Periodic Review Report
Middle States Commission on Higher Education

State University of New York
College of Technology at Canton

April 2008

Chief Executive Officer: Dr. Joseph L. Kennedy

Commission action that preceded this report:
Reaccredited, 2003

Date of Evaluation Team Visit:
October 27-30, 2002
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Executive Summary

Institutional Mission and Profile

The State University of New York College of Technology at Canton was founded in 1906 and is one of 64 campuses in the State University of New York public higher education system. SUNY Canton is a public, coeducational, residential college located in a rural community within St. Lawrence County. SUNY Canton enrolls more than 2700 undergraduate students. The college also meets the needs of a large non-traditional student body, and offers degree programs and courses on-line and at off-site locations.

The mission of the College is:

Building upon a century of commitment to academic excellence, SUNY Canton offers baccalaureate and associate degrees and certificates responsive to the educational needs of an evolving technological society. SUNY Canton is dedicated to providing nationally and internationally recognized academic opportunities, through traditional and alternative instructional formats, in a supportive and culturally diverse environment.

SUNY Canton employs 107 full-time faculty and 66 part-time faculty. The college offers over 50 undergraduate majors, specializations, and degrees within its 4 schools (See Appendix A). Academic schools consist of:

The School of Business and Public Service
The Canino School of Engineering Technology
The School of Science, Health & Professional Studies
The School of Liberal Studies & Support Services

SUNY Canton’s academic degree programs have grown tremendously within the past five years. The College offers 10 Certificate programs, 24 Associate Degree programs and 15 Bachelor Degree programs. SUNY Canton also offers 3 online Master’s Degree (MBA) programs in conjunction with SUNY IT/Utica. The College’s distance learning capabilities and on-line course offerings have allowed enrollment of students nationally and internationally. In 2005, the Center for Excellence and On-line Teaching was established to oversee the growth of the College’s on-line degree programs and course offerings.

The State University of New York 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 to the State Legislature, and are actively engaged in administrative planning for the university system. Each SUNY campus includes a state appointed College Council, which advises the local president on long-term planning initiatives. The College President and Faculty Assembly share governance on the local level.

SUNY Canton has a state operating budget of $19,684,100 for the 2007-2008 academic year. Of that, $9,333,300, or 47 percent, comes from direct state support and $10,350,800, or 53 percent, comes from tuition and fees. Despite a continued decrease in the proportion of direct state support in regards to the College’s state operating budget – a trend witnessed at most SUNY colleges and universities – SUNY Canton has remained solvent through enrollment growth and increased fundraising activities. The total assets of the College have increased from
$4.5 million in 2006, to nearly $14.5 million in December 2007. The College endowment has increased 46 percent since 2004 to more than $4 million. In 2005, SUNY Canton launched its Centennial Campaign with a goal of $10 million by 2010. That goal, however, was reached in late 2007, and the college is now considering increasing the original goal to $20 million by the end of 2010.

**Preparation of the Periodic Review Report**

In January 2006, SUNY Canton began the process of preparing for the Periodic Review Report (PRR). Formally, 24 members of the SUNY Canton campus community served as steering committee members. In August 2006 committee members received documents pertaining to the previous institution’s self-study, the Middle States Commission on Higher Education, and the process of accreditation. Each committee member was given a focus area, based on their campus role and expertise, and was responsible for gathering specific college data and information. An on-line portal was created for posting information gathered, meeting dates, minutes, agendas, and provided a means for on-going dialogue between SUNY Canton PRR committee members and administration. The period between August 2006 and December 2007 was utilized for examining all aspects of the college’s programs, facilities, assessment measures, mission, goals and outcomes. Meetings of the PRR committee were held each month. A mid-point progress report was created in June 2007 and distributed to administration and committee members. PRR data gathering ended in Dec. 2007. Writing of the report began in February 2008 with a first draft complete and available for review by members of the administration.

Information sharing, collaboration and updates were available to SUNY Canton faculty, staff and administration throughout the Periodic Review process. The Periodic Review Report (PRR) draft was posted on-line and accessible to SUNY Canton administrators, faculty and staff for review and comments in April 2008. The PRR was approved by the College President and the Chair of the SUNY Canton College Council on May 17, 2008. The final PRR was formally approved by Faculty Assembly on __________ and submitted to the Middle States Commission on Higher Education.

**Institutional Changes, Developments and Challenges**

Many developments and changes have occurred since the SUNY Canton 2002 self study. Details of these changes were submitted to MSCHE in 2006 in the institution’s Substantive Change Report. Foremost, SUNY Canton is proud to have created and implemented 15 baccalaureate degree programs in the fields of Management, Public Service, Health, and Technology, and an associate degree program in Dental Hygiene. In 2006 the college created a series of distance learning and study abroad opportunities and programs called “Planet Canton”. As part of *Planet Canton*, the College formalized articulation agreements with Fulton-Montgomery Community College in Johnstown, New York, and Gillette College in Gillette, Wyoming. SUNY Canton has established international partnerships with Moscow State University in Russia, Kherson State University in the Ukraine, and American University of Bosnia and Herzegovina. SUNY Canton signed a Memorandum of Understanding with Yalta University. The College is also working to finalize agreements with Anhui Technical and Vocational College in China, where students there will have the opportunity to earn a SUNY Canton bachelor’s degree and attend SUNY Canton in fall 2008.
Renovations and construction projects continue to enhance and expand the SUNY Canton campus. These projects include integration of advanced technologies and online delivery systems, technology enhanced and distance learning classrooms, and several building upgrades. In October 2007, a new synthetic turf athletic field was unveiled. In addition, design, surveying and site work began on the new $45 million Convocation, Athletic and Recreation Center. As SUNY Canton completes the transition to a four year university, its athletic program received approval for membership in the National Association of Intercollegiate Athletic (NAIA) Sunrise Conference. For the first time in its history, SUNY Canton has an official mascot, the Canton Kangaroo, introduced in spring 2007 to the campus and community.

With an increase in degree programs and courses, both traditional and online, SUNY Canton added new staff and faculty to campus to meet these demands. Standards of professionalism have also increased. At present, 37 faculty hold terminal degrees in their fields of specialization, and 14 faculty are enrolled in doctoral programs. Adjunct professors now represent a diverse group of instructors from across the nation and globe.

College assessments, learning outcomes, and programs have gone through extensive review and revision. SUNY Canton has in place a Council for University Strategic Planning, an Assessment Committee, a Center for Excellence in Teaching and Online Learning, and SUNY Canton-developed rubrics for all distance learning courses. Student learning outcomes and assessments are ongoing and an important part of the College’s institutional effectiveness plan for academic excellence. Non-academic units have also developed outcome assessment plans. The College continues to explore ways to assist units with formulating these important tools for demonstrating growth and progress. SUNY Canton has active committees regarding all facets of governance, as well as faculty and professional staff who collaborate and participate in this university service.

Dr. Joseph L. Kennedy is in his 15th consecutive year as SUNY Canton’s President. The College has faced several personnel changes in the last five years. In July 2007, the College’s Provost resigned, after 4 years of service. In March 2008, Dr. William J. Trumble joined SUNY Canton as Provost and Vice President of Academic Affairs. Interim Deans preside in the School of Business and Public Service and Liberal Studies. In 2005, a Dean for the Canino School of Engineering Technology joined the College following the retirement of the previous Dean. SUNY Canton expects additional retirements within the next five years; however, the College is prepared to face this future transition.

**Periodic Review Report Organization and Overview**

SUNY Canton’s PRR begins with responses to recommendations from the 2002 Middle States Team Report. Significant progress has been made on these recommendations as well as those recommendations made in the institution’s previous 2002 self-study. Due to the large volume of recommendations brought forth in the 2002 self-study, section one has been divided into two parts. Part I provides responses and outcomes to the MSCHE Team recommendations. Part II includes responses and outcomes brought forth in the 2002 self-study. The document also includes information regarding major challenges and opportunities, including SUNY Canton’s 2010 Plan and multiple new program developments. Section III highlights enrollment trends and projections. Section IV and V provide information regarding assessment and institutional planning. Additionally, appendices offer relevant information and supportive documentation. Much information is accessible on the College’s website. Throughout the PRR, online resources have been made available to assist reviewers with obtaining the most up-to-date information, policies and procedures.
Middle States Commission on Higher Education

PRR Certification Statement

State University of New York College of Technology at Canton

Is seeking REAFFIRMATION of ACCREDITATION.

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and the accreditation standards detailed in Characteristics of Excellence.

_____exceptions or important qualifying comments are noted in an attached memorandum (Check if applicable)

__________________________________________________________
Dr. Joseph L. Kennedy, President                                   Date
Chief Executive Officer

___________________________________________________________
Mr. Ronald M. O’Neill                                                    Date
Chairman, SUNY Canton College Council
Part I:

Response to Recommendations from 2002 MSCHE Team Report
Part I: Response to Recommendations from October 2002 MSCHE Team Report

Mission, Goals & Objectives

MSCHE Recommendation:

1. A clearly defined process for mission, goal and objective review is needed. Ideally, all members of the community should be able to identify the steps of the process and their respective role within the review / development process. All functional areas of the College would benefit from having mission, goals and objectives as soon as possible. This college-wide effort will fit well with the institutional effectiveness and outcomes assessment planning on a campus-wide basis.

Institution Response:

A clearly defined process for mission, goal and objective review now exists. In spring 2004, the Council for University Strategic Planning (CUSP) was formed to facilitate long-range and ongoing strategic planning for the institution. CUSP reviewed the institution's mission and vision statements and developed complementary institutional goals and objectives with assistance from members of the administration, faculty and staff (See Appendix B). As a part of this process, all academic and non-academic divisions were required to develop individual goal and objective statements. On an annual basis, data is collected on the division results of the approved goal and objective statements and are used to analyze and identify areas of concern, success, and growth. Section IV and V of this report provide details of the Institution's campus-wide planning and assessment efforts.

The Council for University Strategic Planning continues to be a work in progress. The College has experienced an increase in baccalaureate degree programs, on-line capabilities and enrollment growth in a short period of time. Given these changes, CUSP is charged with revisiting the College's mission to ensure it fits the needs of the college's academic programs and future. SUNY Canton continues to evolve and self-identify. A recent change in administration will facilitate a re-structuring of CUSP members. Input from all constituents regarding the direction of the College's Strategic Plan is necessary. On-going training opportunities and assistance for departmental and program goal setting, outcomes, and assessment is necessary and will benefit future planning efforts.

The institution’s mission and vision statement, as well as school, department and program goals and objectives are accessible on the SUNY Canton web site at http://www.canton.edu/strategic_plan

Faculty

MSCHE Recommendation:

1. Aggressively recruit and hire qualified minority applications for faculty positions to rectify the absence of diversity among the faculty.

Institution Response:

SUNY Canton’s Affirmative Action Plan has been updated and approved. In conjunction with
the revised plan, the Affirmative Action Committee has published a recommendation, in its Opportunity to Hire guidelines, that suggests appropriate methods for conducting the evaluation and recruitment of qualified underrepresented groups. The Office of Human Resources, in consultation with the Search Committee chairperson or department head, formulates a recruitment plan and provides guidance during the search process. The phrase "Equal Opportunity / Affirmative Action Employer" or similar reference appears within each employment advertisement. All advertisements also include the statement: "The State University College of Technology at Canton, a unit of the State University of New York, is an Affirmative Action, Equal Opportunity Employer. SUNY Canton is building a culturally diverse and pluralistic faculty and strongly encourages applications from minority and women candidates." The diversity of faculty has steadily improved since 2002. Of the present 107 full-time faculty, 58% are male and 42% are female, and 14% represent minority groups (2007).

The Affirmative Action Plan and Opportunity to Hire guidelines can be accessed on the SUNY Canton web site at http://www.canton.edu/human_resources/

Institutional Effectiveness & Assessment of Student Learning

MSCHE Recommendations:

1. The Common Characteristics of Excellence for institutions of higher education states that policies and procedures, qualitative and quantitative as appropriate, which lead to the effective assessment of institutional, program and student learning outcomes are integral components of excellence. With this in mind, the recommendation is that SUNY Canton should develop an institutional effectiveness plan that includes the institutional assessment and assessment of student learning.

2. The Characteristics of Excellence of higher education states that educational institutions must have a clear expression and active pursuit of its mission and goals in relation to its students, its staff, its supporters and the community at large. With this in mind, the recommendation is that SUNY Canton should clarify their mission and goals so they can better serve as a framework for a college-wide assessment plan.

Institution Response:

SUNY Canton has developed an institutional effectiveness plan that includes institutional assessment and assessment of student learning. SUNY Canton’s mission and goals serve as a framework for a college-wide assessment plan. In 2005, SUNY Canton prepared its response to the SUNY-wide strategic planning process, entitled, Mission Review II. Mission Review II encouraged each campus to evaluate its (1) role and distinctiveness; (2) enrollment and admissions; (3) faculty; (4) academic program direction; (5) student outcomes; (6) technology; (7) facilities; (8) administrative structure and resource management; and (9) overall institutional reputation from 2005 through the year 2010. The results of this self study were used to evaluate the College’s current and prospective position in the market, while sustaining the core values and quality of the enterprise. The review process began with the formation of subcommittees, which reported to CUSP. Using the recommendation submitted by each subcommittee, CUSP then formulated the Memorandum of Understanding (MOU) between SUNY Canton and the State University of New York (See Appendix C). Upon completion of the Mission Review II process, CUSP was charged with the ongoing strategic planning and assessment of institutional effectiveness.
The institution includes each unit on campus in the campus-wide strategic planning process. As part of this process, each area has identified its own mission and five year goals that tie it into the mission and goals of the institution. In meeting these goals, members of each unit have proposed annual objectives that are measurable and thus make it easier to gauge progress. The mission statements, goals, objectives, and evaluations of these objectives are available to the campus community on the SUNY Canton website. Therefore, each unit has defined its purpose and articulated its own goals and objectives as they relate to the overall campus strategic plan. Section V of this report provides details of the College's Institutional Effectiveness Plan.

The College’s mission statements are publicly accessible on the college’s website http://www.canton.edu/strategic_plan and in the Academic Catalog.

Planning & Resource Allocation

MSCHE Recommendation:

1. While the team recognizes that elements of planning are evident across campus, given that planning starts with a clear understanding of the institution’s mission and goals, to fully comply with Characteristics of Excellence and assure that the institution does not lose purpose or direction, the recommendation is to formalize a comprehensive planning process to include annual and strategic plans with measurable outcomes.

Institution Response:

SUNY Canton has in place, a formal comprehensive planning process that includes annual and strategic plans with measurable outcomes. Prior to the 2002 Self Study and its subsequent recommendations, strategic planning and resource allocation were the domain of administrative committees and the College Council. Institutional goals did exist, however, the goals were not measurable. Objectives derived from the goals for the institution and its operational units were non-existent as were outcome assessments.

Resource allocation remains an exclusive administrative function; however the institution has made a commitment to greater institutional involvement in strategic planning and to the generally accepted practices of strategic planning.

The Provost and CUSP were charged by the President to address the recommendations/report requirements of CHEMSA and to prepare the next five year strategic plan known as the Memorandum of Understanding (MOU). This strategic plan is negotiated between the institution and the State University of New York. The final draft was disseminated to the college community for its review and input. The MOU protocol requires submission of the document to SUNY, with SUNY asking questions or commenting on the document, the institution’s response to SUNY questions/comments, and a site visit. CUSP members were involved in every aspect of the MOU protocol. The MOU covering 2005-2010 has been signed by the college and SUNY.

The second task assigned to CUSP was the review of the institution’s mission, goals, and objectives. Upon review of the recommendations of the CHEMSA report and the new Characteristics of Excellence, CUSP recommended a complete revision of the college’s mission, goals, and objectives and set about the task. CUSP revised the institution’s mission statement, created a vision statement, and revised the college goals and objectives with
outcome assessment in mind. All were presented to the college community for their review and input. The revised institutional mission, goals and objectives were presented to the Faculty Assembly (the college's governance system), with no formal action taken by the Assembly with respect to the revisions.

The next step in the revision of strategic planning was the requirement of all administrative units and subunits, including schools and curricula, to create individualized mission statements and goals congruent with those of the institution. Administrative units prepare annual objectives and outcome assessment for CUSP review and comment. Administrative units present to CUSP, annually, a review of the prior year’s outcome assessment and objectives for the upcoming academic year. To inform the college community of its activities, CUSP publishes an annual newsletter of its activities.

Finance

MSCHE Recommendations:

1. As noted in the Facilities section of this report, as a priority concern, fiscal resources need to be allocated to address the major deferred maintenance projects.

2. Noting the increasing use of temporary service funds, such use should be reviewed on a regular basis to insure that reliance on such funding is in fact “temporary”.

Institution Response:

In May 2006, the State University Construction Fund retained the services of JMZ Architects and Planners, P.C. to complete a Facilities Master Plan for SUNY Canton. The last comprehensive Master Plan was completed in 1978 then updated in 1994. A Campus Capital Plan was completed in 2001. The Facilities Master Plan completed February 2007 by JMZ Architects and Planners, P.C. builds on the work completed in 2001 and will guide the physical development of the campus over the next 10 years. The Facilities Master Plan also recommends a group of separate initiatives (SI - Strategic Initiatives) most of which incorporate critical maintenance projects (See Appendix E).

Temporary service funds are reviewed on a regular basis. Since 2000-2001 student enrollments have escalated, the number of full-time faculty has risen, and the overall campus budget has expanded. In part, the increase in the State Purpose budget is the result of a considerable increase in tuition in 2003-2004 from $3,200 to $4,350 annually. This represented the first tuition increase since 1995-1996. It should be noted that tuition remains at the 2003-2004 level.

Although the State Operating budget increased 47.9% between 2000-2001 and 2006-2007; a decrease in state support has been realized. In 2000-2001, State tax dollars made up 51.61% of the State Operating budget. In 2006-2007, State tax dollars represent 45.38% of the State Operating Budget. In 2006-2007, 54.62% of the State Operating budget was supported by tuition.

Enrollment has increased from 1,735 AAFTE in 2000-01 to 2,233 AAFTE in 2006-2007. During this time, the number of full-time faculty has increased by 8%. Personal Service Regular (PSR) has increased 41.4% while use of Temporary Service funds has decreased approximately 8% (See Appendix D). The increase in PSR not only represents additional full-time faculty, but also
reflects additional resources in full-time, non-instructional employees to support faculty and students. With the increase in on-line programs, the use of temporary service funds to support adjunct faculty is necessary. Temporary service funds may also increase as a result of failed searches or last minute attrition of full time faculty. However, utilization is reviewed each semester. Individual school Deans are given an allocation of funds to pay for adjunct faculty throughout the academic year. A contract exists, in the Human Resources Department, to substantiate the amount of funds associated with a disbursement request. If the Dean requests a reallocation of those funds, an approval is required from the VP of Administration.

Facilities

MSCHE Recommendations:

1. *The College should develop an annual preventative maintenance program and follow its provisions.*
2. *Given the volatility of energy pricing and the impact of same on the College budget, a comprehensive energy conservation program should be implemented.*

Institution Response:

An annual Preventative Maintenance Program and a Comprehensive Energy Conservation Policy exists (See Appendix E). The Preventative Maintenance Program includes clearly defined procedures for each preventative maintenance activity and recurring maintenance schedules, with defined activities for all department vehicles and engine driven equipment. The Physical Plant implemented a web based work order management system in 2004 for all maintenance requests, emergencies and repairs.

The SUNY Canton Campus is comprised of a seventeen building complex and associated facilities of approximately 750,000 square feet. The majority of the structures were built during the late 1960’s. These structures are typical of the period but do not meet current energy codes. SUNY Canton’s focus on energy has been stimulated by recent events such as the Governors Executive Order 111, deregulation of the energy sector which has resulted in widely fluctuating energy costs and the institution of energy related curriculums at the college. The campus has several key elements of an energy conservation program but needs to formalize the process to achieve a comprehensive program / policy (See Appendix E).

Information regarding the Physical Plant can be accessed at [http://www.canton.edu/physical_plant/](http://www.canton.edu/physical_plant/)
Part II:

Response to Recommendations from
2002 Self Study
Part II: Response to Recommendations from SUNY Canton’s 2002 Self Study Report

Institutional Mission & Goals

Self Study Recommendations:
1. A formal process for reviewing, revising, and approving changes to the mission and goals must be established.
2. A review of the College’s mission and goals should begin immediately to recognize and/or emphasize the different levels of educational opportunities for the students.
3. If appropriate, the College should investigate the development of specific institutional objectives.
4. Within one year of this report all functional areas of the college are to have established mission statements, goals, and objectives which are congruent with the institution’s mission and goals.
5. The College should use all opportunities to publicize and promote the mission and goals. Some contributed suggestions are:
   a. Place the mission and goals in a more prominent location on the College’s web site
   b. Post the mission and goals throughout the campus
   c. The mission and goals should be used more in college publications
   d. Publish the mission and goals as a separate identifiable orientation piece for new employees.

Outcomes:
SUNY Canton has made great strides toward the creation of college-wide mission, goals and objectives. Complete assessment plans are in place. Criteria for course, program, department and university reviews exist. All information is accessible on the college’s website and distributed to new employees, as well as placed in various publications. The following illustrates established mission statements, goals, and objectives for all functional areas:

<table>
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<tr>
<th>Administrative Affairs</th>
<th><a href="http://www.canton.edu/mission/admin_aff.html">http://www.canton.edu/mission/admin_aff.html</a></th>
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<td>Canino School of Engineering Technology</td>
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</tr>
<tr>
<td>School of Liberal Studies &amp; Support Services</td>
<td><a href="http://www.canton.edu/mission/solsss.html">http://www.canton.edu/mission/solsss.html</a></td>
</tr>
<tr>
<td>School of Science, Health &amp; Professional Studies</td>
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</tr>
<tr>
<td>Office of Student Affairs</td>
<td><a href="http://www.canton.edu/mission/staffairs.html">http://www.canton.edu/mission/staffairs.html</a></td>
</tr>
</tbody>
</table>
Students, Student Policies & Student Services

Self Study Recommendations:
1. *The efforts to recruit diverse students to this institution should be increased*
2. *The needs of nontraditional students should be surveyed to assess their possible special needs and concerns*
3. *SUNY score interpretations for the last three Student Opinion Surveys’ (SOS) need to be addressed*

Outcomes:
SUNY Canton is committed to ensuring student diversity. Expansion of degree programs is facilitating a change in student demographics, population and student groups. The College’s national and international initiatives have assisted in increasing student diversity. International affiliations and study abroad opportunities, as well as international visitors, scholars, video-conferences, and the growth of on-line programs has also impacted diversity. Beyond the North Country, the College’s major recruitment areas include New York City, adding to student diversity. There is also a significant Mohawk student population from Akwesasne (St. Regis Mohawk Reservation). Over 50 student clubs and organizations reflect the diverse student population that exists on campus.

SUNY Canton’s Student Opinion Survey addresses the needs of both traditional and non-traditional students (See Appendix F). Outcomes of the SOS are utilized in various unit objectives. Non-traditional students are returning to college for career advancement opportunities. The increase of baccalaureate degree programs and the availability to complete programs online has assisted this population of students with achieving these goals. Students completing certificate and associate degree programs now have an option to continue their education at the College and pursue advanced degrees. Courses are offered on and off campus, on-line, and in the evening, to accommodate non-traditional students. Late start 7 week courses are also offered each semester, as well as winter and summer enrollment term options.
Information regarding *Planet Canton* can be accessed at [http://www.canton.edu/planet_canton/](http://www.canton.edu/planet_canton/)

Information regarding student clubs and organizations can be accessed at [http://www.canton.edu/student_activities/clubs/](http://www.canton.edu/student_activities/clubs/)

SUNY Canton Student Opinion Survey results are accessible at [http://www.canton.edu/provost/assessment/](http://www.canton.edu/provost/assessment/)

**Admissions & Enrollment Management**

**Self Study Recommendations:**

1. An on-line personalized communication plan should be developed.
2. Faculty and current student contacts with prospective students should be maximized
3. The student recruitment plan should be evaluated and modified (if necessary) to attract more selective prospective students

**Outcomes:**

The Admissions Office has developed a recruitment plan to assist with admission efforts. Through on-line personalized communication the admissions office has made it convenient for students to complete college applications. SUNY Canton utilizes a program called *Fire Engine Red*; an email blaster that informs recruits, accepted students, and deposited students about campus events. This system also acknowledges prospective student interest in the College. Faculty and staff are welcome and encouraged to attend all open house events. The Admissions Office encourages assistance with prospective student tours, both individual and group. The Admissions office has a large number of student tour guides to assist in recruitment activities as well. The following activities have been initiated regarding recruitment of students:

- A reduction in the amount of multiple mailings to students and user friendly acceptance packets
- The addition of a counselor to recruit in the 5 boroughs of New York City
- The addition of a transfer counselor to evaluate transcripts as they are received
- Increased travel outside of NY as overall student populations decline. Travel to PA, CT, MA, VT, and Chicago, IL have allowed admissions staff to test the markets in these areas
- Personalized student correspondence including hand written notes, personal phone calls, emails, etc.
- Increasing alumni involvement in recruitment efforts through summer picnics for deposited students, and assistance at college fairs and campus-wide events
- Hosting 2 NYC bus trips.
- The creation of a web-based meeting place, *Be A Roo*, an on-line portal, similar to Facebook that allows new students to create a blog, post pictures, meet, and contribute to discussions posted by faculty, staff and students.

The College’s recruitment plan is evaluated on a regular basis. In addition, the Admissions Office continues to utilize recommendations from students, faculty and alumni to best meet admission efforts.

Information regarding Admissions can be accessed at [http://www.canton.edu/admissions/](http://www.canton.edu/admissions/)

**Financial Aid**
Self Study Recommendations:
1. The VP’s for Administrative Services and Student Affairs should establish, in consultation with the current parties involved in the scholarship awarding, a scholarship award process.
2. The Financial Aid Office should develop a comprehensive outcomes assessment plan.
3. The results of SOS should be further evaluated. For future SOS questionnaires the inclusion of locally generated questions to better understand the erosion of the SUNY ranking should be considered.

Outcomes:
A formalized scholarship award process exists and is under the direction of the Admissions Scholarship Committee for freshman students. Upon admittance, incoming freshmen are sent an application if they meet initial requirements. The committee then reviews applications for eligibility. The College Foundation Office is responsible for scholarship awards for continuing students and disseminates award information to the financial aid office accordingly. The Financial Aid Office created a comprehensive Outcomes Assessment Plan as part of the institution’s comprehensive planning process. The results of the College’s Student Opinion Survey (SOS) have been evaluated and made available to administration, faculty and staff. The SOS results provide tables of data from the Student Opinion Survey (SOS) and compare survey results for the past three years (See Appendix F).

The Financial Aid Office can be accessed at http://www.canton.edu/fin_aid/

Academic Advising

Self Study Recommendations:
1. The differences between the college catalog and the Student Handbook should be resolved.
2. Course descriptions for courses not offered in many years should be removed from the catalog. If it is deemed inappropriate to remove the course, a disclaimer should be developed to advise students of availability.

Outcomes:
The Academic Catalog, Student Handbook, and course offerings are now reviewed and revised annually by departments and Deans, in consultation with Program Chairs and Directors. All parties make necessary edits, revisions or changes to these documents. These changes are forwarded to the College’s publications department. Course outlines are reviewed every three years. At present, all course descriptions are accessible to faculty, staff and students through the College Catalog, on-line, and through the College’s Northstar Web system. Detailed Course Outlines for all college course offerings are now accessible to faculty and staff (password protected) on the College’s website.

A system exists for the deletion of course descriptions from the College catalog for courses no longer offered. Course deletions require endorsement by the curriculum committee and faculty. Course deletions are presented at faculty assembly meetings as warranted for formal approval.

The Academic catalog can be accessed at http://www.canton.edu/catalog/
Student Health Services

Self Study Recommendations
1. Utilize the increase in mandatory student health fees to address salary issues and add services including a health educator, psychiatric services, and increased medication formulary.
2. Change the nurse practitioner/physician’s assistant positions from Public Employee Federation (classified) to UUP (professional).

Outcomes:
The Davis Health Center has addressed personnel and salary issues and increased health education program offerings. In spring 2003 the Health Services director’s salary was adjusted to align with comparable SUNY system health center directors’ salaries. In 2003, the nurse practitioner/physician’s assistant position was moved to UUP and now represents the professional union salary range. In April 2006, a UUP RN/Health Educator position was developed to support clinic needs and provide health education programs. Sixty-five health-related programs are implemented each year. CPR classes are offered on a monthly basis to students, faculty and staff.

A lack of funding and shortage of psychiatrists in the region remains an on-going issue. Health Center staff work collaboratively with counseling staff to make efficient use of the psychiatric services in the community. Health Center providers participate in continuing education opportunities related to mental health issues. Providers consult with the college’s physician regarding students mental health needs.

Medication and supplies are a standard part of formulary and services. Twenty new medications have been added to the health center. New equipment includes safety syringes and campus wide hand sanitizer units. The self-care center was expanded in fall 2002 and allows students to pick up over-the-counter medications using free tokens. Self-care information is available as well. The self-care center receives over 700 visits yearly. Clinic visits have increased from 932 students in 2002-2003, to almost 4000 student visits in 2007.

Additional information regarding Health Services and the Davis Health Center can be accessed at http://www.canton.edu/health_center/

Personal Counseling

Self Study Recommendation:
1. Consideration should be given to increase funding from internal and external sources for the Counseling Center’s educational programs and educational materials.

Outcome:
Programming funds have improved and increased since 2002. Internal funding from the College Foundation has assisted with program offerings. The Health Center has provided funding for co-sponsored programming initiatives. Alcohol Seminars have also provided a source for increased funds for the Counseling Center, allowing the Counseling Center to
present over 100 educational programs. The center receives state money as needed for additional supplies and materials.

Information regarding the Counseling Center can be obtained at http://www.canton.edu/counseling/

University Police

Self Study Recommendations:
1. University Police should prepare an outcomes assessment plan
2. Recruitment of minorities

Outcomes:
The mission and primary purpose of the University Police is to provide a safe and secure environment for the campus community and general public. An outcomes assessment plan now exists for University Police. The assessment plan evaluates and recognizes the responsibility and need for increased involvement by UP in campus and community life. It also assesses areas of communication, shared decision-making, leadership, and good citizenship.

The State University of New York is an equal opportunity Affirmative Action employer. Women and under-represented (African, Asian, Hispanic and Native-American) persons are encouraged to apply to the New York State Department of Civil Service. In 2003, a female officer joined UP. UP continues its efforts to diversify its police force.

Additional information regarding UP can be accessed at http://www.canton.edu/university_police/

Office of Career & Transfer Services

Self Study Recommendations:
1. Evaluate space requirements for visiting recruiters
2. Establish relationships with more recruiters
3. Make available internet catalog searches
4. Increase use of services by student body

Outcomes:
The Office of Career and Transfer Services has made significant progress since the 2002 self study. A director was hired in November 2005. The new director has worked with the Alumni Association and faculty to identify new companies interested in hiring SUNY Canton graduates. In March of 2007, Career Services hosted the campus’ first spring Career Fair. Of the employers present, 60% had never recruited on campus and 30% were new to SUNY Canton. The new director has also identified a need to increase the number of large corporate business employers recruiting on campus. Many new contacts have been made including Northwest Financial Network, MetLife, and National Grid. Given the lack of large businesses in the North Country, efforts are being made to convince hospitals to look to SUNY Canton for graduates with degrees in areas other than the health fields. The need to continue growing relationships with recruiters for all majors is a goal of the office. Conversations with faculty are on-going to determine what companies Career Services should target for graduates.
To date there has been no evaluation of the space needs for recruiters. This is due in part to the transition in leadership of the Career Services department. The campus/facilities master plan includes no space increase for Career Services.

In fall 2007 a number of additions to web services offered through the Office of Career Services were created. This began with a reorganization of the Career Services web site. The site now includes links to major general employment search engines and profession specific employment search engines. A web-based service through which students can search for full-time, internship, work study, and summer jobs was also created. Students can upload resumes and documents and apply for jobs on-line through this system. Employers are able to search for students and view resumes. Alumni are able to log on to the system both as job-seekers and as mentors for current students. Career Services is aware of the many new students who will be attending SUNY Canton on-line from such places as Wyoming and the Ukraine and is making efforts to offer as much of its services on-line to meet the needs of those students. An additional web-based service offers a resume building application that walks students through the steps of building a resume. At the end of the process, students get three versions: a Microsoft Word and plain text version to download, and an interactive website resume with individually generated URLs. Such web resumes are popular with business and marketing companies and should serve SUNY Canton students well. The Career Services office is discussing splitting the cost of an on-line career library with the campus library. If implemented, students on and off campus will be able to access and download a catalog of print resources.

Prior to fall of 2005 the office did not track student use of services; however, it was clear that students were not using the office to its potential. A campaign was developed to reach out to both faculty and students, engage both groups in career services, and renovate the office to be physically inviting to students. Outcomes from that campaign include:

- Presentations to faculty from all four schools at school or department meetings
- Facilitation of 38 (19 in-class) presentations to 792 students
- Creation of new career handout series for the office
- Creation of a weekly career information column published in campus student paper
- Increased general traffic in the Career Services Office from 53 students in fall 2005 to 481 in spring 2006 of which specific career counseling appointments increased from 35 to 137
- Removal of old and/or superfluous furniture and file cabinets
- Replacement of three PCs (the most current of which was 8 years old)
- Painted offices, light fixtures were fixed or replaced
- Furniture was rearranged to provide more inviting and fluid student work space

The results from the 2006-2007 have not been tabulated, but anecdotally the demand for services continued to increase in fall 2006 resulting in the hiring of two student interns. Looking to the 2007-2008 school year in addition to the interns, efforts are underway to fund a graduate assistant from one of the area colleges to support student demand.

Information regarding Career Services is accessible at http://www.canton.edu/career_services/

**Food Services**

**Self Study Recommendations:**
1. Develop a proactive survey approach to food service
2. Suggestion boxes in satellite areas
3. Develop an outcomes assessment plan
4. Evaluate student responses to survey to insure quality of service

Outcomes:
Food Service and student satisfaction feedback is achieved several ways. The most influential process includes a Town Hall Meeting, hosted with student diners for feedback on all food operations. These student mandatory meetings are held in the fall semester in each residence hall, with representation from food services, the campus store, residence life, maintenance and operations and administrative services. Informative decisions are made based on this input which directly influences budget planning for the following year. Additionally, comment and suggestion boxes are placed at all food service locations and actions are followed up immediately. Future plans involve the creation of a survey/comment section that will be accessible on the college’s website. Since the 2002 self-study, three additional eateries have been established on campus to meet the needs of increased enrollment. A Cyber Café, housed at the Library opened in 2005. An additional eatery, Serendipity, located in the Campus Center opened in 2006, offering healthy choice alternatives. The Campus Store opened Casa Solana, a Mexican-style eatery in 2006.

An Outcomes Assessment Plan does not exist. The College Association oversees Food Service Operations and is a separate legal entity not belonging to SUNY Canton, or the SUNY system. A Food Service Advisory Committee does exist. The committee consists of the food service director, a representative from the Student Cooperative Alliance, and is open to all students. Meetings are held twice per semester, or as needed. Additionally, The Student Opinion Survey (SOS) provides feedback relevant to food service and quality offered on campus.

Information regarding Food Services is available at http://www.canton.edu/can/can_start.taf?page=life_CA

Student Service Center

Self Study Recommendations:
1. Develop a more efficient and timely notice process for the receipt of student aid checks
2. Develop and outcomes assessment plan
3. Customer satisfaction surveys should be available continuously

Outcomes:
Since 2002, the disbursement process of federal aid has been streamlined and a weekly process of disbursement and refunds is in place. In 2007, a change to the availability of refund checks was created allowing students on campus to receive checks at the Student Service Center. Additionally, refund checks held for 14 days are mailed directly to students. An on-line Student Satisfaction Survey has been created and will be implemented in 2008-2009.

Judicial Policies

Self Study Recommendations:
1. Tasks of the Maintenance of Public Order Hearing Board should be assigned to the Student Faculty Judicial Board
2. Evaluate student opinion survey
Outcomes:
A Maintenance of Public Order Hearing Committee is required by Education Law. The committee consists of 12 members. The role of the board is to hear any appeal cases which develop from action taken by the campus president, or his designee. The committee members may be asked to investigate a case and report back to the president. Information pertaining to The Student Judicial Support Program is accessible on the College’s web site and provides students with information about the Support Program, and how to navigate through a judicial hearing, along with general information about the College’s judicial system. The Student Opinion Survey does not include questions pertaining to Judicial Policies.

Information regarding the Student Judicial Support Program is accessible at http://www.canton.edu/sjsp/

Campus Housing / Resident Life

Self Study Recommendations:
1. Address increased funding of residence halls
2. Housing release policy should be applied in a fair and consistent manner
3. The results of the 2000 Residence Hall Survey and the 2000 Student Opinion Survey need to be reconciled

Outcomes:
Through increased funding, a number of upgrades have been implemented in campus residence halls. During the summer of 2006, Mohawk and Smith Hall renovations included updates to front entrances, as well as improvements to roadways and sidewalks in front of each building. In the summer of 2006, all four residence halls received new boiler systems and electrical system upgrades. An additional front entrance project is scheduled for Heritage and Rushton Halls in summer 2008, pending funding approval. Throughout the 2007-2008 academic year, additional residence hall upgrades have been initiated and include the purchase of new furniture for residence hall rooms, and upgrades to window blinds and lounge furniture. Construction of new residence hall facilities is currently in discussion. The financial feasibility still remains the major issue, as well as location and type of facility. The College remains committed to locating additional housing options for students.

The Housing Release Policy is clearly articulated in the Student Handbook (page 13, section 12.0) The Housing Policy addresses the mandated residence hall policy, exemptions to the policy, and the Housing Appeals process.

The Residence Hall Survey is administered each spring to approximately 1/3 of all residence hall students. The Student Opinion Survey is not administered in the residence halls, and to date neither survey results have been collated.

Retention Programs

Self Study Recommendations:
1. Charge of the Retention Committee should be amended to include non-academic retention issues
2. Success of students in subsequent English courses who complete BASK 97/98 should be assessed
3. Assess Attendance Warning / Dismissal system
4. University should provide faculty in-service training to address retention and student success

Outcomes:
The Retention/Student Life Committee functions have been amended and include the following:
- To determine factors which affect student retention
- To make recommendations to Faculty Assembly regarding retention
- To follow up on recommendations that have been implemented and to evaluate the effectiveness

An online early identification, attendance and performance warning program has been developed through the College’s Northstar Banner system. Instructors are encouraged to identify students early in the academic year. A mid-term academic probation system was developed in response to feedback from the attendance warning / dismissal system. Deans, faculty advisors and professional support service staff receive this information and are to address issues with advisee’s accordingly. To date, no formal assessment of the Attendance Warning / Dismissal system has occurred.

Professional development initiatives, conferences, and workshops are available to faculty and staff members throughout the academic year to address retention and student success strategies. Retention is a concern, and additional opportunities to support faculty and staff with student success strategies, student advisement, and issues of retention are needed. In the summer of 2007, the college implemented a First Year Program to assist with student retention. The First Year Program is a work in progress. Plans to expand the FYP are in process for 2008.

To date, the success of students in subsequent English courses that complete BASK 97/98 are not formally assessed. Future plans include the development of a computer-based assessment of student writing in the 2008-2009 academic year.

Intercollegiate Athletics

Self Study Recommendations:
1. Facility enhancement including locker room space
2. Title IX compliance
3. Full time coaching staff
4. Track athlete graduation and transfer rates
5. Assess non-athlete participation and student interest in intercollegiate athletics

Outcomes:
Facility enhancement projects include the construction of a new Athletic, Convocation and Recreation Center. The $36.7 million center will house a hockey arena, gymnasium, field house, fitness center, pool, locker room facilities, and athletic department office space. A new all-weather, lighted synthetic turf field was installed in Fall 2007. Extensive renovations have been made to the cross country trails and construction of a new baseball field will be complete in Fall 2008.

As with many small schools that offer football, Title IX compliance becomes a hardship due to the number of participants involved in the program and the cost of operating the sport. After the 2003-2004 season, football was dropped as an intercollegiate program easing many burdens,
including Title IX. SUNY Canton has shown a continuing practice of program expansion where there is sustainable interest. Women’s volleyball was added in 1996 and remains a viable program. Women’s lacrosse was added in 2003, however, it was dropped two years later due to lack of interest. In addition, SUNY Canton continually meets the interests and abilities of the female population with present program offerings, verified by the interest survey sent to all incoming females each summer. SUNY Canton fully and effectively accommodates all athletes in present programs. Male and female athletes are treated equally in facility scheduling, equipment, supplies, full competition schedules, travel arrangements, and other services. Upon completion of the athletic center women’s ice hockey will be initiated.

An area of concern in 2002-2003 was the lack of full-time coaches for women’s sports programs. Over the past four years, the department has made great strides in this area. At the start of the 2007-2008 academic year all women sports have a full-time coach. In addition, all men sports, with the exception of one, are also instructed by a full-time coach.

To track athlete graduation and transfer rates, a data base program is presently being developed with IT, and will contain information dating back to 2004-2005. Information will include the number of semesters a student completes at SUNY Canton, the number of seasons a student played a sport, a student’s major, graduation date, final G.P.A., and if a student transferred, the transfer location and graduation date.

The web based student survey addresses interest in intercollegiate athletics, however no data pertaining to event attendance, or a formal process to assess student interest in intercollegiate athletics exists.

**Intramural Athletics & Free Recreation**

**Self Study Recommendations:**
1. *Program goals, objectives, and outcomes assessment*
2. *Athletics department should coordinate with the Office of Community Development to provide a full time director of intramurals and free recreation*

**Outcomes:**
There is no full time director to oversee intramurals or free recreation. A member of the coaching staff has been hired to begin the process of reorganizing this program. Activities and events are published on the campus TV stations, on posters throughout the campus center, gym and fitness center, as well as the campus events calendar on the main college web site. Intramurals continues to be a work in progress but it is a high priority program.

**Office of Development Activities**

**Self Study Recommendations:**
1. *OCDA should develop assessment procedures to measure program success*
2. *Develop programming for baccalaureate institution*

**Outcomes:**
The Office of Community Development no longer exists. In 2002 Housing and Student Activities were combined and were named the Office of Community Development. In 2003 they were separated into two offices; the Residence Life Office and Student Activities Office. No data exists regarding the OCDA.
Office of Diversity

Self Study Recommendations:
1. Assist and encourage faculty to include diversity issues in course work
2. Utilize community development to support academic goals

Outcomes:
Many program initiatives have been created to promote diversity and foster community building by the College’s Office of Diversity. During the past 2 years, the Diversity Office has facilitated 29 workshops and presentations for various programs and college courses. These include a Freshman Seminar, Education Opportunity Program, presentations for the Criminal Justice program, Police Academy, and workshops for Resident Assistant staff; including 12 RA residence hall programs.

Programs or groups that have been formed across campus to promote diversity, inter-group communication, and build community include: The Diversity Council of Presidents, Spirituality Committee, Diversity Workshops for Faculty, Staff & Students, Spectrum (gay, straight and bisexual student group), Unity Band, Film Festival, African Student Union, Salsa Dance Show, Lecture by Cleve Jones - Founder of Aids Quilt, Thanksgiving Celebration, Gospel Choir Concert, Caribbean Student Club, Community Ecumenical Thanksgiving Service and various program events sponsored by the Associated Colleges.

In 1999 the SUNY Canton Character Development Initiative was formed to encourage cross-curricula character development. The Character Development Committee created the Campus Creed, which pledges a college-wide commitment to honesty, respect, responsibility, fairness, good citizenship and caring among faculty, staff, students, and the community. Throughout the academic year, recognition ceremonies are held and awards are presented to individuals that demonstrate these campus character values. Recipients are nominated by peers, faculty, staff or administrators.

Additional information regarding the Office of Diversity can be accessed at http://www.canton.edu/diversity/
Information pertaining to the SUNY Canton Character Development initiative is available at http://www.canton.edu/character_development/

Educational Programs, Curricula & General Education

Curriculum Pedagogy

Self Study Recommendations:
1. Greater number of technology enhanced classrooms
2. Revise course outline format to include measurement, standards, methods of assessment
3. Develop curricular outcomes assessment plans that are institutionalized and available for independent review
Outcomes:
Since 2002, twenty-five campus classrooms have become technology enhanced with Extron Desk installations, video conferencing equipment, and refurbished multimedia equipment. The Classroom Committee is responsible for prioritizing multimedia classroom upgrades each year.

A revised Course Outline and Guide for Writing Course Outlines were created by the Curriculum Committee and include information pertaining to measurement, standards, and methods of assessment. These documents are accessible to all faculty and staff on the College’s web site. Course outlines are reviewed and revised every 3-5 years and will incorporate the new outline criteria.

A curricular outcomes assessment plan was created. Methods exist for General Education Assessment, General Education Learning Outcomes, assessment cycles, and assessment in the major (See Appendix G).

The Course Outline template and writing guide can be accessed at http://www.canton.edu/provost/
Information and details regarding the College assessment plan and process can be found at http://www.canton.edu/provost/assessment/

Gen Ed & Honors Program

Self Study Recommendations:
1. Develop upper level liberal arts courses that satisfy GenEd requirements
2. Create a formal honors program
3. Define local process for GenEd course approval and submit to SUNY

Outcomes:
Upper level courses have been created to meet the requirements and needs of the College’s baccalaureate degree programs. Many courses have been developed and satisfy GenEd requirements, as well as provide choices for students (See Appendix H). A clearly defined process for GenEd approval and submission to SUNY exists.

Various programs exist that recognize outstanding student academic performance. At the end of each semester, students receive academic honors. To receive President's List honors, full-time students must earn a semester grade point average of 3.75 on a 4.0 scale. For Dean’s List honors, students must receive a grade point average of 3.25. Several Honor Societies exist on campus with formal induction ceremonies held throughout the academic year. Students are also awarded with additional academic excellence awards on and off campus; through scholarships, SUNY system recognition awards and various ceremonies; including a campus-wide formal Honors Convocation (a program honoring the academic accomplishments of SUNY Canton students), Scholarship Luncheon, and an Outstanding Graduate dinner / ceremony.

A list of our approved GenEd courses can be accessed at http://www.canton.edu/master_schedule/gen_ed_approved_courses.pdf
The submission process for GenEd approval can be found at http://www.suny.edu/sunypp/documents.cfm?doc_id=324
**Educational Opportunity Program**

**Self Study Recommendations:**
1. *Increase awareness of the program*
2. *Address staffing issues*

**Outcomes:**
The Educational Opportunity Program (EOP) has incorporated many initiatives to increase its awareness on campus. The EOP director meets with all Deans as a group, and individually, to discuss EOP students, issues, and program requirements. EOP counselors and staff make concerted efforts to clarify EOP program policies and goals with faculty and staff across campus through interactions and involvement on committees and campus events. The EOP director meets with Admissions staff at the beginning of every year, and discusses EOP with Financial Aid, Student Accounts, and the Registrar throughout the year. There is a need to orient new faculty to the EOP.

All accepted students receive detailed EOP brochures and a letter from the EOP office explaining initial EOP requirements. An autobiography is now required of all EOP students as well as an initial individual interview. All EOP students are required to sign an EOP contract listing expectations of students and staff. Additionally, new EOP students are required to enroll in a College Success Skills class taught by EOP counselors.

EOP enrollment has been declining over the past few years. As a result, the counselor/student ratio has been slightly below 1/100 since 2003. However, with the departure of an EOP counselor in May 2007, EOP has experienced staffing issues in the 2007-2008 academic year. A search is underway for a new counselor.

Additional information regarding EOP can be accessed at [http://www.canton.edu/eop/](http://www.canton.edu/eop/)

**Center for Extended Studies**

**Self Study Recommendations:**
1. *Survey BOCES to identify distance learning needs*
2. *Develop course evaluation instrument for non-credit courses*

**Outcomes:**
The Dean of Liberal Arts and Support Services meets with the BOCES DL committee on a regular basis to develop course schedules and to identify and assess course needs.

In spring 2008, SUNY Canton hired a Director for the Center for Extended Studies. With the arrival of the new director, the center will be identifying distance learning needs, creating non-credit opportunities and trainings, and developing a formalized evaluation instrument for non-credit courses. At present, individual program evaluations are utilized for non-credit opportunities. A number of non-credit programs currently exist for continuing education and training.

Additional information regarding the Center for Extended Studies can be accessed at [http://www.canton.edu/extended_studies/](http://www.canton.edu/extended_studies/)
Online & SUNY Learning Network

Self Study Recommendations:
1. Define DL intellectual property issues
2. Evaluation of learning platforms
3. Evaluate marketing strategies to gain market share in external student population
4. Offer general courses versus program specific courses

Outcomes:
The Center for Excellence in Teaching and Online Learning oversees all components of the College’s distance learning programs and initiatives. Over 65 courses are offered online each semester. From lower level courses to upper level courses; from program specific to general education.

In spring 2008, SUNY Canton will participate in the SUNY Learning Network and use Angel as its course management system as required by SLN. In fall 2007, a transition from Blackboard to Angel began with appointed faculty piloting courses throughout the fall semester. Various trainings and workshops have been offered to assist with the transition process.

The College has made great progress with external marketing. Planet Canton was established in 2006 to meet the growing student population generated by domestic and international efforts and affiliations. The College’s partnership with the American University of Bosnia and Herzegovina enrolled 110 students in 2007-2008 and is expected to increase to 300 students in 2009.

Information regarding Planet Canton is accessible at http://www.canton.edu/planet_canton/
A list of DL courses can be accessed at http://www.canton.edu/ol/

Faculty

Self Study Recommendations:
1. Competitive salaries and academic ranks
2. Increased diversity
3. Document faculty credential policies
4. Define faculty evaluation process
5. ISA evaluation procedure established

Outcomes:
The Office of Human Resources maintains the Personnel Handbook. Revisions are made according to policy changes. The Personnel Handbook clearly articulates policies and procedures for competitive faculty salaries, academic ranks, faculty credentials, and the faculty evaluation process. Instructional Support Assistants are given an annual review by their direct supervisor. The evaluative procedures for ISA’s can be found in the PPM. The Human Resources Department is committed to increasing diversity among faculty. A detailed Equal Opportunity and Affirmative Action Policy statement is in place. The Office of Human Resources can be accessed at
The Personnel Handbook is accessible at http://www.canton.edu/human_resources/professional_handbook.html

Library, Learning Resources & Information Technology

Library

Self Study Recommendations:
1. Staffing
2. Saturday hours
3. Funding for time-sensitive material
4. Student assistant that would help in computer labs with IT issues

Outcomes:
The Southworth Library is adequately staffed and has expanded its operating hours, to include an additional 4 hour opening on Saturday. There is technical support available at the library as well as through the IT Helpdesk, which can be accessed by phone, email or in person. Faculty are involved in the process of selection of new materials and resources according to their subject area and expertise. The librarian staff contact faculty through email and inter-campus mailings for such requests. Faculty are also encouraged to contact the library with requests for resources; from periodicals, journal and magazine subscriptions, media sources and books.

Future plans include a merger of the library and IT to create an Information Services Unit. An Information Commons area will allow the unit to stress service by function rather than discipline.

Information pertaining to the library staff and its services can be accessed at www.canton.edu/library

Learning Resources & Academic Support Services

Self Study Recommendations:
1. Encourage writing and math faculty to spend portion of office hours in learning centers
2. Consider awarding graduation credit for Freshman Seminar and College Survival Skills
3. Students who are identified as eligible but do not use Accommodative Services should be tracked for academic success rates
4. Academic counseling should be available to those students who do not qualify for SSS or EOP services
5. Evaluate use of Student Support Services

Outcomes
Academic Support Services
Academic support for students is important to the College. Various learning resources exist on campus to assist students with achieving academic success. All faculty are encouraged to support student success in all subject areas. This is accomplished in tutoring centers and informally through review study sessions and individual meetings with students.

Academic Development courses offer students a means to prepare for college-level courses. In accordance with SUNY guidelines, these course offerings cannot receive graduation credit. All
students, including those that are eligible for accommodative services receive early identification warnings (EID) and midterm grades. Graduation and retention statistics are available and can be separated for comparison as needed.

Academic counseling is a funded support service based on student eligibility. Academic counseling is available to students who do not qualify for SSS (TRIO) or EOP services through the campus Tutoring Office. Subjects include time management, study skills, note taking skills, test taking strategies and test anxiety. Formal academic advising, as it pertains to a student's curriculum, is provided by the student's academic advisor and the appropriate school dean.

Student usage of all Academic Support Services is documented in a database. Every contact is logged-in (Learning Labs have card scanners) and relevant reports are generated. All students using the Learning Labs or individual tutoring are surveyed for evaluation of services.

Participants in the Student Support Services (TRIO) program complete evaluations of SSS Academic Counselors, the Freshman Seminar course and tutor referrals to the Learning Labs.

**Accommodative/Disability Services**
The college community strives to provide all students with equal access to all institutional programs and services. To receive specific accommodations, students must identify themselves as an individual with a disability, provide credible documentation, and articulate their needs to ensure legitimate access to programs and services. All students who self identify to the Office of Accommodative/Disability Services (A/DS) are contacted directly by that Office. Students who self identify through the Office of Admissions or Health Services will be referred to the A/DS Office. Students who choose to use the services are then registered with the A/DS Office. Students who do not choose to avail themselves of the services are tracked in the following ways:

- 4 week memo (inviting them to the office)
- EID
- Midterm memo after grades are available
- Finals Flyer (accommodations for final exams)
- Probation letter (acknowledging status and extending support)

All students who use Accommodative/Disability Services are surveyed at the end of each semester.

**Information Technology**

**Self Study Recommendations:**

1. _BANNER_ system improvements and support
2. Online grade submission
3. Software inventory
4. Upgrade telephone system to digital switching
5. Development of IT services web site

**Outcomes:**
The Banner and Northstar Web systems were upgraded to version 7 in 2006. Aside from a major change in the look and feel of the screens (1024 x 768 screen resolution for Internet Native Banner), a new functional feature _Concurrent Curriculum_ exists. Concurrent curriculum allows an institution to record and use multiple curricula for students as they progress through the academic cycle. This enhancement delivers a new structure that provides a means to
maintain a complete historical picture of the individual’s curricula. There is also a terminology change: students are now referred to as learners, the General Student module is now the learner module, and academic history is now learner outcome.

The Banner System includes features for online registration, a drop function, tuition payment, forms for admission, student schedules, transcript information and student contacts. It also includes an Early Identification System for use by faculty to inform advisors, students and deans of student progress throughout the semester. Midterm and final grades are submitted through Banner as well. Support is available through the IT Helpdesk and registrar’s office.

The IT Department has grown significantly since 2002. A full list of software inventory is available (See Appendix I).

A need for an upgrade to the College’s present telephone system was identified in 2002. In late 2007 a new campus-wide telephone system was identified and purchased. Installation will occur in the summer of 2008.

IT Information can be accessed at http://www.canton.edu/it/website/Services.htm
The Banner System can be accessed at https://banweb.canton.edu/pls/prod/twbkwbis.P_GenMenu?name=homepage
Information pertaining to the proposed telephone system upgrade can be accessed at http://www.canton.edu/it/ITTeleComHome.html.

Institutional Integrity

Self Study Recommendations:

1. Electronic media should be controlled by Public Relations
2. Who’s held accountable for the production and release of publications?
3. Formalize periodic assessment of institutional integrity
4. Formal review of policies and procedures manual

Outcomes:
The College’s Public Relations Office oversees and is responsible for all electronic media, publications and press releases.

Policies pertaining to PR are found in the College’s Policies and Procedures Manual (PPM).

Information regarding Public Relations is available at http://www.canton.edu/public_relations/
A formalized system of assessment pertaining to institutional integrity exists, through CUSP, and can be accessed at http://www.canton.edu/provost/cusp.html.
The Policies and Procedures Manual is reviewed annually and updated accordingly to reflect changes within the institution. http://www.canton.edu/policies/ppm.pdf

Institutional Effectiveness

Self Study Recommendations:

1. Develop institutional effectiveness and outcomes assessment plan
2. Institutional research unit
3. Accountability for outcomes assessment plans
4. Canton 2012 should be a formal document

Outcomes:
Institutional Effectiveness and Outcomes Assessment Plans have been at the forefront of the mission and goals at SUNY Canton. The College has made great progress in this area with a major focus on academic outcomes. Continued effort in this area should extend to all non-academic units in the future. There is a need to train and support those individuals that are unfamiliar with assessment with how to best develop outcome assessment plans that will measure all areas of institutional effectiveness. An institutional effectiveness plan exists.

In 2006, a new Director of Institutional Research joined SUNY Canton. From this period on much has been accomplished regarding data collection and compilation of past surveys and assessments. The Director is an integral part of all assessment initiatives and serves on multiple committees related to institutional missions, goals and objectives. Presentations to departments, deans and faculty have assisted greatly in actively engaging the university in the important role of assessment.

The Provost is responsible for the process of accountability; however, CUSP is an integral part of the review and planning process on an annual basis.

A Canton 2012 document does not exist; however, there is a Canton 2010 plan which is accessible and available at http://www.canton.edu/can/can_start.taf?page=provost/new_org. Additionally, the Memorandum of Understanding (MOU) is a formal document and is accessible at http://www.canton.edu/provost/mou.pdf.

Information pertaining to assessment initiatives can be accessed at http://www.canton.edu/assessment/ and at www.canton.edu/provost/assessment/gened_review_feb07.pps

**Resources**

**Funding**

**Self Study Recommendations:**

1. *Expand recruitment of students*
2. *Develop upper division courses to increase enrollment*
3. *Increase state appropriations*

**Outcomes**

Recruitment initiatives and advanced degree programs now available to students, both on and off campus, and Distance Learning programs have increased enrollment greatly. SUNY Canton’s fall 2007 enrollment was the highest in 32 years and the second highest in school history. The College welcomed 2,765 students to campus in fall 2007. Upper division course offerings have increased along with the development of 15 baccalaureate degree programs, attributing to the increase in college enrollment (See Appendix A,H).

SUNY Canton continues to work with the State University of New York, the State University Construction Fund, the Governor and the Legislature to increase state funding for critical maintenance and strategic initiative projects on campus. The campus also continues to advocate for increases in the state’s operational budget and capital budgets to SUNY (See Appendix J).

**College Association**
Self Study Recommendations:
1. Develop business plan
2. Develop outcomes assessment plan

Outcomes:
The College Association is a separate entity and is not under the domain of SUNY Canton or the SUNY System. The College Association web site can be accessed http://www.canton.edu/ca/

Canton College Foundation

Self Study Recommendations:
1. Improve accuracy of alumni database
2. Adoption of planning committee’s strategic plan

Outcomes:
Several efforts have been made to improve the quality of the Alumni database. In 2002, the CCF office purchased the services of Alumni Finder, a company that reviews databases and updates addresses. In 2004, the Pitney Bowes Smart Mailer system was purchased. This system has allowed for more efficient mailing correspondences to alumni. Every six months, the Alumni/Development database is screened against the US Post Office’s change of address database and updates are made to ensure accuracy.
The 2002 Strategic Plan for the Canton College Foundation is in full implementation with the commencement of the Canton College Foundation’s largest comprehensive campaign in its history. With a goal of $10 million, the strategic plan’s direction to engage board members in more meaningful ways for the purpose of expanding fundraising resources is clearly being fulfilled. In addition, the campaign’s success to date has brought forward additional supporters beyond the board of directors and has changed the perception of SUNY Canton and the Canton College Foundation by all constituents including, alumni, friends, and community members. Because the campaign has already exceeded its goal of $10 million, the campaign will continue with an increased goal expectation and extensive engaged interactions with friends of SUNY Canton.

The Canton College Foundation can be accessed at http://www.canton.edu/foundation/

Alumni Affairs

Self Study Recommendations:
1. Greater support needed
2. New board members representative of student population

Outcomes:
The Alumni Office has significantly expanded their efforts to reach out and gain support from a greater pool of alumni. Regional events throughout New York State as well as in Florida, North Carolina, Arizona, and California have become annual events. New gatherings are being held in Texas, Massachusetts, Virginia, Pennsylvania, South Carolina, and Georgia. Specialized reunions have been held focusing on such groups as SUNY Canton’s 15 time championship Hockey Team alumni; which brought back nearly 200 hockey alumni to the College. Through
events and by increasing the consistency and quality of the alumni publication, *After Canton*, the Alumni Office has heightened alumni support of the college.

Efforts are ongoing to expand the representation of the College's alumni boards to include members from other regions and age groups. Progress has been made with the recruiting of several new board members, bringing a different dynamic to the previous membership.

The Alumni Office can be accessed at [http://www.canton.edu/alumni/](http://www.canton.edu/alumni/)

**Office of Sponsored Programs**

**Self Study Recommendations:**
1. *Increase external funding opportunities*
2. *Increased grant development*
3. *Presentation of faculty research and grant awards*
4. *Library acquisitions should address faculty needs*
5. *Increased support of sabbaticals for obtaining and executing research grants*

**Outcomes:**
The Office of Sponsored Research, under the direction of a full-time Grants Coordinator supports the College faculty and staff in their efforts to seek and secure external funding for research, special projects, education and training. Throughout the academic year, Brown Bag Colloquiums are held and open to all faculty, staff and students. These venues allow faculty to present their research, field-based work, knowledge and expertise. With an increase of faculty pursuing advanced degrees, the library continues to meet the research needs of the campus community.

Information regarding internal and external funding and research opportunities can be accessed at [http://www.canton.edu/grants/](http://www.canton.edu/grants/)
Many opportunities exist for professional development funding. Information can be accessed at [http://www.canton.edu/grants/internal_opportunities.html](http://www.canton.edu/grants/internal_opportunities.html) and [http://www.canton.edu/human_resources/training.html](http://www.canton.edu/human_resources/training.html)

Academic employees and certain administrative officers are eligible for sabbatical leave. A sabbatical leave may be granted by the President. Further information regarding sabbatical leave can be accessed at [http://www.canton.edu/can/can_start.taf?page=HR_leaves_of_absence](http://www.canton.edu/can/can_start.taf?page=HR_leaves_of_absence)

**Human Resources**

**Self Study Recommendations:**
1. *Develop outcomes assessment plan*
2. *Employment training*

**Outcomes:**
The Human Resources Office, in conjunction with academic and non-academic departments hosts a new faculty orientation formally each year and on an as needed basis. Additional training opportunities are provided to college faculty and staff on a variety of topics and at a variety of locations, on and off-campus. The HR office is available throughout the year to meet with employees and clarify procedures and employment policies.

The Human Resources Office has developed an outcomes assessment plan.
The HR outcomes assessment plan can be accessed at http://www.canton.edu/administrative_services/goals.html
Resources for new faculty are located at http://www.canton.edu/provost/
HR training initiatives are accessible at http://www.canton.edu/human_resources/training.html

Facilities

Self Study Recommendations:
1. Develop outcomes assessment plan
2. Evaluate results of facilities survey
3. Establish annual maintenance schedule
4. Develop risk assessment of deferred non mandated safety issues

Outcomes:
The Physical Plant / Facilities have developed outcomes assessment plans. The Facilities Master Plan has been revised based on results from previous surveys and consultation by JMZ Architects and Planners, P.C. Results and progress of the Five Year Educational Facilities Capital Plan Development are available for review. A summary of this initiative is available (See Appendix K). Additional documentation (M & R Projects, Facilities Master Plan, Campus Safety Committee Reports, Environmental Audit reports and Annual Fire Life Safety Inspection Reports) are available in hardcopy for review.

An annual maintenance schedule has been developed. The Physical Plant implemented a new web based work order management system on September 6, 2004. This product was developed by Que Centre. This system can be accessed on-line. The Work Order Maintenance System (WOMS) has a preventative maintenance module. This module is being utilized to manage preventative maintenance tasks.

On an annual basis, the Dormitory Authority of the State of New York (DASNY) updates the Residence Hall Condition Assessment for the State University of New York (SUNY). As part of this effort, DASNY makes a site visit to each campus once every five years. In the years between site visits, DASNY updates the assessment via telephone conference with the campus. The assessment includes campus identified needs, DASNY identified needs, listing of Residence Hall Fire Safety Task Force Information and proposed 5 Year Capital Plan.

Training and educational opportunities regarding environmental health and safety issues are part of the Physical Plant’s future goals and objectives. Training will focus on: Glove/Bag Asbestos Abatement, Lockout / Tag Out, Confined Space, Machine Guarding, Ladder / Scaffolding Safety, and Proper use of Fertilizers and Pesticides. Additional initiatives include the development of campus policy and/or programs with respect to energy conservation, recycling, procurement and hazardous materials.

The Facilities Master Plan can be accessed at http://www.canton.edu/mission/pplant.html
Project updates can be viewed at http://www.canton.edu/physical_plant/project_update.html
The work order system can be accessed at www.canton.edu/physical_plant/

Administration & Governance

Advisory Groups to the President

Self Study Recommendations:
1. President's Council should include a Presiding Officer and Senator
2. Improved interaction between Student Cooperative Alliance and Faculty Assembly
3. Similarity between Administrative Conference* and President's Council
4. Designation of President's Council
5. Purpose and function of Retention Committee

Outcomes:
The President's Council includes both a Presiding Officer and a Faculty Senator. The President's Council is the main advisory body to the President and serves as the President's chief advisors. The Council meets once or twice yearly and is comprised of the following members:

- President of the College
- Provost/Vice President for Academic Affairs
- Vice President for Administration
- Vice President for Student Affairs/Dean of Students
- Vice President for Advancement/Executive Vice President of the Canton College Foundation
- Executive Assistant to the President
- Budget Control/Fiscal Officer
- Director of Public Relations
- Director of Human Resources
- Presiding Officer of the Faculty Assembly
- Director of Admissions
- Dean, Canino School of Engineering Technology
- Dean, School of Business and Public Service
- Dean, School of Liberal Studies and Support Services
- Dean, School of Science, Health, and Professional Studies
- Executive Director of College Association
- Director of Athletics
- Chief Information Officer
- Assistant to the President/Secretary
- Director of Facilities Planning
- Chief of University Police
- Faculty Senator

*The Administrative Conference no longer exists

Additional efforts to involve students in faculty governance needs to be addressed. Increased interaction and involvement by student representatives is important to the campus community and programs.

The function of the Retention Committee is to: Determine factors which affect student retention; make recommendations to Faculty Assembly regarding retention; follow up on any recommendations that were implemented to evaluate their effectiveness; recommend policy with respect to those services provided by the Division of Student Affairs; and to review proposals for changes in Student Life Policies of the Policies and Procedures Manual and the Code of Student Conduct published in the Student Handbook. Functions of this committee, and all governance committees, can be found in Part F, Sections 1-10 in the Policies and Procedures Manual (PPM) [http://www.canton.edu/faminutes/bylaws.pdf](http://www.canton.edu/faminutes/bylaws.pdf).

College Council
Self Study Recommendations:
1. Increased diversity to match college population
2. Minutes of meetings should reflect discussions between administration and college council regarding reports presented.

Outcomes:
Members of the College Council are chosen by the governor. The minutes of the College Council include discussions between the administration and Council members, and include all reports given by administration to the Council members.

Transition

Self Study Recommendation:
1. Appointment of committee to insure smooth transition to a 4 year institution

Outcomes:
The Council for University Strategic Planning (CUSP) was created to assist with the transition and development of 4 year baccalaureate programs at SUNY Canton while maintaining the integrity of the institution’s certificate and associate degree programs, as well as the College’s mission.
Section II: Major Challenges & Opportunities

**Major Challenges and Opportunities:**
Enrollment

SUNY Canton’s single greatest challenge in the coming years will be tied to enrollment growth. High school graduation rates across the rural region of New York State’s North Country, the region SUNY Canton traditionally has attracted the greatest number of its students, as well as many regions of Upstate New York, project a downward trend as the population continues a slow but steady decline.

Despite those declining populations, SUNY Canton projects an enrollment growth of more than 730 students, or an increase of about 30 percent, from 2006 to 2010 due mostly to the growth in the College’s four-year baccalaureate degree programs. As of February 2008, SUNY Canton is exceeding its 2008 full-time enrollment projections by more than 20 percent for freshman and nearly 3 percent for transfer students. By 2010, 35 percent or more of SUNY Canton students will be enrolled in a bachelor-degree program.

### SUNY Canton Planned Enrollment – Fall Headcounts and Annual Average FTE

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Fall 2005 (Actual)</th>
<th>Fall 2006 (Approved)</th>
<th>Fall 2006 (Planned)</th>
<th>Fall 2007 (Planned)</th>
<th>Fall 2008 (Planned)</th>
<th>Fall 2009 (Planned)</th>
<th>Fall 2010 (Planned)</th>
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</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>First-time FT</td>
<td>799</td>
<td>810</td>
<td>825</td>
<td>780</td>
<td>770</td>
<td>765</td>
<td>760</td>
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<tr>
<td>Transfer FT</td>
<td>180</td>
<td>195</td>
<td>200</td>
<td>235</td>
<td>260</td>
<td>275</td>
<td>300</td>
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<tr>
<td>Continuing/Returning</td>
<td>1,102</td>
<td>1,190</td>
<td>1,200</td>
<td>1,347</td>
<td>1,478</td>
<td>1,532</td>
<td>1,605</td>
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<tr>
<td>Total FT Undergraduate</td>
<td>2,081</td>
<td>2,195</td>
<td>2,225</td>
<td>2,362</td>
<td>2,508</td>
<td>2,572</td>
<td>2,665</td>
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<tr>
<td>Baccalaureate Enrollment</td>
<td>312</td>
<td>585</td>
<td>755</td>
<td>885</td>
<td>1,037</td>
<td>1,139</td>
<td></td>
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<tr>
<td>Baccalaureate Online FTE’s</td>
<td>55</td>
<td>140</td>
<td>240</td>
<td>304</td>
<td>354</td>
<td>384</td>
<td></td>
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<tr>
<td>Total PT Undergraduate</td>
<td>400</td>
<td>490</td>
<td>492</td>
<td>515</td>
<td>525</td>
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<td>550</td>
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<tr>
<td>Total Undergraduate</td>
<td>2,481</td>
<td>2,685</td>
<td>2,717</td>
<td>2,877</td>
<td>3,033</td>
<td>3,107</td>
<td>3,215</td>
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<tr>
<td><strong>Total Headcount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAFTE</td>
<td>2,128</td>
<td>2,268</td>
<td>2,298</td>
<td>2,437</td>
<td>2,580</td>
<td>2,645</td>
<td>2,739</td>
</tr>
</tbody>
</table>

Data maintained by the State University of New York Office of Institutional Research and Analysis

1. 2005-06 AAFTE is estimated
2. Approved funded enrollment, Fiscal Year 2006-07 budget

In addition, SUNY Canton OnLine has enabled the College to reach out beyond its traditional student base in the North Country and New York State. Currently, students in Wyoming, Russia, Ukraine, Yalta, Bosnia and China are taking SUNY Canton courses online and through
video streaming. SUNY Canton also is taking steps to create an Office of International Programs with the idea of expanding international partnerships and student exchanges. In June 2008, six students in residence at Moscow State University in Moscow, Russia, will graduate with SUNY Canton diplomas, the first group of international students to graduate with a SUNY Canton degree. By June 2010, as many as 50 students in residence overseas are expected to graduate with a SUNY Canton diploma.

**Enrollment Management**

SUNY Canton’s enrollment management plans focus primarily on three groups: high school graduates, transfer students and non-traditional students. In 2007, 44% (46.8% in 2006) of first-time students (both full and part time) were from St. Lawrence County; 55% were from the “north country” counties (58% in 2006). For each of these groups, the College employs different recruiting strategies.

Most first-time students (currently 46 percent) come from regional high schools. SUNY Canton reaches out to this group through high school visits, college fairs, open houses, faculty visits, telecounseling, direct mailings and advertising campaigns. The next largest group of students comes from the New York City metropolitan region, where admissions counselors recruit routinely from New York City public schools. For non-traditional students, the College utilizes less traditional recruitment strategies, such as working with local businesses that anticipate or have announced layoffs to provide information and access to affected employees. SUNY Canton also will look to expand its presence at nearby the U.S. Army’s Fort Drum military base, which has brought an influx of soldiers and families to nearby Watertown, N.Y., and has plans to continue expansion for the next 10 years or more.

**Academic Standards**

As SUNY Canton completes its evolution to a four-year institution of higher education, its selectivity goals will evolve as well. The College is currently discussing increasing its minimum grade-point average for incoming freshman, understanding that it will have to work diligently to maintain its enrollment growth projections. The College has made great strides in improving its measure of selectivity, with the percentage of first-time full-time students with a high school GPA of 80 or better increasing from 32.7 percent in 1997 to greater than 50 percent in 2006-2007 (in 2006, 51.4% students; in 2007, 50.8% students). The College commits to the following selectivity goals:

- To increase the percentage of first-time full-time students with a high school GPA over 80, regardless of academic program or status to 57.3 percent;
- To institute the requirement that all baccalaureate degree applicants take the SAT or equivalent by 2010;
- To encourage all associate degree applicants to take the SAT or equivalent by 2010;
- To maintain selectivity for first-time full-time regularly admitted baccalaureate students.

**Faculty**

The campus is focused on hiring faculty who hold a terminal degree or who expect to receive such a degree within a few years of appointment, and the College also will continue to encourage and assist existing faculty who lack a terminal degree to pursue one. Currently at least 90 percent of SUNY Canton faculty have a master’s degree. In areas in which there is a
terminal degree in the field, 35 percent of the College’s faculty have doctoral degrees or their equivalent. As of 2007-2008, 13% percent of are pursuing a terminal degree. Therefore, SUNY Canton expects that during the next three to five years the number of faculty with terminal degrees will increase.

**New Developments**

Along with the construction SUNY Canton's new Convocation, Athletic and Recreation Center (CARC), the College will also, over the next few years, complete a $10.3 million renovation of one of our Engineering Academic buildings, Nevaldine South. This renovation will include Asbestos Abatement, a new roof, a new storage shed and pump house, and improvements and reconfiguration of classroom space.

The College will also renovate another academic building, Wicks Hall, to accommodate our growing Physical Therapy and Nursing programs - updating current space for Physical Therapy and creating new lab space and offices for Nursing.

SUNY Canton will also begin working on the College’s Memorandum of Understanding (MOU) with the State for 2010 to 2020 over the next academic year. The Memorandum of Understanding will include institutional goals, milestones of progress, and planned changes.

**College Image**

Lastly, SUNY Canton commissioned Carnegie Communications of New Castle, N.H., to conduct a marketing research assessment of the College. The study reached out to young adults across New York State via an online survey in an attempt to measure the image and reputation of SUNY Canton statewide. Carnegie delivered its findings to the College administration in January 2008. Its findings indicated that only 5 percent of prospective students are seeking an associate’s degree, while more than 53 percent are seeking a bachelor’s degree and 34 percent are seeking a master’s degree. The results confirmed that SUNY Canton is taking the right approach when it comes to increasing the number of baccalaureate degree offerings while de-emphasizing its two-year associate and one-year certificate degree programs. The College already has begun to analyze information from the study, as it prepares to construct its 2010-2020 Memorandum of Understanding with the State University of New York.
Section III: Enrollment, Finance Trends & Projections
In addition to continued projected enrollment growth, total assets at SUNY Canton have increased significantly in the past few years due to increased fundraising efforts through the SUNY Canton College Foundation.

SUNY Canton had a total operating budget of $19,684,100 for 2007-08. Of that, $9,333,300 came from direct state support while the remaining $10,350,800 came from campus generated revenue, including tuition. The campus cannot make budget projections beyond its current fiscal year. The New York State budget process takes place annually, and SUNY Canton will not know the details of the annual budget until it has been approved by the New York Legislature and signed by the Governor. The state’s budget deadline is April 1, however there is a history of budgets begin completed late.

As a result of New York’s 2008-09 budget, SUNY Canton will receive $21.2 million in strategic initiative capital funding for the second phase construction of its Convocation, Athletic and Recreation Center, or CARC. That is in addition to $18 million the campus received in 2006 toward the first phase of construction. The College is looking to break ground on the nearly $40 million project in summer 2008. The CARC will replace the Colleges former athletic facility, Dana Hall, which the New York State Office of General Services ordered closed in October 2007. The facility, constructed in the late 1960s, was deemed unsafe due to the structural failures of several wooden-arched beams that support the roof structure.

Total assets at SUNY Canton have increased significantly in the past few years due to increased enrollments as well as increased fundraising efforts through the SUNY Canton College Foundation.

Many of SUNY Canton’s alumni are entering a time when wealth traditionally is at its greatest for those nearing the end of their careers. Alumni who are in their 50s and 60s are earning the highest salaries of their careers and have maximized their savings. The increased fundraising efforts of the Canton College Foundation have yielded dramatic results. Total assets of the Canton College Foundation have gone from less than $5 million in 2003 to more than $14.3 million at the end of 2007, as represented in the chart below.
Section IV: Assessment Process & Plans
Historical Overview

Prior to 2000, assessment was not accomplished in a coordinated manner. Programs in health & engineering technology had national accrediting bodies and were routinely reviewed. Other programs may or may not have been reviewed. In November 2000 SUNY Administration, at the request of the Board of Trustees, presented a twofold plan for assessment to be implemented at 57 SUNY campuses. One section of the plan was to assess General Education, and the other section was to assess the Academic Major. General Education included ten Student Learning Outcomes (SLO) measured by specific courses, and two infused competencies. In April 2005 SUNY Administration added Strengthened Campus Based Assessment (SCBA) to the SUNY Assessment requirements. Under the SCBA plan the National Survey of Student Engagement (NSSE) would be administered every three years beginning 2008. Math, Critical Thinking, and Basic Communication (written) were to be assessed in one of two ways. Rubrics were developed by faculty panels within SUNY colleges to be used as “state normed” assessment, and ACT developed standardized tests to be used as “national normed” assessment. Colleges within SUNY were to select one of the methods (rubrics or standardized tests), and submit a written plan by February 15, 2006. These plans were reviewed by the General Education Assessment Review Group (GEAR). In June 2006 GEAR sent a response to SUNY Canton requesting clarification on some assessment items. The campus General Education Committee reviewed GEAR’s request and generated a response which was submitted January 2007. The SCBA plan is to be implemented beginning fall 2007.

Academic Major

Assessment in the major follows a standardized format using one of two means. If a program is nationally accredited, the program is reviewed by national standards following those accreditation guidelines and timelines. Other programs use the standards developed by the University Faculty Senate entitled “Guide to the Evaluation of Programs,” and a five year cycle. The guidelines and program review schedule can be found on the College’s website. Once the self-study is complete, reviewers critique and comment on the self-study, using established guidelines.

Faculty in the program share reviewers comments with their Dean, the Assessment Committee, the Provost and SUNY. Goals and objectives are formulated by the program in collaboration with the Assessment Committee to address suggestions for improvement, and are incorporated into the program plan within the appropriate school for the following year. School mission, goals and objectives can be found http://www.canton.edu/strategic_plan. School mission, goals and objectives are reviewed annually by CUSP.

General Education Assessment

As mentioned previously General Education Assessment has twelve student learning outcome areas. The first ten areas: Math, Natural Science, Social Science, American History, Western Civilization, Other Worlds, Humanities, Arts, Foreign Language, and Basic Communication are assessed using specific approved courses for each area. The last two areas, Critical Thinking and Information Management are infused throughout the curriculum. These two infused areas are assessed using the Writing Intensive Courses. Each degree program has a designated Writing Intensive course. All twelve areas in General Education are assessed and reported in a three year cycle. Four areas are assessed each year.
In fall 2007 the new plan to include SCBA was implemented. The campus elected to assess using the ACT standardized tests. Therefore Critical Thinking and Basic Communication (written) was assessed with ACT instruments. Math must use the State developed rubrics as ACT has not developed a standardized Math test. Once the assessment data is collected for each area, it is reviewed by the faculty in the department and the Assessment Committee. The results are shared with the Provost and SUNY. Recommendations for improvement are incorporated into departments/schools goals and objectives for the following year. The Math Department (GER 1), Social Science Department (GER 3, 4, 5, 6) and the Humanities Department (GER 7, 8, 9, 10) reside in the School of Liberal Arts and Support Services. The Science Department and Physics Department (GER 2) reside in the School of Science, Health & Professional Studies, and the Canino School of Engineering Technology respectively.

Summary

The General Education Committee was initially an administrative committee and later became a governance committee of elected faculty. The Gen Ed Committee as such was not successful. The Provost changed the committee to appointed faculty with a Dean Chair who reported directly to him. In reviewing assessment effectiveness, it was decided by CUSP and the Provost this year, that the Gen Ed Committee should become the Assessment Committee overseeing all aspects of SUNY Assessment [http://www.canton.edu/provost/assessment/]. Therefore, in fall 2007 after discussions with the committee members and the Provost, the committee is composed of:

- One faculty representative from each of four schools (4)
- One faculty representative from each Gen Ed area up for review (4)
- One representative for Critical Thinking
- One representative for Information Management
- One faculty representative from each program major up for review
- Director of Institutional Research
- One representative from Student Affairs when SOS and NSSE are reviewed
- One Dean to Chair the committee and oversee committee composition

The committee will interact among General Education Assessment and Assessment in the Major, as well as SOS and NSSE, with the change in composition. The committee will review the results collected and make recommendations to the appropriate Dean, so that goals and objectives can be established by the faculty within the Schools to address any weaknesses. Goals and objectives are addressed at the end of the academic year by each school. The Assessment Committee will have assessment data ready by Institutional Assessment Day each May to share with the appropriate school faculty and Dean.
Section V: Institutional Planning & Budgeting Processes
Within the recent history of SUNY Canton, there had never been a comprehensive plan for assessing institutional effectiveness. The College’s university leaders’ dedication to the improvement of the university, recent emphasis as to the importance of assessment, and the College’s close relationship with The State University of New York system, which has a commitment to the quality of education and to assessment of its instructional programs, provided SUNY Canton the impetus for creating an assessment plan. The creation of an assessment plan was the result of campus-wide deliberations and input, and covered all aspects of the institutional operation. The details of this plan have been presented and made available to the SUNY Canton campus community.

While the leadership of the institution is responsible for reporting on the efficacy of its efforts, the college has been successful in establishing a shared responsibility for effectiveness. Empowering individuals has enabled better communication at all levels as well as assured a greater level of engagement in the assessment process.

Institutional Effectiveness Assessment Process

Recently, SUNY Canton took part in a SUNY-wide strategic planning process called Mission Review. This exercise enabled us to review the mission of the college that would lead to 2010 and position the college favorably as it enters the next decade, with sufficient momentum to grow, while sustaining the core values and quality of the enterprise. Our Mission Review process established various layers of committees that had broad-based participation. These committees reported to the Council on University Strategic Planning, CUSP. This central group has representation from faculty, staff, students and senior administration.

Once the Mission Review was completed, the CUSP assembly was charged with ongoing strategic planning and assessment of institutional effectiveness. With this in mind, the first task of CUSP was to establish 5-year goals for the institution that covered the major aspects of operations. With each of these goals were associated objectives. The objectives were annual milestones that would help gauge the progress to the goals. The objectives were defined as quantifiable entities, i.e. the college could collate data and measure whether the objectives were met.

The first set of university-wide objectives and the progress made towards these objectives can be accessed at http://www.canton.edu/strategic_plan

Having established institutional goals and objectives as well as defining SUNY Canton’s mission and vision statements and core values, each unit on campus was charged to develop their own mission statement that tied to that of the institution. Furthermore, every unit was asked to determine their own set of goals and measurable objectives. These individual mission statements, goals and objectives were presented to CUSP for feedback and ensured congruence with that of the institution’s efforts.

The institutional and unit level mission, goals and objectives were shared with the campus community so that each member of SUNY Canton was made aware of the direction of the campus as well as the unit in which they were engaged. Furthermore, this information was used to establish clear targets to be attained by the end of the academic year. Since the creation of
unit level goals and objectives originated within each department, there should not be any sense that objectives were set too high or were not appropriate for that area. This sharing of information enabled faculty and staff to understand better the role of other units on campus. Furthermore, the analysis of the outcomes related to each objective is archived on the College’s website for all campus constituents to review. Goals and objectives for Academic and Non-Academic Units with results can be accessed at http://www.canton.edu/strategic_plan

By the end of the year, each unit collected data on the objectives that were set for the year and as a result, was able to report on successes and inconsistencies. The reports were reviewed by CUSP to better establish a solid foundation for future planning as well as identify areas for concern in the overall progress of the institution. The degrees of success in meeting these objectives dictated the objectives that have been set for the upcoming year. Furthermore, assessment of the institutional effectiveness has enabled the College to review, as necessary the 5-year goals. Therefore, the institution is able to make minor adjustments as necessary to the institutional plan. This process has strengthened the institution and provided concrete data for future planning.

Continuous Assessment Plan:

a) At the end of each academic year, the different departments will submit their progress towards the goals and objectives submitted at the beginning of the academic year to CUSP with descriptions of how they met their objectives and, if needed, an explanation of why they might not have met their objectives.

b) CUSP will review each department’s progress and provide feedback as to what they might do to improve the next academic year, or how they can meet their objectives or if an objective should be dropped.

c) Over the summer and by the beginning of each academic year, each department will submit to CUSP their goals and objectives for the upcoming academic year.

d) CUSP will review these goals and objectives in light of the past academic year’s progress and suggest any changes or approve the goals and objectives.

e) If approved, the goals and objectives will be posted to the SUNY Canton web site.

f) If not approved, the suggestions for improvement from CUSP members will go back to each department for revision and re-submission. Once approved, the goals and objectives will be posted to the SUNY Canton web site.

g) When the new goals and objectives are posted to the web site, the goals and objectives from the previous academic year, including the progress made towards these objectives, will also be posted to the web site.

h) A campus-wide announcement will be made when these have been updated and posted.

i) The same process will occur for the University-wide goals and objectives, with CUSP reviewing and revising as needed.

To further assess long term institutional effectiveness, SUNY Canton contracted with Carnegie Communications, Inc. to perform an Image Research Study and Institutional Audit of SUNY Canton. The preliminary results, presented in February 2008, will inform future discussion of SUNY Canton institutional effectiveness.

Survey Assessment:

SUNY Canton, every three years since 1985, has participated in a State University of New York sponsored Student Opinion Survey (SOS). This survey is completed by all state-operated
campuses and by community colleges in New York State. The most recent administration of the survey was spring 2006. In spring 2008, SUNY Canton will participate in the National Survey of Student Engagement (NSSE) as part of an initiative sponsored by the State University of New York.

The results of both the SOS and the NSSE survey can be used for Institutional Effectiveness and Student Learning. The SOS questions, for the most part, deals with student satisfaction of different services and departments on campus. These questions can be used as one piece of information that assesses our effectiveness. The SOS also includes questions that show self-reported student learning such as how the institution has contributed to students’ development in critical thinking, writing, speaking, preparation for career, and some other areas related to student learning. The NSSE survey was created to address the issue of student learning and includes many of these types of questions. Both surveys’ results can and will be used to look at how SUNY Canton delivers on its educational promises (See Appendix F).

More specifically, the Division of Student Affairs and the Provost’s Office have used the results of the SOS survey in a multitude of ways. Student Affairs shares the data with staff and uses the results to help with benchmarking for each department, to understand better how students view their services and for Middle States Accreditation. The Provost’s Office presents the data to the Deans of each School and discusses the results. The group then uses this information to help set the goals and objectives for the University and for each School. As with student affairs, the results help inform the Deans and Provost as to the campus climate and satisfaction levels with the University. The Retention Committee will use the most recent results of the survey, from spring 2006, to look at issues of retention related to responses on the survey. Their hope is to provide some recommendations for improvement, if needed, and to highlight where SUNY Canton has been successful.

In receiving the results of the NSSE survey, SUNY Canton will take the same steps listed above to make sure the information is widely shared. The College will compare SUNY Canton’s ratings to peer schools. If the College is falling behind peer schools in a certain area, the data will assist in determining the cause of the problem and with exploring ways to improve. The College will also look at higher ratings to determine what has been most successful, and how the campus can sustain these positive results.

SUNY Canton expects to continue administering the SOS survey every three years and would like to use the NSSE survey every three years as well. The tentative timeline for administering the surveys would be:

- NSSE: spring 2008 (and every three years thereafter)
- SOS: spring 2009 (and every three years thereafter)

**Budgeting Processes**

The following timeline illustrates SUNY Canton’s Annual Budget Process:

**February/March**

President and Vice Presidents are requested to submit their departmental budgets/needs requests for the next fiscal year to the Office of the Vice President for Administration
April/May  
Budget requests are compiled in an excel spreadsheet to determine total campus request/needs. Office of the Vice President for Administration will meet with deans and department heads to discuss the priorities within the respective areas, as requested.

May/June  
SUNY Administration advises the President and Office of the Vice President for Administration of the total allocation for the next fiscal year. (The timing of this may vary as it is dependent upon the approval of the New York State Budget)

June/July  
The Office of the Vice President for Administration reviews and compares the compiled campus budget request to the allocation received. Based upon the allocation received, adjustments are made to the budget requests. Personal Service Regular (full-time positions, both current and planned for the next fiscal year) and Utilities are the priorities. Temporary Service and Other Than Personal Service needs are funded based upon the remaining allocation and campus priorities. If major adjustments are needed to campus budget requests, the respective vice president is consulted; who in turn, consults with the department head.

June/July  
The excel spreadsheet, which totals the campus allocation, is transmitted to SUNY Administration. The spreadsheet is uploaded into the SUNY Administration accounting system. When this process is completed, campus account managers are able to access their respective accounts.

August/September  
The President presents the overall campus budget at the first meeting of the campus faculty/staff. As soon as the process is completed at the SUNY system level, account managers are able to move funds within their respective accounts to meet the needs of the department, as required.

The approval of the overall State budget determines the time frame for the campus to provide information to SUNY Administration and account managers to have access to their accounts. Financial statements are prepared for the entire SUNY system; not for individual campuses. The IPEDS (Integrated Postsecondary Education Data System) Financial Statistics Data is prepared for individual campuses. The data is derived from amounts reported in the State University’s audited financial statements. This report is filed with the Federal government and the New York State Education Department and used for various analytical purposes. Although the financial information utilized for preparing the IPEDS is based on audited financial information, the allocations made to each campus are not subject to audit. Therefore, on a stand-alone basis, the amounts reported in IPEDS by campus are unaudited. The PEDS report for SUNY Canton is available in the Office of the Vice President for Administration.

Please Note:

A Full Copy of the PRR including all appendices is available in FOB 614—Provost’s Office.