analysis of student learning on an institutional level was not taking place. In Fall 2011, a sub-committee of CUSP was formed to research and propose student learning outcomes for the College. The sub-committee’s findings led to a focus group that included numerous faculty leaders that helped to refine and restructure the student learning outcomes. By December 2011 there was consensus on the outcomes: communication, critical thinking, inter/intra personal skills, and professional competence. In spring 2012, the student learning outcomes were memorialized in each of the College’s course outlines and mapped through the academic programs to the institutional level to allow better assessment of student learning outcomes. Portfolio analyses and pre-post tests are in the process of being researched and task forces have been established for implementation.

It has also become clear that while SUNY Canton policy requires a student evaluation to be administered during the last week of classes within a semester and that the delivery timing of the survey is crucial for the instructor to ensure the class meets the learning objectives for the course, instructors are not receiving student feedback from the evaluations until well into the following semester. If the student evaluation of the course was administered at the mid-point of the semester and then disseminated to the appropriate faculty member prior to the end of the semester, a deficiency in learning could be addressed almost immediately.

Finally, according to the Guidebook for Conducting Assessment in the Major (Appendix O) a graduate and employer survey should be administered annually, but the requirement is every five years. If the College policy adjusted to having the two surveys distributed annually for all departments the results could be used more efficiently to rectify issues with program level student learning objectives. The current method of former student and employer contact for the survey is through hard copy mailings, but a more resourceful method could be the use of social media sites. SUNY Canton currently has multiple social networking sites for the College and a utilization of the sites could be an asset for increased data collection and survey distribution.

E. Linking Student Assessment with Mission and Goals

1. Promote Academic Excellence

At SUNY Canton, the three schools have a mission statement that identifies general student learning objectives relevant for the various courses of study. Each school has mission statements that express student centered goals, as well as goals grounded in academic quality and responsiveness to the various career objectives of the students. The individual majors also provide a specific articulation of student learning objectives, curricular goals, and potential career prospects for graduates. In terms of student learning outcomes, in the Guidebook for Assessment in the Major (Appendix O) there is a distinction and linkage between the course
learning objectives, the program learning objectives and the questions to assess the SLOs in the graduate and employer surveys.

2. **Improve Operational Effectiveness**

In an effort to maintain high academic standards, student learning objectives must pass a number of gatekeeping measures before final approval. Course outlines are first evaluated and approved by faculty from the respective academic department, then Curriculum Committee, and finally **Faculty Assembly**. The final versions of the approved course outlines are displayed online for all faculty and staff to review.

Academic assessment is shared at SUNY Canton through a variety of venues, including **Faculty Assembly**, the main campus webpage, hard copy publications, and advisory boards. Faculty governance is one example of how SUNY Canton ensures only the highest quality academic programs receive approval. Shared responsibility has a secondary benefit in that faculty across campus have a better understanding of what takes place outside their departments. This positively contributes to operational effectiveness and in some cases leads to cross-campus collaboration amongst departments.

3. **Optimize Enrollment**

Faculty have the tools to develop both timely and relevant courses, in part, because of continuous improvement based on assessment in the major data. Assessment results are used to indicate the degree to which the College can optimize enrollment through an improvement of student learning. By meeting the needs of its stakeholders, SUNY Canton increases the likelihood of student success and thus the potential for students to move from two-year programs to four-year programs and ultimately end with employment. The assessment process and its dissemination to the College community aligns itself with the mission statement and values as it promotes a flexibility for curricular change and instruction change as well as also fostering a student-centered philosophy.

4. **Drive Decisions with Relevant Information**

As previously explained, all academic programs are evaluated on a rotational basis. Program assessment provides an opportunity for critical analysis of the effectiveness of the curriculum. Results of this assessment process are used to make revisions in curriculum to improve programmatic effectiveness. In addition, at the individual course-level, campus policy mandates that course outlines be reviewed and updated a minimum of once every three years. This provides both an opportunity to update course content to reflect new developments in the field, as well as adjust student learning objectives based on results from assessment. Through assessment, data is available to assist faculty with making decisions based on meaningful data, driving decisions with relevant information.
Appendices (See Separate Appendix Document for Appendices)

A. Detailed Findings and Conclusions
B. College Organizational Chart
C. Campus Map
D. College Catalog
E. Current College Budget
F. Program Enrollments
H. Student Handbook
I. Faculty Handbook
J. Personnel Handbook
K. Strategic Plan
L. Facilities Master Plan
M. Institutional Effectiveness Plan
N. Institutional Scorecard
O. Guidebook for Assessment in the Major

SEE SEPARATE APPENDIX DOCUMENT OR DOCUMENT REPOSITORY FOR APPENDICES
Exhibits (Contained in Separate Documents in Document Repository)

1. 2002 Self-Study
2. Affordability Comparison with Peer Institutions
3. Enrollment History
4. Faculty Information Form
5. Student Evaluation Form
6. 2011-2010 Goals and Objectives for Student Affairs and Support Services (located on the ANGEL Assessment Repository).
7. United University Professionals (UUP) Handbook
8. Civil Service Employees Association (CSEA) Constitution and Bylaws
9. College Association (CA) Employee Handbook
10. College Interviewing Guide
11. Employment Search Guidelines
12. Sample Instrument to Rate Candidates
13. School and Department Bylaws
14. Policies and Procedures for Online Learning
15. Sample List of Summer Classes
16. Sample List of Winter Classes
17. SUNY Canton Magazine
18. Convocation Program
19. Commencement Program
20. Student Opinion Survey of Student Engagement (NSSE) surveys
21. Presidential Annual Reports
22. College Council Annual Reports
23. Student Affairs/Academic Support Services Annual Reports
24. Program Report Cards
25. SUNY CANTON Report Card (When Available)
26. SUNY CANTON Financial Aid Documents
27. See ANGEL >Information Security System)
28. Annual Health Insurance Portability and Accountability Act (HIPAA) review
29. SUNY IPEDS and Graduation Data
30. See ANGEL>Retention Committee, Special Programming)
31. See ANGEL>Assessment Repository>Division of Student Affairs and Support Services>Goals, Objectives, and Outcomes)
32. See ANGEL>Retention Committee, Retention Planning)
33. See ANGEL>Assessment Repository>Division of Student Affairs and Support Services>
34. See ANGEL>Assessment Repository>Division of Student Affairs and Support Services>Goals and Objectives for documentation of specific outcomes).
35. See ANGEL>Assessment Repository>Division of Student Affairs and Support Services)
36. See ANGEL>Assessment Repository>Division of Student Affairs and Support Services>Goals and Objectives for documentation of specific outcomes).

37. Number of Full-Time Faculty
38. Faculty Length of Service
39. Faculty with Terminal Degrees
40. Sample faculty appointment letter
41. Faculty working on Terminal Degrees
42. Faculty in Federally Protected Class
43. Faculty Salaries
44. Faculty Salaries (2)
45. Faculty Scholarship
46. Externally Accredited Associate Degree Programs
47. Personnel Transaction Form
48. Faculty Credit Validation
49. UUP Collective Bargaining Agreement
50. Adjunct Faculty Handbook
51. Faculty Sabbaticals
52. College Foundation Grants to the Faculty
53. Joint Application for Canton College Foundation Faculty/Staff Development awards and IDAP awards
54. Provost Training and Development Account
55. UUP professional development funds
56. Standard Course Outline
57. Handbook for the Submission of Undergraduate Academic Programs
58. Fall 2011 Middle States Faculty Staff Survey
59. Instructional Technology in Campus Classrooms Fall 2011
60. Job Specs, Instructional Support
61. ISA Positions Oct 2011
62. ISA Appointment Letter
63. Professional Performance Program Form
64. Professional Evaluation Report Form
65. Sample List of Fall and Spring Course Offerings
66. Class Size Data
68. Associated Colleges Interlibrary Loan Agreement
69. Library/Information Literacy Course Outline and Syllabus (CITA 101)
70. Web-based Information Literacy Instruction Data (Individual Sessions)
71. Employer/Graduate Survey Data
72. Curriculum Committee Student Learning Outcomes (p.8)
73. SUNY Canton NCAA III Plan
74. Canton Approval for Exploratory Year
75. SUNY Canton Internship/Culminating Experience Policy of 2008
76. Guide for the Evaluation of Undergraduate Academic Programs
77. Report of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes
78. GER classifications of student learning outcomes
79. GER Implementation Guidelines
80. GER Rubrics
81. Math Assessment Data
82. Physical Therapist Assistant
83. Early Childhood Assessment in the Major
84. Criminal Investigations
85. Humanities
86. Examples of Course Examination as Assessment
87. National Automotive Technician Education Foundation Certification Example
88. Licensed Veterinary Technician (LVT) certification Examination
Glossary of Terms

TO BE ADDED
Documents Cited

https://banweb.canton.edu/pls/prod/twbkwbis.P_GenMenu?name=homepage
https://portal.rf.suny.org/portal/page/portal/The%20Research%20Foundation%20of%20SUNY/home/commercialization/comm_policies_guidance/protection_intellectual_property
http://www.canton.edu
http://www.canton.edu/academic_support_services/
http://www.canton.edu/accommodative_services/
http://www.canton.edu/accommodative_services/pdf/policies.pdf
http://www.canton.edu/admissions/military.html
http://www.canton.edu/admissions/tuition_fees.html
http://www.canton.edu/advising_center/
www.canton.edu/advising_center/documents/CARP.pdf
http://www.canton.edu/ca/
http://www.canton.edu/catalog/catalog.pdf
http://www.canton.edu/college_council/
http://www.canton.edu/courses/common.html
http://www.canton.edu/diversity/
http://www.canton.edu/effectiveness/
http://www.canton.edu/employee/kennedy/biography.html
http://www.canton.edu/faminutes/sos/
http://www.canton.edu/foundation/staff.html
http://www.canton.edu/foundation/scholarships
http://www.canton.edu/foundation/funding.html
http://www.canton.edu/gened/
http://www.canton.edu/gened/approved_courses.pdf
http://www.canton.edu/human_resources/affirmative_action.html
http://www.canton.edu/human_resources/employment.html
http://www.canton.edu/human_resources/ethics.html
http://www.canton.edu/human_resources/training_intro.html
www.canton.edu/international/
http://www.canton.edu/international/pdf/International_Brochure.pdf
http://www.canton.edu/IT/policies_procedures.html
http://www.canton.edu/mission/
http://www.canton.edu/policies/
http://www.canton.edu/polices/ppm.pdf
http://www.canton.edu/probation/
http://www.canton.edu/provost/assessment/

Division of Student Affairs-Goals, Objectives, Outcomes (ANGEL>Assessment Repository>Division of Student Affairs & Support Services)
FYEP-Instructor feedback survey (ANGEL>Assessment Repository>Division of Student Affairs and Support Services)
Noel-Levits, Creating a Strategic Retention Program with Campus-wide Involvement
Survey of Advising (ANGEL>Assessment Repository>Division of Student Affairs and Support Services)
Student Affairs/Academic Support Services 2010-2011 Annual Report (ANGEL>Assessment Repository>Division of Student Affairs & Support Services)

“Faculty Staff Survey.” *SUNY Canton*. 2011.

Curriculum Committee, Student Learning Outcomes. Retrieved from Sandra Livernois, Assistant to the Provost/VP for Academic Affairs, SUNY Canton.


The State University of New York (June 30, 1976) University-wide Policies and Procedure: Credit/Contact Hour http://suny.edu/sunypp/documents.cfm?doc_id=168

List of other materials
Articulation Agreements
Blank Course Outline
Yellow Cover Sheet
Green Cover Sheet
Advisory Boards:
   Accounting/Finance
   Business Administration/Management
   Early Childhood
   Emergency Management
   Health Care Management

108
Legal Studies

Diversity Affairs, Retrieved from SUNY Canton, http://www.canton.edu/diversity/

Lapierre, P. (January, 2010). Course Outline: FYEP 101 First Year Program School of Liberal Studies and Support Services Social Sciences Department.


http://www.canton.edu/ol/

http://www.canton.edu/academic_support_services/trio.html

http://www.canton.edu/provost/pdf/InternshipPolicy.pdf
http://www.canton.edu/provost/syllabus_req.pdf

http://www.canton.edu/provost/pdf/syllabus_req_online.pdf

http://www.canton.edu/provost/assessment/

Minutes from AAC and SSAC Committee
Review of the PRR 2008 and PRR September 29, 2010
Interviews with Provost, Vice President for Student Affairs and Dean for Academic Services and Retention, Curriculum Committee Chair, and individual school Dean’s
Interviews with Curriculum Coordinators and Department Chairs
Faculty Assembly Minutes
September 15, 2009 Summary of Academic Assessment Activities
February 13, 2007 Power Point Presentation
Faculty Assembly Minutes -Tuesday, September 21, 2010
Faculty Assembly Minutes Tuesday, November 16, 2010
Review of Gen ED Assessment
Review of SUNY GEAR
Guide for the Evaluation of Undergraduate Academic Programs

List of Contributors

Middle States Steering Committee

Bruce Alexander, Associate Facilities Program Coordinator
Brandon Baldwin, Assistant Professor Automotive Technology
David Barnes, Assistant Professor Biology
Michelle Currier, Library Services Director
Jondavid DeLong, Associate Professor Legal Studies, Chair
Feng Hong, Associate Professor Physics
Mark Howlett, Men’s Soccer Coach
Christa Kelson, Assistant Professor Accounting
Susan Law, Operations Director, College Association
Martin Liu, Student Representative
Mary Loomis, Professor Veterinary Science Technology
David Norenberg, Career Services Director, Assistant Co-Chair
Carli Schiffner, Interim President and Provost
Karen Spellacy, Professor Economics
Sarah Todd, Institutional Research Director
Terry Waldruff, Senior Staff Assistant Administrative Services

Middle States Work Groups

Mission, Planning, and Resources

Shawn Miller (Chair), Assistant to VP for Administrative Services
Bruce Alexander, Associate Facilities Program Coordinator
Theresa Corbine, User Support Services Manager
Janet Livingston, Assistant to the Vice President for Academic Affairs
Maureen Maiocco, Professor, Early Childhood Education Director
Jennifer McDonald, Associate Professor of Physical Therapy
Karen Spellacy, Professor of Economics
Terry Waldruff, Senior Staff Assistant Administrative Services

Leadership, Governance, and Administration

Elizabeth Connolly (Chair), Director of Human Resources
Stacey Basford, Executive Assistant to the President
Lisa Colbert, Administrative Interim Chief of University Police
Kenneth Erickson, Dean of the School of Science, Health and Criminal Justice
Brian Harte, Associate Professor of Criminal Justice
Sandra Livernois, Assistant to the Provost
Daynelle Richards, Student
Karen Spellacy, Professor of Economics
Brian Washburn, Professor of Chemistry

Student Admission and Support Services
Patricia Cassara (Chair), Director of Academic Support Services
Brandon Baldwin, Assistant Professor Automotive Technology
Sabel Bong, EOP Counselor
Nicole Campbell, Director of Admissions
Lisa Colbert, Administrative Assistant to the Dean of Business and Liberal Arts
Donna Matoes, Administrative Assistant, Academic Support Services
Diane Muehl, Associate Professor of Sociology
David Norenberg, Career Services Director
Cori Wilhelm, Assistant Director of Admissions

Institutional Effectiveness and Integrity
JoAnne Fassinger (Chair), Grants Coordinator
Renee Campbell, Assistant to the Dean of Business and Liberal Arts
Jondavid DeLong, Associate Professor of Legal Studies
Pamela Enser, Registrar
William Fassinger, Associate Professor of Criminal Justice
Greg Kie, Media Relations Manager

Faculty
Daniel Gagliardi (Chair), Associate Professor of Mathematics
Debra Backus, Associate Professor of Nursing
Patrick LaPierre, Associate Professor of History
Mary O’Horo Loomis, Professor of Veterinary Science
Lawretta Ononye, Associate Professor of Physics
Nancy Rowledge, Personnel Associate/Health Benefits Administrator
Ron Tavernier, Assistant Professor of Biology

Educational Offerings, General Education and Related Educational Activities

Jeffrey Taylor (Chair)
John Conklin, Director of Nursing Program
Michelle Currier, Director of Libraries
Marela Fiacco, Director of International Programs
Feng Hong, Associate Professor of Physics
William Jones, Associate Professor of Legal Studies
Christa Kelson, Assistant Professor of Accounting
Lorenda Prier, Instructor of Business

Student Learning Assessment
Kyle Brown (Chair), Director of Informational Services & Online Learning
Elizabeth Erickson, Assistant Professor of Criminal Justice
Deborah Molnar, Professor of Physical Therapy
Patricia Todd, Health Center Director, Assistant Co-Chair
Lawretta Ononye, Associate Professor of Physics
Daniel Miller, Assistant Professor of Engineering Technology
Patrick LaPierre, Associate Professor of History
Nicholas Kocher, Assistant Professor of Business

Mock Review Team

Jerry Gravander, Associate Dean, School of Arts and Sciences (Clarkson University)
Stephen Frempong, Professor of Electrical Engineering Technology
Maureen Maiocco, Professor, Early Childhood Education Director
Janice Robinson, Associate Professor of Business
Brian Washburn, Professor of Chemistry