Assessment in the Major Workspace 2017-18

Applied Psychology Program

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Table of Contents

General Information (Assessment in the Major Workspace 2017-18)

Welcome to the 2017-2018 Assessment in the Major (AIM) for the B.S. in Applied Psychology at SUNY Canton. Although the program has been running for five years, this is the first time that an AIM has been conducted. This brief introduction serves to contextualize our self-study and draw your attention to a few of our most pressing issues.

As you read on, please consider the following:

1. The faculty of the Applied Psychology program have almost 100% turned over from its inception. As of the fall semester of 2017-2018, we are still short one full-time person, and the areas of expertise of the faculty have changed slightly since the program was first proposed. As such, our curriculum has been in constant flux, and we continue to make small changes to meet the needs of our students.
2. In the 2015-2016 academic year, we adopted new program learning outcomes (PLOs); we continue to do the work of changing course outlines to match these outcomes. You will find the PLOs described in a later section of this AIM.
3. In the 2016-2017 academic year, SUNY Canton saw several changes to its Institutional Learning Outcomes (ISLOs); this, too, continues to be a work in progress for the instinution as we adopt the new ISLOs. The Applied Psychology program's course outlines will be fully reviewed in the 2018-2019 academic year, which makes this AIM timely. More immediately, however, it should be noted that many of the existing course outlines contain the old ISLOs. You will find the ISLOs described in a later section of this AIM.

With consideration of these issues (i.e., faculty, curriculum, PLOs, ISLOs, and course objectives in flux for the last five years), please read on for more information on the Applied Psychology program.

Section A: Vision and Mission (Vision and Mission Statements, Goals, and Objectives)

Vision and Mission Narrative

Executive Summary

The following Assessment in the Major (AIM) highlights the Bachelor of Science Program in Applied Psychology at SUNY Canton. The B.S. in Applied Psychology was established, and accepted its first cohort of students, in 2012. An AIM has not been conducted prior to this point, and as such the following AIM encompasses the Applied Psychology program's activities from its inception. The Applied Psychology program's mission, goals, objectives, and student learning outcomes (PLOs) are defined but have gone through significant changes in the last five years, and continue to be a work in progress. The report given here offers reviewers and the institution a full description of the Applied Psychology program, faculty, students, and curriculum.

The Applied Psychology Program has developed into a high-quality 4-year program, and still has room for growth. The program prepares graduates for employment in the field of human services, psychology, and other jobs in the helping professions (including work with people who have psychological distress, developmental delays, and behavioral problems), and for graduate school programs in psychology, social work, counseling, applied behavior analysis, among others. Graduates pursue careers as case managers, applied behavior analysis assistants, program directors, mental health counselors, substance abuse counselors, and other jobs in the field of social services.

This AIM identifes strengths and weaknesses of our program, and highlights areas that need development, examination, and attention. Along with the rest of SUNY Canton, the Applied Psychology faculty have worked to improve and standardize the assessment process to link institutional, program, course, and professional standards to course outcomes and student learning. This also continues to be a work in progress, and this AIM was conducted at an ideal time to address our evolving needs.

Enrollment and retention are an issue at the institutional level, although major strides have been taken by all areas of campus life. In Applied Psychology, we have seen great success in keeping and graduating our students. We continue to grow to meet our students' needs.

A.1. Program Mission Statement

Mission Statement:

The program's objectives are to train students with the skills and knowledge to apply psychology to human services fields at an entry level position under the supervision of a licensed professional. Graduates will be prepared to work under supervising professionals with people in a client setting in order to assist, supervise, rehabilitate, and remediate personal and family issues with various populations. Career objectives for this program include producing educated and skilled graduates who are qualified and employable at the bachelor's level for local and national agencies such as the Department of Social Services, United Helpers, NYSARC, and the Office for Alcoholism and Substance Abuse Services.

Students in the program may pursue a 'generalist' degree or a more specific focus. Specifically, students interested in a chemical dependency focus may pursue certification as a Certified Alcoholism and Substance Abuse Counselor (CASAC).

If one considers technology to be the application of scientific advances to benefit humanity, then by applying scientific principles toward the goal of helping people with psychological distress, mental disorders, behavioral, or emotional

problems, this applied degree at SUNY Canton directly fulfills a central aspect of the Mission of the college.

A.2 Institutional Mission Statement

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

Vision Statement

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

Values Statement/Distinctive Identity

We Value...

- A Student-Centered Philosophy... by keeping students' best interests at the center of everything that we do.
- Excellence... by challenging everyone to perform at a consistently high level through continuous quality improvement.
- Integrity... by treating others with honesty and respect during every interaction.
- Success... by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.
- Diversity... by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.
- Access... by offering affordable career- oriented public higher education to motivated, mature and disciplined students through innovative delivery methods.
- Sustainability... by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.
- Flexibility... by embracing change to better address the needs of the college community and society at large.

Institutional Student Learning Outcomes

The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students are expected to develop as a result of their education experience at SUNY Canton. Please refer to the attachment for the latest version of the ISLOs. This PDF does say "draft," but this is the latest version on our website. ISLOs are also described here:

1. Communication Skills (all subsets required for programs): The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.
   - Oral: Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.
   - Written: Students develop and express ideas in writing. This written communication typically involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.
2. Critical Thinking (one of three subsets required for programs): The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.
   - Critical Analysis: Students demonstrate the ability to explore issues, ideas, artifacts, and events before

accepting or formulating an opinion or conclusion.
- Inquiry and Analysis: Students demonstrate the ability to organize complex topics to gain a better understanding of them (inquiry) while documenting and analyzing results as informed conclusions/judgments (analysis).
- Problem Solving:Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.
3. Foundational Skills (all subsets required for programs): The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.
    - Information Management: Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.
    - Quantitative Literacy & Reasoning (QLR): (Requirement filled by GER 1) Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.
4. Social Responsibility (two of four subsets required for programs): The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.
    - Ethical Reasoning: Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.
    - Global Learning: Students engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives.
    - Intercultural Knowledge: Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts. Teamwork Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
5. Industry, Professional, Discipline-Specific Knowledge and Skills: The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.

Goals and Objectives

As the College moves toward 2020, there are seven key goals critical to educating students and assuring that the institution thrives.

1. Promote Academic Excellence
2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Drive Decisions with Relevant Information
5. Focus on Sustainability
6. Create a Robust, Active and Enriching Campus Life
7. Build Greater Awareness of SUNY Canton

Each of these goals has multiple underlying objectives, supporting initiatives, and action items that must be accomplished. In some cases, a goal represents a reaffirmation of what the institution has already achieved. In other instances, the goal, or some of the underlying objectives and action items are aspirational and/or chart a new direction for the College.

File Attachments:

1. **ISLOs-Spring2017 (1).pdf** (See appendix)

🪶 Vision and Mission Narrative

Relationship to Institutional, School, and Program Mission

The Institutional mission, School of Business and Liberal Arts (SBLA) mission, and Applied Psychology mission share common goals of providing high-quality, career-driven, and quality applied learning for students, in addition to helping them grow as people and citizens. Applied Psychology students vary in skill set, age, experience, career interest, and educational pursuits; it is our hope that we can provide opportunites for all of our students to succeed. Our approach mirrors that of the SBLA, which is "committed to providing students learning experiences which foster individual growth and prepare them for success in the workplace, in life, and which promote social responsibility in campus, regional, national, and global communities."

🪶 A.3 School Mission Statement

Mission

The School of Business and Liberal Arts is committed to providing students learning experiences which foster individual growth and prepare them for success in the workplace, in life, and which promote social responsibility in campus, regional, national, and global communities.

Vision

The School of Business and Liberal Arts welcomes students of all backgrounds, abilities and aptitudes, setting high expectations for mastery of subject matter and fluency of thought, helping students to meet those expectations to promote both personal and professional growth and active citizenship.

Values

The members of the School of Business and Liberal Arts value:
Intellectual Curiosity… by cultivating and encouraging inquiry with active reflection, seriousness of purpose, critical thinking, and academic honesty, all to promote life-long learning.

Professional Competence…by educating students to expand and master content in ways that build interpersonal and communication skills and foster adaptability, innovation, and continuing professional development.
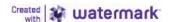
Autonomy...by approaching learning with responsibility, independence, and a sense of purpose to take initiative and be accountable.

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

Citizenship…by instilling a sense of respect, and fairness promoting both civil discourse and ethical practices that lead to civic engagement, sustainable practices, and improvement of the human condition.

Collaboration…by building a culture of cooperation and teamwork to exchange ideas and develop leadership skills through effective communication and group efforts.

🪶 A.4 Program Goals

Our program has four goals for our graduates. These goals are different from learning objectives; instead they represent targets for what our graduates will achieve when they have completed our program.

Currently, the Applied Psychology program has four goals mapped to specific objectives (And in turn mapped to Institutional goal #1: Promote academic excellence. All other Insitutional goals have no link or relevnce to academic programs). These program goals represent some effort spent by full-time faculty in the last two academic years to improve our assessment process and finalize our curriculum. However, we aspire to further improvements and delineation of clearer goals and objectives.
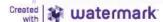
Program Goal	Program Objective	Institutional Goal
1. Skill Set at Graduation	At graduation, all graduates will possess a competent skill set as rated by site supervisors at the completion of practicum course.	Promote academic excellence
2. Graduate Professional Suitability for the Profession	Program graduates will be mentally and emotionally fit for the field.	Promote academic excellence
3. Employment after Graduation	Students will become employed in careers that are relative to the field of Applied Psychology. Specifically, 50% of graduates will be employed in the field.	Promote academic excellence
4. Continued Education	Students will continue to obtain educational lifelong development by seeking credentialing, licensure, or advanced degrees. Specifically, 50% of graduates will continue their education with credentialing, licensure, or advanced degrees.	Promote academic excellence

In the next section, our program learning outcomes (PLOs) are described. However, this section is automatically generated by Taskstream and as such will not have adequate context around their development and description. Please refer to section F.1 for more detail regarding our PLOs and the assessment of these outcomes.

A.5 Program Learning Outcomes

Applied Psychology Program Student Learning Outcomes

Applied Psychology Student Learning Outcomes

Outcome	Mapping
Knowledge Base of Applied Behavior or Human Services or Psychology Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. SLO 5 (Industry, Professional, Discipline-Specific Knowledge and Skills)	**ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set:** Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4, **ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome Set:** Course Objective #1, **ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome Set:** Course Objective #1, **HUSV 100 HUMAN SERVICES FORUM Outcome Set:** Identify institutional services to include location and purpose of service., Identify potential career opportunities by investigating positions at local Human Services agencies., **HUSV 201 INTRO TO HUMAN SERVICES Outcome Set:** a. Describe the nature of the field of human service work, b. Outline the history of the human services profession including standards of practice and professional certification., c. Identify the major models providing the context of human service work in relation to human development., d. Describe at a general level the major interviewing and counseling methods used by human service professionals., e. Define the similarities and differences in approaching different levels of social system, f. Identify the nature and diversity of various central client groups seen by human service professionals., g. Display a rudimentary understanding of the nature and role of research in the Human Services leading to future trends in the field., **HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set:** Course Objective #2, Course Objective #5, **HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set:** a. Memorize and apply basic vocabulary and practice principles to agency situations, e. Identify internal sources of organizational change and coping strategies for workers., **HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set:** c. Identify successful models for working with human service agencies., f. Identify Practical Issues for Work Within Human Services Agencies, **HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set:** Outcome in Description, **Institutional Student Learning Outcomes:** Professional Competence - Demonstrate knowledge and ability to apply professional standards, **PSYC 101 INTRO PSYCHOLOGY Outcome Set:**

Course Objective A - Psychology Scientific Method, Course Objective B, Course Objective C, Course Objective D, Course Objective E,
PSYC 220 CHILD DEVELOPMENT Outcome Set: Course Objective #1 - Developmental Concepts and Theories, Course Objective #2 - Cognitive, Learning, and Psychoanalytic Theories and Applications, Course Objective #4 - Sociocultural Awareness, Course Objective #5 - Personal Research Project, Course Objective #6 - Developmental Domains, Course Objective #7 - Explain and apply the major theories of developmental psychology,
PSYC 225 HUMAN DEVELOPMENT Outcome Set: Course Objective #1,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective A, Course Objective B, Course Objective C, Course Objective D, Course Objective E,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1, Course Objective #5,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #5,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set: Course Objective A,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #5, Course Objective #6,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #5, Course Objective #6,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective A, Course Objective B, Course Objective C, Course Objective D

Scientific Inquiry and Critical Thinking Students shall demonstrate the development of scientific reasoning and problem solving, including effective research methods.

SLO 2 (Critical Thinking - Inquiry and Analysis)

HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: g. Display a rudimentary understanding of the nature and role of research in the Human Services leading to future trends in the field.,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #6,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: f. Analyze the legal and ethical obligations of human service workers and their agencies,

HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: e. Analyze intervention strategies used in human services.,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: e. Apply human systems approaches coupled with lifespan development issues in a real world setting.,
Institutional Student Learning Outcomes: Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards,
PSYC 101 INTRO PSYCHOLOGY Outcome Set: Course Objective A - Psychology Scientific Method,
PSYC 220 CHILD DEVELOPMENT Outcome Set: Course Objective #3 - Critical Review of Research, Course Objective #5 - Personal Research Project, Course Objective #7 - Explain and apply the major theories of developmental psychology,
PSYC 225 HUMAN DEVELOPMENT Outcome Set: Course Objective #3,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #1, Course Objective #2, Course Objective #4, Course Objective #5, Course Objective #6,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective A, Course Objective B, Course Objective C, Course Objective D, Course Objective E,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set: Course Objective B, Course Objective E,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #3, Course Objective #5,
SOCI 101 INTRO TO SOCIOLOGY Outcome Set: Course Objective #3,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective A, Course Objective B, Course Objective C, Course Objective D

Ethical and Social Responsibility in a

Applied Psychology Program Student

Diverse World
Students shall demonstrate skills for the development of ethically and socially responsible behaviors for professionals and personal settings in a landscape that involves increasing diversity.

SLO 4 (Social Responsibility - Ethical Reasoning, Intercultural Knowledge)

Learning Outcomes: Ethical and Social Responsibility in a Diverse World, Knowledge Base of Applied Behavior or Human Services or Psychology,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Outcome in Description,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: f. Identify the nature and diversity of various central client groups seen by human service professionals.,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #1 - Recognize Ethical Issues, Course Objective #2, Course Objective #4, Course Objective #5,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: f. Analyze the legal and ethical obligations of human service workers and their agencies,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: d. Evaluate successful personal skills in work with human service agencies.,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: Outcome in Description,
Institutional Student Learning Outcomes: Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities,
PSYC 101 INTRO PSYCHOLOGY Outcome Set: Course Objective D,
PSYC 220 CHILD DEVELOPMENT Outcome Set: Course Objective #4 - Sociocultural Awareness,
PSYC 225 HUMAN DEVELOPMENT Outcome Set: Course Objective #4,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #6,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective D, Course Objective E,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1, Course Objective #5, Course Objective #6,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set: Course Objective A, Course Objective C, Course Objective D, Course Objective E

Communication Skills
Students shall demonstrate competence in writing and in oral and interpersonal communication skills.

SLO 1 (Communication Skills - Oral, Written)

ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4,
ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome Set: Course Objective #1, Course Objective #3, Course Objective #4,
ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome Set: Course Objective #1,

Course Objective #2, Course Objective #3, Course Objective #4,

ENGL 101 EXPOSITORY WRITING Outcome Set: Course Objective #1, Course Objective #2, Course Objective #4, Course Objective #5,

ENGL 102 ORAL & WRITTEN EXPRESSION Outcome Set: Course Objective #1, Course Objective #4, Course Objective #5,

HUSV 100 HUMAN SERVICES FORUM Outcome Set: Describe strategies for gathering and analyzing information, solving problems, and developing habits of critical thinking., Outcome in Description,

HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: a. Describe the nature of the field of human service work, d. Describe at a general level the major interviewing and counseling methods used by human service professionals., e. Define the similarities and differences in approaching different levels of social system,

HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #2, Course Objective #4, Course Objective #5, Course Objective #6,

HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: c. Describe aspects of supervision and managerial responsibilities to workforce issues, e. Identify internal sources of organizational change and coping strategies for workers.,

HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: b. Describe issues related to society as major developmental risk factors., c. Identify successful models for working with human service agencies., f. Identify Practical Issues for Work Within Human Services Agencies,

HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: a. Effectively communicate with the field experience coordinator, patients/clients, and others., d. Reflect on practicum experiences, based on observations and experiences in a weekly journal.,

Institutional Student Learning Outcomes: Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions,

PSYC 101 INTRO PSYCHOLOGY Outcome Set: Course Objective A - Psychology Scientific Method, Course Objective C, Course Objective E,

PSYC 220 CHILD DEVELOPMENT Outcome Set: Course Objective #1 - Developmental Concepts and Theories, Course Objective #2 - Cognitive, Learning, and Psychoanalytic Theories and Applications, Course Objective #4 - Sociocultural Awareness, Course Objective #5 - Personal Research Project, Course Objective #7 - Explain and apply the major theories of

developmental psychology,
**PSYC 225 HUMAN DEVELOPMENT Outcome
Set:** Course Objective #1, Course Objective #4,
**PSYC 275 ABNORMAL PSYCHOLOGY Outcome
Set:** Course Objective #1, Course Objective #2,
Course Objective #3, Course Objective #4,
Course Objective #5, Course Objective #6,
Course Objective #7,
**PSYC 308 Personality & Individual
Differences Outcome Set:** Course Objective A,
Course Objective D,
**PSYC 310 COUNSELING THEORIES &
PRACTICE Outcome Set:** Course Objective #1,
Course Objective #4, Course Objective #5,
PSYC 315 Crisis Intervention Outcome Set:
Course Objective #1, Course Objective #4,
**PSYC 340 SOCIAL PSYCHOLOGY Outcome
Set:** Course Objective A, Course Objective B,
**PSYC 410 Counseling Skills and Process
Outcome Set:** Course Objective #1, Course
Objective #5, Course Objective #6,
**SSCI 370 RESEARCH METHODS IN SOC
SCIEN Outcome Set:** Course Objective A

Professional Development in
Psychology or Human Services or
Applied Behavior Analysis
Students will demonstrate skills in
applying psychology-specific content
and skills, effective self-reflection,
project management skills, teamwork
skills, and career preparation.

ISLO 3 (Foundational Skills -
Information Management)

ISLO 5 - Industry, Professional,
Discipline Specific Knowledge and
Skills

**ENGL 101 EXPOSITORY WRITING Outcome
Set:** Course Objective #3,
**HUSV 100 HUMAN SERVICES FORUM
Outcome Set:** Identify potential career
opportunities by investigating positions at local
Human Services agencies.,
**HUSV 201 INTRO TO HUMAN SERVICES
Outcome Set:** a. Describe the nature of the field
of human service work,
**HUSV 305 Professional and Ethical
Responsibilities in Human Service Professions
Outcome Set:** Course Objective #5,
**HUSV 310 WORKING IN HUMAN SERV
AGENCIES Outcome Set:** d. Demonstrate the
skills for working in a team-oriented agency,
**HUSV 420 SEMINAR IN HUMAN SERVICES
Outcome Set:** f. Identify Practical Issues for
Work Within Human Services Agencies,
**HUSV 421 PRACTICUM IN HUMAN SERVICES
Outcome Set:** b. Complete and participate in a
minimum of 120 total hours at the field placement
site., d. Reflect on practicum experiences, based
on observations and experiences in a weekly
journal., Outcome in Description,
Institutional Student Learning Outcomes:
Professional Competence - Demonstrate
knowledge and ability to apply professional
standards,
**PSYC 220 CHILD DEVELOPMENT Outcome
Set:** Course Objective #2 - Cognitive, Learning,
and Psychoanalytic Theories and Applications,
**PSYC 275 ABNORMAL PSYCHOLOGY Outcome
Set:** Course Objective #1, Course Objective #5,

PSYC 308 Personality & Individual Differences Outcome Set: Course Objective A, Course Objective B,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #3, Course Objective #7,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set: Course Objective D, Course Objective E,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective B, Course Objective C, Course Objective D

Section B: Program Description

✎ **Program Description Narrative**

The B.S. in Applied Psychology addresses a growing need, both locally and nation-wide for trained personnel to serve in human services related fields. This need stems from 10-year projections forecasting the need of social services. According to the U.S. Department of Labor, Bureau of Labor Statistics (2014-2024), employment in entry-level human services jobs is projected to grow faster than the average for all occupations, with a 54% increase in health care and social assistance areas. These include delinquent populations, pregnant teenagers, homeless persons, and people with mental disabilities and/or developmental disabilities, people with substance abuse, as well as the growing elderly population, among others.

The Applied Psychology program offers a degree that is designed to prepare students for entry-level employment within a variety of helping professions. This curriculum provides an academic and experiential foundation for skills necessary for professionals in a variety of human services careers. The core curriculum provides students with opportunities to practice an essential set of helping skills. Areas of focus include: knowledge and practice of empathic listening, client interviewing and problem-solving, advocating for clients within organizational structure, responding to crisis, and attending to multicultural perspectives in care coordination management.

In their final semester, AP students currently enroll in a 120 hour practicum that serves as a capstone to their studies. Practica in early childhood, family assistance, chemical dependency intervention, mental health and gerontology are just a few of the areas where Applied Psychology students have successfully demonstrated professional skill. Based on these applied experiences, students will see career opportunities in human services agencies, social service casework, mental disorder rehabilitation, residential habilitation management, and behavioral remediation, among others.

The Applied Psychology program has developed a philosophical base that is used as the conceptual framework for its curriculum and program development. The Applied Psychology Program believes in the following:

- Mission of SUNY Canton and the School of Business and Liberal Arts
- Moral and ethical behavior by all students, staff, and faculty within the classroom, college campus, and in the community.
- Application of a holistic approach when serving all clients.
- Attaining competence in all areas of generalist practice.
- Encouraging professional development and lifelong learning by all human service professionals.
- Respecting people from different backgrounds, learning from others and assisting in change of discriminatory attitudes and behaviors.
- Providing local and wider communities with competent, qualified human service workers to serve the population with problems in living.

As mentioned in the "General Information" section, we have made important changes to the degree program. One of the biggest changes was to revise the curriculum from having two separate tracks or concentrations (either Human Services Concentration OR Applied Behavior Analysis Concentration) to having ONE core curriculum with a range of possible electives. Students currently have the opportunity to take a series of electives that leaves them with a Credentialed Alcoholism and Substance Abuse Counselor Trainee (CASAC-T) certificate that is certified by the New York State Office of Alcoholism and Substance Abuse Services. Course offerings and descriptions can be found in the next section of the AIM.

✎ **B.1. Degree Requirements Specified**

Please see the attached PDF for our full curriculum. We have courses in our program with four designations: ABAP (Applied Behavior Analysis), HUSV (Human Services), PSYC (Psychology), and SSCI (Social Sciences). Course descriptions are below:

ABAP 135 PARENTING KNOWLEDGE AND SKILLS

Fall/Spring, 3 credit hours

This course examines the application of the natural science and technology of behavior to improvements both in knowledge of parenting and in child rearing skills. The range of advances in behaviorologically based child-rearing practices discovered since the 1950s is covered after reviewing scientifically uninformed practices used earlier. Behavior management–related skills for application in everyday public and personal situations involving children and their caregivers are included.

ABAP 245 INTRODUCTION TO THE SCIENCE AND TECHNOLOGY OF BEHAVIOR

Fall/Spring, 3 credit hours

The first of a two course sequence, this course introduces students to the natural science and technology of behavior, behaviorology, encompassing the areas of fundamental principles, basic methods and measurements, and elementary technologies of applied behavior analysis including techniques applied in prevention and intervention settings, plus historical and philosophical perspectives, ethics, and current trends.

HUSV 100 HUMAN SERVICES FORUM

Fall, 1 credit hour - 7 week course

This course introduces the student to the Applied Psychology curriculum in addition to aspects of the SUNY Canton First Year Educational Program. The

course emphasizes aspects of the different tracks within the curriculum, the values, philosophy, and ethics of the profession along with awareness, critical thinking, problem solving, and related skills needed to be successful in academic pursuits. Student may not receive credit for both FYEP 101 and HUSV 100.

HUSV 201 INTRODUCTION TO HUMAN SERVICES

Fall/Spring, 3 credit hours

An introduction to the field of Human Services work. This course provides a sense of the scope of practice, the various fields of work and the type of clients encountered. Students will receive an overview of models of development and intervention along with an introduction to ethical conduct.

HUSV 281 FOUNDATIONS OF CHEMICAL DEPENDENCY AND TREATMENT

Spring, 3 credit hours

This course presents a study of the nature of addiction, including an overview of the addictions field, treatment approaches, assessment and diagnostic tools, treatment settings, and health concerns with substance-use disorders. Additional topics explored include pharmacology, toxicology and screening, family issues, and support groups.

Prerequisite: PSYC 101 and HUSV 201and SSCI 181 or permission of the instructor.

HUSV 305 PROFESSIONAL and ETHICAL RESPONSIBILITIES in HUMAN SERVICE PROFESSIONS

Spring, 3 credit hours

Students examine ethical and legal issues confronting professionals in human services careers. The course focuses on processes to address dilemmas and maintaining professional boundaries and wellness. Different professional codes of ethics are compared and contrasted.

Prerequisite: HUSV 201: Introduction to Human Services and/or Permission of Instructor.

HUSV 310 WORKING IN HUMAN SERVICE AGENCIES

Fall/Spring, 3 credit hours

This course introduces the student to an understanding of the basic skills and knowledge required of entry-level personnel in human service agencies. The course examines the conditions creating human needs and how agencies respond to those needs. Emphasis will be on working with others in a human service agency, how these agencies get services to people in need, and how professionals help clients to function more effectively.

Prerequisite: HUSV 201: Introduction to Human Services and/or Permission of Instructor.

HUSV 325 GROUP LEADERSHIP SKILLS

Spring, 3 credit hours

This course identifies and introduces the crucial skills that are necessary for competence in the area of understanding systems and conducting groups. Topics to be addressed include working with different types of groups, the counseling process, and responding to cultural differences that may affect group process. Special populations such as children, adolescents, elderly, mental health and addiction, survivors of sexual abuse, and divorced couples are explored.

Prerequisite: PSYC 310: Counseling Theories

Corequisite: PSYC 410: Counseling Skills

HUSV 350 CARE COORDINATION, DOCUMENTATION, AND REFERRAL SKILLS

Fall, 3 credit hours

This course offers specialized, applied knowledge in the development of skills for the care coordination process, from intake to termination. Actual agency documentation forms give students the opportunity to prepare and manage files using electronic means. Referral skills are also be emphasized.

Prerequisite: SSCI 181 and HUSV 281 or permission of the instructor

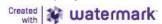### HUSV 415 ADDICTION TREATMENT COLLOQUIUM

Fall, 3 credit hours

This course introduces students to specialized knowledge of topics in the field of addiction treatment. Students use this information to supplement the treatment process and to broaden their scope of practice.

Prerequisite: SSCI 181 and HUSV 281 or permission of the instructor

HUSV 420 SEMINAR IN HUMAN SERVICES

Fall/Spring, 3 credit hours

Issues related to public policy, professional behavior, interpersonal dynamics, and work-related skills related to human service settings will be the focus. Students will also be expected to pursue placements for HUSV 421. Students must obtain program faculty approval before registering.

Prerequisite: Intro to Human Services (HUSV 201) and Theory and Practice of Counseling (PSYC 310) or permission of instructor.

HUSV 421 PRACTICUM IN HUMAN SERVICES

Fall/Spring, 3 credit hours

This practicum correlates with content taught in required courses in Psychology and Human Services and is usually taken the semester after HUSV 420 (Seminar in Human Services). Students obtain field practicum sites working under the direct supervision of direct care staff and supervisors. This practicum will provide students with the opportunity to put the knowledge and skills they have learned in the classroom and laboratory into practice in a human service setting. Students are required to complete a minimum of 120 hours of field experience. Students will not be directly involved in decisions regarding evaluations, diagnosis, and treatment planning as regulated by NYS Office of Professions Laws.

Prerequisite: Seminar in Human Services (HUSV 420)

PSYC 101 INTRODUCTORY PSYCHOLOGY

Fall/Spring, 3 credit hours GER 3

An introduction to the scientific study of human mind emotion, and behavior from a variety of theoretical perspectives. The focus will be on the development of an objective and critical framework from which to understand the individual alone and in groups from a scientific and multi-model approach. Major topics may include: biopsychology, cognition, memory, consciousness, learning, development, social psychology, personality, abnormality, sensation, and perception.

PSYC 220 CHILD DEVELOPMENT

Fall/Spring, 3 credit hours GER 3

An eclectic approach to the growth and development of the child from conception to adolescence. A variety of major theories and research will be covered to give a balanced overview of the changes that occur in areas such as cognition, personality, social relationships, family, behavior, physical development, and sociocultural factors throughout the life of the child. Applications to parenting, teaching, and current societal trends will be discussed. This course is an alternate to Human Development (PSYC 225). Students may receive credit for only one developmental psychology course.

Prerequisite: Introductory Psychology (PSYC 101) or permission of instructor.

PSYC 225 HUMAN DEVELOPMENT

Fall/Spring, 3 credit hours

Description: A systematic study of behavior from conception through death with emphasis on the psychosocial, biosocial, cognitive development and sociocultural factors affecting humans during various stages of development. Special emphasis is placed on scientific methods of human study and the understanding and treatment of common behavioral.

Prerequisite: Introductory Psychology (PSYC 101), or permission of instructor.

PSYC 275 ABNORMAL PSYCHOLOGY

Fall/Spring, 3 credit hours

A critical overview of the major mental and emotional disorders, their symptoms, causes, treatments, and classification. This course examines psychological disorders from multiple perspectives, including psychodynamic, humanistic, behavioral, cognitive, existential, family systems, biological, and socio-cultural. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored.

Prerequisite: Introductory Psychology (PSYC 101) or Applied Psychology (PSYC 111), or permission of instructor.

PSYC 308 PERSONALITY AND INDIVIDUAL DIFFERENCES

Spring, 3 credit hours GER 3
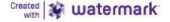
This course introduces students to the diverse ways of conceptualizing, assessing, and studying personality. Personality psychology is the scientific study of the whole person. In lecture and readings, students consider trait, biological, psychodynamic, humanistic, cultural, and behavioral approaches to personality and individual differences. When discussing each of these approaches, students explore the utility of each approach for explaining individual differences as well as their stability and fluidity.

Prerequisite: Introductory Psychology (PSYC 101) and Abnormal Psychology (PSYC 275) and Introduction to Sociology (SOC 101) or Instructor Permission

PSYC 310 COUNSELING THEORIES AND PRACTICE

Fall/Spring, 3 credit hours

A survey of the major theories of psychological counseling and common issues and principles in the practice of the helping professions. A critical

presentation of the theoretical models will focus on the concepts, principles, techniques, goals, and contributions of each approach to counseling. The uses and limitations of each theory will be discussed. Issues related to the helping professions will include standards of professionalism, ethics, and legalities

Prerequisite: Minimum of 9 credits of psychology with a "C" or better average, including Introductory Psychology (PSYC 101), Abnormal Psychology (PSYC 275), Child Development (PSYC 220) or Human Development (PSYC 225), or permission of the instructor.

PSYC 315 CRISIS INTERVENTION

Fall/Spring, 3 credit hours

This course introduces students to the most common types of crisis events arising in settings such the hospital emergency room, community mental health center, community hotline, correctional facilities, and police services. It provides knowledge of the major assessment methods and models of intervention appropriate to the setting. There is also an emphasis on special groups including the development and treatment of crises with children and adolescents, college students, Native Americans, victims of violence, victims of disaster or terrorism, and vicarious trauma experienced by care-givers. Students will learn through case studies, readings, group activities and role-play experiences.

Prerequisite: Child Development (PSYC 220) or Human Development (PSYC 225) or Abnormal Psychology (PSYC 275), or permission of instructor

PSYC 340 SOCIAL PSYCHOLOGY

Fall/Spring or online, 3 credit hours

A scientific examination of how thoughts, feelings, and behaviors are influenced by the perceived or real presence of other people (i.e., an examination of the nature and causes of individual behavior and thought in social situations). Core areas of examination include social cognition (e.g., heuristics, schemas, priming, and affect), social perception (e.g., emotion, attribution, and impression formation/management), social influence (e.g., conformity, compliance, obedience, and prosocial behavior), attitudes (including prejudice, discrimination, and stereotypes), and the self (e.g., self-concept, social comparison, stereotype threat, ego control, and ego depletion). Three hours lecture per week.

Prerequisites: Introduction to Psychology (PSYC 101) or Introduction to Sociology (SOCI 101) or Introduction to the Science and Technology of Behavior (SSCI 245), junior level status, or permission of instructor.

PSYC 350 EDUCATIONAL PSYCHOLOGY

Spring, 3 credit hours

A study of human behavior in educational settings: the application of child and adolescent development and learning principles; including use of tests and measurements, motivation, exceptional learners, classroom and behavior management, cognitive strategies, and introduction to the concept of "Expert" teacher and student.

Prerequisites: A grade of C or better in Child Development (PSYC 220) or Human Development (PSYC 225) and a minimum of 30 credit hours with a GPA of 2.0.

PSYC 375 ASSESSMENT, DIAGNOSING, AND TREATMENT PLANNING

Fall/Spring, 3 credit hours

Students examine the process and skills needed for assessment, diagnosing, and treatment planning of substance abuse/dependence and co-occurring disorders. Students explore motivational techniques and current best practices used in the field of addiction treatment and behavioral health.

Prerequisite: SSCI 181 and HUSV 281 and PSYC 225 and PSYC 275 or permission of instructor.

PSYC 406 PSYCHOLOGY OF WORKPLACE

Fall/Spring, 3 credit hours GER 3

This course examines the intersection of the workplace and psychology. Topics include employee selection, performance & training evaluation, group dynamics, employee motivation & commitment, employee selection, leadership, organizational culture & development, and stress management.

Prerequisite: Introductory Psychology (PSYC 101); OR Introduction to Business (BSAD 100); OR Introduction to Health Services Management (HSMB 101); AND 30 credit hours earned; OR permission of instructor. Recommended: Social Psychology (PSYC 340) OR Personality and Individual Differences (PSYC 308)

PSYC 410 CRISIS SKILLS AND PROCESS

Fall/Spring, 3 credit hours

An examination and practice of the skills, techniques, and process of counseling for students entering one of the helping professions. Specific techniques will be described, demonstrated and practiced. The stages of the counseling process and the goals and methods of each stage will be discussed and practiced.

Prerequisite: PSYC 310 Counseling Theories and Practice with a grade of "C" or better or permission of the instructor.

SSCI 181 ALCOHOL, DRUGS, AND SOCIETY

Fall/Spring, 3 credit hours GER 3

Students examine the various aspects of drug abuse and addiction including theories, models, individual drug classifications, and social consequences. Additional topics include the impact on family systems, overview of treatment approaches, and public policy in the United States.

SSCI 315 DEATH, DYING, AND BEREAVEMENT

Fall/Spring, 3 credit hours

This course is designed to present various ways in which social science views the human experience of death, dying, and bereavement. Drawing from sociology and psychology, this course introduces macro and micro level theories and associated concepts. Micro-level concepts and theories about the interaction patterns between the dying patients and the family, medical staff and others involved are examined. Also discussed are: societal (or macro level) theories of social change, the ethical problem of euthanasia, and the needs of the dying; the biological, social, and psychological factors in the lengthening of life; and the consequences of death, dying, and bereavement. Cross-cultural experiences with these phenomena are also examined.

Prerequisites: Introduction to Psychology (PSYC 101) or Introduction to Sociology (SOCI 101) and 30 credit hours, or permission of instructor.

SSCI 370 RESEARCH METHODS IN THE SOCIAL SCIENCES

Fall/Spring, 3 credit hours

This course provides a comprehensive study of the scientific research methods utilized in the social and health sciences. Students are trained to be critical consumers of published research. Topics covered include the scientific method; critically evaluating research; qualitative and quantitative research analysis; operationalization and measurement, sampling techniques, surveys, field research, secondary data analysis, experimental research, correlation; and data management, analysis, and interpretation.

Prerequisites:
Introduction to Psychology (PSYC 101), or Introduction to Sociology (SOCI 101), or Introduction to Science and Technology of Behavior (SSCI 245), or Principles of Macroeconomics (ECON 101), or Principles of Microeconomics (ECON 103), Statistics (MATH 141) or equivalent course work is a Prerequisite/Corequisite. Expository writing (ENGL 101) or Oral and Written Expression (ENGL 102) are prerequisites for this writing intensive course. Additionally, students must have at least junior level status or permission of the instructor.

File Attachments:

1. ApplPsyc1965curriculumchecksheet.pdf (See appendix)

B.2 Congruence Between Course Goals

As mentioned in the "General Information" section of this AIM, our program has been in flux since its inception. The core curriculum has had one major overhaul (and several smaller changes), the Program Learning Outcomes (PLOs) changed two years ago to align with the American Psychological Association (APA), and the Institutional Learning Outcomes have also changed several times. Although this section refers specifically to COURSE goals, these ongoing changes have impacted the course outlines and delineation of course-level objectives.

Our PLOs are consistent with the APA, rather than the Council for Standards in Human Services Education for a couple of reasons. First, the APA learning objectives have an advantage of parsimony while maintaining the core competencies of the CSHSE. Second, mapping assessment objectives at all levels (course, program, and insititional) with the APA objectives was seen as more efficient. In the future, the program may wish to re-adopt the CSHSE objectives if we attempt accreditation.

The PLOs include:

1. Knowledge base in psychology (and human services)
2. Scientific inquiry and critical thinking
3. Ethical and social responsibility in a diverse world
4. Communication
5. Professional development

As the ISLOs have been in the process of changing over the last two years, some of our courses are still mapped to old ISLOs. Course outlines are updated on a cycle at SUNY Canton, and the Applied Psychology program is due to update all course outlines by next year. We are well on the way towards this goal. However, both versions of the ISLOs are presented here.

Old ISLOs:

1. Communication Skills

- Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.

2. Critical Thinking

- Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.

3. Professional Competence

- Demonstrates knowledge and the ability to apply professional, Industry and ethical standards through the development of skills and knowledge consistent in professional practice within the respective discipline.

4. Inter-intrapersonal Skills

- Demonstrates an ability to address professional and ethical responsibilities, which may include a respect for diversity; recognize the impact of societal issues within a global context; function effectively as a member or leader of a team; and/or perform self-reflection of personal growth and achievement.

New ISLOs:

1. Communication Skills
2. Critical Thinking
3. Foundational Skills
4. Social Responsibility
5. Industry, Professional, Discipline-Specific Knowledge and Skills

As you can see, the new ISLOs map neatly with our PLOs. As we move forward with revisions, all course outlines contain a chart showing students how course objectives are mapped to PLOs and ISLOs, and many faculty are choosing to include an additional column in their syllabi to delineate the actual student artifacts/work that will align with these objectives. Please see an example of this inclusion of student artifacts mapped below:

Course Objective	Program SLO	Institutional SLO	Student Work
A. Demonstrate understanding of key concepts, principles, theories, and methods of personality and individual differences.	1. Knowledge Base in Psychology	3. Foundational Knowledge (Industry, Professional, Discipline-specific Knowledge and Skills)	Exams 1 – 3 Quizzes
B. Interpret, analyze, and synthesize personality and individual differences research	2. Scientific Inquiry and Critical Thinking	2. Critical Thinking (Inquiry and analysis)	Assignment 3: Oral presentation Final Exam
C. Apply ethical thinking and cultural sensitivity to evaluate and assess personality and individual differences	3. Ethical and Social Responsibility in a Diverse World	5. Social Responsibility (Ethical Reasoning and Global Learning)	Assignment 1: Develop a personality test
D. Demonstrate effective written and oral presentation skills to make evaluative and persuasive arguments	4. Communication	1. Communication (Oral and Written)	Assignment 3: Oral Presentation Assignment 2: Self-Assessment paper
E. Apply personality theory and skills to complete course tasks using APA guidelines	5. Professional Development	4. Foundational Knowledge (Industry, Professional, Discipline-specific Knowledge and Skills)	Assignment 1: Develop a personality test Assignment 2: Self-assessment paper

✏ **B.3. Congruence Curricular Goals**

Although much of the "mapping" between course, program, and instititonal objectives is described in the previous section, this portion of the AIM is devoted to describing how students progress in a planned and meaningful way through the curriculum.

The Applied Psychology program employs an applied learning methodology. Courses are a combination of lecture and direct application, culminating in a 120 hour practicum in the final semester. In the first two years, students complete their General Education Requirements (GERs) as outlined by the SUNY System. Although SUNY only requires 7 of the 10 GERs to be met, our program requires all 10. Discussion has been initiated this year to bump the requirement back to 7 to free up electives for our students, and to aid in "seamless transfer" when students transfer into our program from other institutions.

Program-specific courses have been aligned to scaffold learning goals and outcomes. For example, students must take introductory courses in Psychology (PSYC 101), Human Services (HUSV 201), and Applied Behavior Analysis (ABAP 245) (see B.1 for descriptions) as a foundation for later courses. Usually Research Methods (SSCI 370) would also be seen as a foundational course to be taken by the end of the fourth semester, however many of our students arrive on campus without the neccessary math skills (and pre-requisites) to register for the course. A significant portion of students have to take several math classes before they can even register for Statistics (MATH 141), which is a pre/co-requisite for Research Methods. As a result, most of our students end up completing Research Methods within the last three semesters of their degree. Another foundational course is Alcohol, Drugs, and Society (SSCI 181) which is required for any of the CASAC-T courses. Occasionally, we have courses that follow a two-semester progression (e.g., Counseling Theories in the fall, followed by Counseling Skills in the spring). All faculty are aware of pre-requisites when advising students.

B.4. Balance Between Breadth/Depth

In our curriculum, you will find required program courses with the following designations:

Applied Behavior Analysis (ABAP)

Human Services (HUSV)

Psychology (PSYC)

Social Sciences (SSCI)

Sociology (SOCI)

Additionally, we accept courses from Early Childhood Education (ECHD) to satisfy program electives.

Looking at these required course name/number designations, it might appear to the outside observer that the program has favored breadth over depth. However, the very first curriculum offered to students in 2012 required students to choose a track that was concentrated in EITHER Applied Behavior Analysis OR Human Services. In other words, students received depth as they chose one application of psychology and largely completed courses in that track.

Following curriculum revisions, students currently receive what our faculty perceive to be a balance of breadth and depth. Students are trained across a wide variety of skills and approaches, but the curriculum is focused at a level that will allow students to work in the field at the Bachelor's level. We feel that the multidisciplinary nature of our curriculum is a strength for students, which justifies the different designations. However, it should be noted that the vast majority of required courses are either HUSV- or PSYC- courses.

As mentioned previously, course outlines are reviewed on a cycle at SUNY Canton. Every three years, the faculty of the Applied Psychology program review every single outline and work towards improving the curriculum. We have been able to do this while experiencing the retirement of the three tenured faculty members that started this program (along with one remaining faculty member who is currently close to retirement). As we complete the AIM, and work towards getting our outlines together for next year's review, we have considered changes we might make to improve the breadth/depth balance. For example, we have come to the conclusion that more practicum hours would improve our students' skills and learning, and will likely work towards increasing these hours in the next several years. Once we are fully staffed with five full-time tenure-track faculty, we may also revisit the number of courses we require outside of the discipline, and whether there is a common designator for all of our program courses.

B.5. Methods Used Multiple Sections

For the most part, faculty teach the same set of courses every year, with up to two sections of each course but in many cases with only one section per year. This alleviates any consideration of different methods being used in multiple sections. When new faculty take over a course, the approved course outline, which has been vetted by the Program, Department, Curriculum Committee, and full Faculty Assembly, exists to ensure there is consistency.

However, Introductory Psychology (PSYC 101) is understood as a "service" course because it satisfies a General Education Requirement (3 - Social Science). Up to 11 sections are offered per fall and spring semester, with sections also offered over the winter and summer. Every full-time faculty member in the department teaches at least one section of PSYC 101, and faculty are free to choose whatever student artifacts/work they wish to assess student learning outcomes. However, the larger course outline, upon which all faculty base their individual syllabi, is the same. Every three years, the Applied Psychology faculty review course outlines together, and as a group approve any changes to the course. This means that regardless of the individual artifacts students are asked to create, all serve the same set of course/program/instititional objectives.

B.6. Scheduling efforts

For the last three years, the program has operated short of at least one faculty member. This made scheduling difficult at times, and faculty were required to take overloads to meet the need of students. Once we have hired our fifth tenure-track person, we hope that overloads will not be required.

Generally, classes are offered on the following schedules:

MWF (50 minute blocks)

MW (75 minute blocks)

TR (75 minute blocks)

Occasionally we offer classes one day a week for 2.5 hours.

Classes are offered throughout the day from 8am to 5:15pm, and occasionally up to 8:15pm. Faculty are allowed to choose a schedule that fits with their needs, but most faculty continue to teach every single day. Class times are selected so that students will not have to suffer conflicts. For example, upper year classes that are generally completed in the same semester (such as Research Methods and Counseling Theories) will be offered at different times. Currently, all tenure-track faculty are required to teach face-to-face, but many do also teach online. Lower level online classes (e.g., sections of Intro Psych or Alcohol, Drugs, and Society) are generally saved for adjuncts.

B.7. Internship opportunities

Technically, this program does not have an Internship; it has a 120 hour practicum, traditionally completed in the final semester. You can find the current manual appended below.

A. Overview

The Field Practicum consists of one supervised human service agency-based unpaid practicum consisting of a minimum of 120 hours and a concurrent weekly classroom discussion. Students are expected to complete all 120 hours at one agency. The field practicum is usually completed in the final semester of the student's applied psychology degree program. Typically a student participates in an on-site, supervised, field placement two days a week, for approximately ten hours per week for all fifteen weeks.   Student placements are assigned as a result of collaboration among the Practicum Instructor, the student, and the placement agency. The weekly integrative practice field practicum class promotes the development of human services practice and provides students with increased support for their field experience.

The field practicum usually begins the second week of the semester and continues through the last week of the semester unless hours are completed prior to the last week. Students not completing all hours prior to the last week will be given an incomplete (I) as a grade for the course until all hours have been completed. Students may start earlier if agreed upon between student, Practicum Instructor, and site agency. Mid-semester breaks are observed. Agencies may require, as a condition of placement, students be available for some periods during which SUNY Canton is in recess. All such requirements must be clarified during the placement interview process, as some students may be unable to accommodate certain conditions. For example, the dormitories may not be open during periods when an agency requires a student to be present.

In each placement, students and field supervisors will agree on a schedule that best meets mutual needs. Some flexibility is important, as opportunities for learning may occur that occasionally alter the agreed upon schedule. The primary goal is to create the richest learning experience possible, within the limitations of the agency, providing the student with a broad range of learning opportunities in terms of community systems, levels of intervention and human services professional roles. The field seminar class held during the previous semester prepares the student for the upcoming field practicum by using role-play and written assignments to increase self-awareness for decisions in the application process to potential agencies.

C. Requirements

Students must meet the total field practicum requirement of 120 hours of work in the field. Students and supervisors are responsible for maintaining the agreed upon schedule, negotiating changes in timely and responsible ways, and reporting the time spent in field placement on a time sheet, signed by the field supervisor. Educational plans outline student learning objectives and tasks. Students and field supervisors work collaboratively to develop the plan taking into consideration student learning needs and agency interests. Educational plans are signed by the student and the field supervisor and submitted to the Practicum Instructor or course instructor for review within the first two weeks of the placement.

Student Performance Evaluations are the result of an active collaborative process between field supervisor and student. These are signed by students and field supervisors and submitted to the Faculty Liaison at midway point of the placement and by the last day of the placement.

Like any human services class, each student is required to maintain consistent attendance, be prepared for each seminar or practicum session, actively participate in exercises and discussions, satisfactorily complete assignments, demonstrate respect toward fellow participants during group and individual disclosures, maintain confidentiality, and provide feedback to promote growth and change.

D. Roles and Responsibilities

1. Student:

The primary role of the student in the field practicum is to participate fully, professionally, and responsibly in the learning opportunities provided in the placement agency.

Responsibilities of students include:

1. Arrangement of interview process for placement selection.
2. Participation in the integrative practice field seminar.
3. Adherence to confidentiality in every aspect of the agency and class involvement including conformance to established Health Insurance Portability and Accountability Act (HIPAA) standards.

4. Adherence to all agency policies and procedures.
5. Adherence to the schedule established with the field instructor.
6. Performance of assigned tasks in accordance with agency policies and the Ethical Standards of Human Service Professionals. (See Appendix B)
7. Adherence to all college policies during field practicum participation.
8. Participation in the continuous performance evaluation process to include the completion of educational plans and mid-term and final student performance evaluations.
9. Proper documentation of practice in accordance with agency policies, professional standards, and field seminar assignments.
10. Active participation in supervisory sessions.
11. Communication with the Practicum Instructor relevant to any needs.
12. Fulfillment of responsibilities in a professional manner. This includes immediate notification of agency supervisor if practicum responsibilities cannot be fulfilled due to illness, transportation issues, child care, etc.
13. Meeting learning outcomes

2. Practicum Instructor

The Practicum Instructor serves as a bridge between the Applied Psychology Curriculum and the agency. The primary responsibility of the Practicum Instructor is to assure a high quality professional, educationally sound field placement for the students.

Responsibilities of the Practicum Instructor include:

1. Oversight of the field placement by means of regular meetings with students and agency-based field instructors. One site visit per student is scheduled during the semester. Other site visits can occur if issues arise.
2. Provision of additional supervision and field related education through the integrative practice field seminar, meetings with students to review journals, and other activities as needed.
3. Participation in the development and implementation of an educational plan for each student in the field practicum.
4. Determination of the student's grade for the field practicum class.
5. Resolution of any problems, concerns or issues raised by agency field supervisor or student relevant to the field practicum.
6. Gathering of data for learning outcomes analysis.

3. Field Supervisor

The field supervisor provides the student with guidance and direction in developing practice competency; knowledge of agency policies, procedures, and organizational structure. Field supervisors play a crucial role in promoting a student's ability to think critically about practice and service delivery issues. Responsibilities of the field supervisor include:

1. Clarifying the student's role within the agency.
2. Orienting the student to the agency mission and functions.
3. Training the student regarding agency policies and procedures.
4. Assessing learning goals and needs with the student.
5. Completing required program documentation (educational plans, performance evaluations, and time sheets) with the student.
6. Constructing appropriate field tasks that are available to the student within the agency context and that are consistent with the student's educational plan.
7. Providing supervision including review of the student's practice and guidance regarding expansion of the student's knowledge base and skill repertoire.
8. Participating in an collaborative evaluation of the student's practice performance.
9. Alerting the Practicum Instructor of any pressing concerns regarding student attendance and performance.
10. Providing constructive feedback to the Applied Psychology/Human Services Track that can be used for program improvement.

E. Site Visits by Practicum Instructor

Each student will receive a site visit by the Practicum Instructor and at least one phone call to the field supervisor for each site placement.   A site log will be kept by the Practicum Instructor. A Site Visit form will be completed for each visit and placed with the student's fieldwork documentation.

E. Field Practicum Goals

1. To increase the nubmer of sites available for field practicum placements.
2. To place Human Services interns in field practicum sites who demonstrate adequate knowledge and skills in the helping professions.
3. To place Human Services interns in field practicum sites who meet ethical standards of the Human Service profession.

F. Student Field Practicum Learning Outcome Objectives

1. There will be a 5% increase in the number of field practicum placement sites for the first three years.

2. 90% of field site supervisors will rate Human Services interns "Meets or Exceeds Standard" in the area of knowledge and skills.

3. 90% of field site supervisors will rate Human Services interns "Meets or Exceeds Standard" in the area of ethics and professional conduct.

G. Pre-Placement Process

 Prior to a student's last semester, a student indicates his/her intention to participate in the Field Practicum by registering for the Seminar in Human Services. During this course the students are given a Practicum Application Form, a copy of a letter to send to potential field site supervisors, and an outline

titled The Process of Selecting a Practicum Site.(See Appendix for copies of documents) Students will meet with the Practicum Instructor to discuss placement options and to identify a potential placement site. The student is then responsible for contacting agencies to request interviews. The interview may be arranged through an initial phone contact. Following the interviews the student completes his/her application and returns it to the Practicum Instructor.   If a "match" occurs then the student and the future field supervisor are notified. The field supervisor and the student then proceed with arranging more specified details of the placement, ie: orientation, any required trainings, work schedule, start date. If there is no "match", the student and Practicum Instructor continue to explore placement options and the process is repeated until a placement is secured for each student.

H. Field Placement Sites and Employment

Students will not be permitted to complete a field practicum in any agency program where they are employed full-time. In instances where the student is employed part-time, a field placement will be allowed if the field practicum component provides an opportunity for the student to be involved in an aspect of the agency's service delivery that is different from the employment responsibilities.

I. Vacation, Holidays, and Completion of Field Practicum

Agency holidays and school vacations are both observed. Students are not required to attend field placements during college vacations. Students may elect to attend field placements during vacations if prior arrangements are made with field supervisor and Practicum Instructor.

The field practicum will end when all required hours have been completed satisfactorily and the student, field supervisor, and Practicum Instructor are in agreement regarding the completion of the field placement.

J. Transportation of Clients in Agency-based Placements

If transporting clients is required as a part of the fulfillment of agency responsibilities, the following applies:

1. Students should be made aware of the agency policies and procedures

regarding the transportation of clients. No responsibility is assumed by the Applied Psychology/Human Services Track or SUNY Canton in such instances.

2. If students are required to use personal automobiles for transporting clients

they are responsible for contacting their insurance company to ascertain

coverage and liability issues.

3. Students who use cars for agency-related travel should be reimbursed in

accordance with agency procedures for staff travel.

4. Travel to and from the agency is not counted towards field practicum hours.

Travel required as part of agency assignments is counted toward required hours.

K. Discontinuance of Field Placement

A field practicum placement may be discontinued by the field supervisor, student, or the Practicum Instructor. It must be noted that discontinuance is a serious step that may interfere with the student's progress toward degree and may impact financial aid. Identification of a potential problem that may lead to discontinuance is crucial and should be brought to the immediate attention of the Practicum Instructor.

The procedure for discontinuance of a field placement is as follows:

1. A written request for review of field placement status is submitted to the

Practicum Instructor.

2. A review of the request and consultation with all parties is conducted by the

Practicum Instructor, including a face-to-face meeting with the field supervisor and the student.

3. Efforts to resolve issues leading to the request for discontinuance are identified and pursued by the Practicum Instructor.
4. Determination of appropriate resolution of the request to discontinue is

made by the Practicum Instructor in consultation with the field instructor, student, and student's advisor.

It must be noted that arranging another field placement in mid-semester may not be possible and the Applied Psychology/Human Services Track cannot assure a replacement. Every effort will be made to accommodate the student. However, it may be impossible for the student to complete the course and may be advised to withdraw completely and re-register the next semester or request an incomplete until such time as another placement is found and required hours are completed.

L. Grievance Policy and Procedures

Students who wish to challenge decisions, recommendations, evaluations, and policies pertaining to the field practicum experience should follow the steps below for resolution, proceeding to the next step only if the matter is unresolved.

1. Discuss the matter directly with the field supervisor.
2. Discuss the matter directly with the assigned Practicum Instructor

3. Participate in a conference with the field supervisor and the Practicum Instructor.
4. Participate in a conference with the Practicum Instructor, and the Curriculum Chairperson or designee.
5. Participate in a conference with the Practicum Instructor, Curriculum Chair, and Dean/Vice President of Academic Affairs.

M. Evaluation and Grading of the Field Practicum

The field practicum is evaluated on the basis of a grade. A formal Student Performance Evaluation is completed by the field supervisor, with the student's participation, at the mid-way point of the placement and near the end of the placement. Due dates are noted on the forms. Both the student and the field supervisor sign the evaluation and forward it to the Practicum Instructor for review.

Students who strongly disagree with their evaluations should discuss areas of disagreement with the field supervisor prior to signing the evaluation. Upon receipt of the document, the Practicum Instructor will contact the student, discuss his/her concerns, and proceed, if necessary, toward further resolution of the areas of disagreement.

Student participation in Field Practicum Seminar is evaluated by means of a written assignment designed to reflect the student's investment in personal growth, professional development, understanding and applying practice skills, and working collegially with others in address practice issues. Students are also expected to complete the Human Services comprehensive capstone examination at the completion of field practicum seminar.

The Practicum Instructor is responsible for reviewing the agency-based field evaluation and the field practicum seminar evaluations and assigning the final grade for field practicum and seminar.

File Attachments:

1. **Student Program Information Manual 2017-2018.docx** (See appendix)

B.8. Research Opportunities

From its inception, the program focused on applied practical experiences, as opposed to traditional research. However, Research Methods is a required course and is currently taught with a culminating project of a research proposal. Students will be encouraged to present work at the Scholarly Actitivies Day held on campus. With new faculty hired consecutively for several years, and requirements of scholarship becoming more important for the rank matrix, faculty are increasingly interested in conducting research and involving students. Just this year (2017-2018) one of our tenure track faculty members secured a grant to run a mock "agency" on campus. One of the goals is to encouarge and research activity. This is an area of growth for our program.

B.9. Departmental procedures

In this section, we have described program policies that currently exist, and policies that have been proposed. Finally, appended to this section are also policies and procedures for the larger department to which we belong: the Social Sciences Department.

Current Departmental Procedures

A. Role of the Applied Psychology Advisory Committee

The purpose of the Applied Psychology Board is two-fold: (1) to help strengthen program objectives, offerings, and the curriculum; and (2) to help ensure our graduates are as employable at graduation as possible based on the skills and knowledge they acquire in the program.
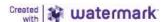
The Applied Psychology Board will be comprised of a minimum of 8 members and a maximum of 12. Members of the Board will be representative of both the competency areas our students obtain, and the types of organizations which are most likely to hire our graduates. Priorities include members from the following areas: substance abuse; mental and behavioral health; crisis, trauma, and violence; poverty; social services; community-based organizations; special populations (which include but are not limited to: youth and children, older adults, underrepresented minorities; developmentally disabled); a graduate of our program; and a representative from a regional graduate program.

Board members can expect to:

1. Review curricular items
2. Receive information about the program's retention, graduation rates, employment rates, and other performance metrics
3. Provide recommendations to enhance student experience and training, including those relative to: necessary skills and knowledge that should be acquired in the program, cutting edge competencies and techniques, trends and opportunities for employment, among others
4. Consider hosting practicum students at their respective organizations, if possible
5. Occasionally, and only at your consent, participate in surveys, sub-committee activities, brief email/phone communications, etc.

In order to be eligible to serve, Board members are also expected to:

1. Serve a term of two years (although one-year and three-year terms may be given in special circumstances) with opportunities for re-appointment
2. Attend two meetings per academic year (one in the fall and one in the spring). As a minimum requirement, Board members must <u>attend at least one meeting per academic year</u>
3. Respond to invitation emails from the Curriculum Coordinator of the Applied Psychology Program and/or the School of Business and Liberal Arts

Dean's office

B. Departmental Procedures for Courses

Faculty input, insight, and on-going dialogue are critical for ensuring courses are meeting the intended program goals and student learning outcomes. Applied Psychology courses follow an intentional design and sequence. It is critical faculty engage and understand the content, course assignments, subject matter being addressed, and review course syllabi to avoid redundancies and to ensure courses scaffold and build upon students' knowledge base consistently. Much department meeting time is spent sharing this information between our faculty, as well as informally throughout the academic year.

All courses are formally reviewed and revised by the Department Chair and Applied Psychology faculty every 3 years as required by the institution.

New courses are developed by faculty, approved by the Chair, department, Dean, and then submitted to Curriculum Committee for feedback and approval. New online courses are additionally reviewed by a committee of experts. The Curriculum Committee consists of faculty from various disciplines, School Deans, and the Provost. Courses are then forwarded to the Faculty Assembly for vote and formal approval.

C. Student Participation in Evaluation

At the end of each semester, students complete formal course evaluations for every course in our curriculum. All faculty (full-time tenured, tenure track, and adjunct) participate in Course Evaluations.

Course Evaluations are administered via UCan Web, in an online format. Three weeks after the term ends, faculty receives a notification from the Office of the Provost and can then access summary reports for all student course evaluations. These evaluations include a Likert scale rating and student written responses to five questions. The Department Chair reviews all faculty course evaluations.

D. Suitability for the Human Services Field

Currently Applied Psychology faculty are working on a policy to address student suitability for the field.

Entry into the profession of Human Services is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete, which has academic and clinical requirements attached. However, because counseling and human services undergraduate majors will be entering a profession that deals with human living and a way of living in its own right, there are professional and personal challenges that students will encounter. Meeting these challenges and learning to grow from them is an integral part of succeeding in the human services profession. As human services educators, the faculty and staff of the Applied Psychology Program at SUNY Canton are committed to facilitating the professional development and personal growth of the undergraduate students, and to the education, supervision and mentoring of students in all aspects of their professional counseling journey. The education of human services professionals demands evaluation of one's values, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal. It is our hope and expectation that each student who joins the Applied Psychology Program will succeed in these tasks.

Proposed Departmental Procedures

The following procedures and policies have been proposed, but have not received full support by the School fo Business and Liberal Arts. Largely our procedures for student acceptance have been minimal; students are required to have a 2.0, and must level into ENGL 101 (Composition and the Spoken Word) and MATH 106 (Intermediate Algebra). However, we continue to struggle with the reality that some students are not fit for the field of applied psychology, and will

A. PROPOSED Student Acceptance and Retention Policies and Procedures

Acceptance into the Applied Psychology Curriculum does not assure graduation from it. Successful completion of the Bachelors' degree in the Applied Psychology curriculum is based upon the continuous evaluation of students to insure (a) effective demonstration of academic competence, (b) each student's commitment to the program and the profession, and (c) his or her continued growth in personal or emotional characteristics and qualities related to successful performance in a helping profession (see above). The evaluation process serves two primary functions:

1. To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify and remediate growing edges and weaknesses in their academic, professional and personal development.

2. To provide faculty with information about student progress which facilitates decisions in the best interest of students and the profession.

A student must have a cumulative GPA of at least a 2.0 at the end of his or her prescribed curriculum to fulfill the degree requirements for graduation. In addition, all students must maintain a cumulative GPA of at least 2.0 to remain in good standing. If a student's GPA drops below a 2.0, he or she is placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean of SBLA in consultation with the student's Curriculum Director (see *SUNY Canton Catalogue*). Students whose GPA is below 2.0 will not be allowed to register for Practicum in Human Services (HUSV 421).

In addition program standards are in effect. All students must have an average GPA of a 2.0 in the 100/200 level courses in the Applied Psychology core curriculum and have a minimum of an average 2.5 in all core 300/400 level courses. General electives and liberal arts courses are not included in the above standards.

Students are expected to adhere to the professional code of ethics of the Ethical Standards for Human Services Professionals and to the national standards for Human Service professionals from the Council for Standards in Human Service Education (http://www.cshse.org). Copies of these codes are available through the professional organizations. Students are also expected to adhere to the Academic Code of Honesty of SUNY Canton.

The curriculum's annual "student review process" offers a vehicle for Applied Psychology/Human Services faculty to evaluate student academic, professional, and personal progress. Any faculty member may raise questions about a particular student's performance in any of the above areas at any point during the

student's program. Additionally, a review will take place at least yearly with the initial review taking place following the student's first year as an Applied Psychology major. Written results of the review will be placed in the student's advising file, which is retained in the curriculum.

Students who have demonstrated satisfactory progress are given feedback by their advisor. *It is the experience of the faculty and staff that the majority of students engage fully in the Applied Psychology Program and progress in this way. In fact, many of our students excel in all areas of their development as human services trainees. However, at times, there are those students who need additional help.*

Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with their advisor. This "review process" insures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

The following procedures are in place for students needing further progress:

Process 1:

Students receive feedback in a meeting with their college advisor. In consultation with the advisor and the curriculum faculty the student will write a plan that addresses "growing edges" in that student's development. Assuming that this plan is adhered to, the student's performance improves to a satisfactory level.

Process 2:
Students may be unwilling and/or unable to follow through with Process 1; there is either lack of sufficient progress in, or resistance to, Process 1. In this case the curriculum faculty in collaboration with the social sciences department will recommend to the Dean of SBLA that the student be placed on probation and a more formal remediation plan be developed between the advisor and student, and ratified by the curriculum's "retention committee." This committee is composed of (1) the student's advisor, (2) the Practicum Instructor, and (3) one other full-time faculty member appointed by the Curriculum Chair on an *ad hoc* basis.

A remediation plan may include but not be limited to the following:

1.   Identification of the problem areas.

2.   Expected behavioral and/or attitudinal changes.

3.   Potential methods for achieving and demonstrating change.

4.   Time line for completion.

Each student involved in this process has the option of bringing an advocate (neither a family member nor a lawyer) to meetings with the Curriculum Retention Committee.

A copy of the plan will be given to the student, and one will be retained by the advisor, retention committee, and the Dean of SBLA. Satisfactory completion of the plan and consistent demonstration of appropriate conduct should be assessed by the committee on an agreed timeline, and will result in a decision to recommend removal from probation to the Dean of SBLA.

Process 3:

If processes 1 & 2 fail, the entire faculty may recommend voluntary change of major to the student. If student refuses then dismissal from the program is recommended, the Department will forward that recommendation to the Dean of SBLA for disposition.

Alternate Process to Address Immediate Fitness for the Profession Concerns

In rare cases the faculty may become aware of issues or behaviors that raise doubts about a student's ability to either (a) successfully complete the program, or (b) move forward as a student in the Applied Psychology major. When such information becomes available, the faculty has a duty to review the information fully and carefully, to notify the student of concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures as well as the "best practices" of the profession.

In these instances the faculty, in consultation with the Dean of SBLA may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.

B. PROPOSED Appeals Process

All students have the availability to follow academic grievance procedures. Students administratively withdrawn from the program but not from the college will be encouraged to consider other majors, which would allow for the maximum number of credit to be transferred or meet financial responsibilities for re-taking Applied Psychology curriculum coursework for a third time. Students dismissed from the college but not from the program will be allowed to rejoin the program when college re-admission requirements are met.

B.10. Advisement Procedures

Student advisement is shared between full-time faculty members. Typically, Applied Psychology faculty in their first year at SUNY Canton will advise 10-15 students only. After that, the load is approximately 40 advisees per faculty advisor. This may change as the program grows. Any student who transfers into our major is advised by the Curriculum Coordinator before being assigned an official advisor the next semester. Students meet both informally and formally throughout the academic year. Faculty see their role as advisor as a critical one. Open office hours are posted (usually about 4-6 hours per week) and faculty accessibility is a priority.

Faculty in our area have been awarded the "Stellar Advisor Award" on numerous occasions. This is a student-nominated recognition.

At the request of the Provost, all instructors track student level of engagement and are required to submit an Engaged (E) or Not Engaged (NE) grade several weeks into the semester. Advisors receive information about which students are receiving "NE" and make phone calls to each advisee individually to check in with them. Meetings are scheduled as warranted. Faculty also employ additional resources outside of academics when necessary, such as making referrals to the Counseling Center, local community resources, tutoring services, and Student Accessibility Services.

The College utilizes an early alert system (MTS = Moving Toward Success). All instructors are asked to utilize this system for tracking students' attendance and performance. When an MTS is sent, it is automatically received by the academic advisor. Applied Psychology faculty advisors then contact students to address the concerns brought forth in the MTS. Meetings are also scheduled as warranted. Faculty also employ additional resources outside of academics when necessary, such as making referrals to the Counseling Center, local community resources, tutoring services, and Student Accessibility Services.

In 2010, *Student Success Resource Booklet*, accessible at http://www.canton.edu/business/and supplemental advising materials were created to assist all academic advisors across campus. Our faculty utilizes these documents and find these advising materials to be instrumental in working with students.

Section C: Program Outcomes

🗋 C.1. Program Effective., Discipline

As has been mentioned in several places already, the Applied Psychology program is new (e.g., this is the first AIM completed) but at the same time has turned over almost 100% of the faculty that created the program. As a result of the turnover and changes in expertise of the faculty, there has been a need to review and update all of the following: policies, course outlines, learning outcomes and objectives, guidelines, assessment tools, and other program and institutional practices. As we work towards stability, we have seen many changes to the process of addressing program effectiveness.

In the past, course-level assessment was not a priority for the institution, and more emphasis was placed on program goals, objectives, and outcomes. When *Task Stream* was introduced in 2014, it changed the mindset of faculty and administration on campus and has proven to be instrumental in capturing and truly evaluating course outcomes. Faculty across SUNY Canton continue to grow in terms of their understanding of best practices in assessment and evaluation.

As changes to assessment were rolled out - and changes to the Applied Psychology faculty composition continued - the Applied Psychology faculty made a concerted effort to streamline and plan for an effective means of assessment for the program. All faculty but one use Blackboard and its gradebook. This allows for historical documentation of grades on almost all assignments in almost all courses. Mid-term and final grades are also recorded in UCan Web. The UCan Web system also provides historical documentation of all class records. Assessment is completed for each course using methods that align and best demonstrate student performance and attainment of knowledge. In the 2015-2016 academic year, we approved new program learning outcomes that aligned with the American Psychological Association (APA); this decision was made because they were clear, appropriate, succinct and aligned well with institutional learning outcomes. Additionally, any sub-areas of psychology (e.g., human services and applied behavior analysis) could be captured within this framework.

In order to ensure that discipline-specific outcomes are addressed across our curriculum, the faculty undertake program and individual course reviews as a team, mapping appropriate course objectives to program learning outcomes. Evaluations within courses include quizzes, exams, research papers, research projects, oral presentations, reflective writing assignments, individual and small group projects, individual and small group presentations, and participation in scholarly events based on cumulative projects. Each faculty member is allowed to assign artifacts at their leisure as long as they are appropriately mapped to course objectives, program learning outcomes, and institutional learning outcomes.

Additionally students complete a 120 hour practicum, which was evaluted for several years with the following tool:

Category A	Learning Style
	Able to find and utilize appropriate resources
	Accepts responsibility for mistakes and learns from experiences
	Observes and/or pays attention to others
	Open to new challenges and experiences
	Effectively communicated verbally with the supervisor, clients/patients, and others (Only used in 4 surveys)
Category B	Application of Knowledge and Skills

	Shows understanding of organization's customs and practices	
	Applies knowledge to the task or solution of the problem at hand	
	Performed obligations of the agency as determined by the Student Learning Contract (Only used in 4 surveys)	
	Acquires and evaluates information	
	Interprets and communicates information (Only used in 11 surveys)	
Category C	**Creative Thinking and Problem Solving Skills**	
	Seeks to comprehend and understand issues in their larger context	
	Respects input and ideas from other sources and people	
	Demonstrates a problem-solving capacity	
Category D	**Reading/Writing/Computation Skills**	
	Reads, comprehends, and follows written materials	
	Communicates ideas and concepts clearly and accurately in writing	

In the 2017-2018 academic year, the faculty decided to review evaluation tools. These new tools will be employed in the Fall 2017 semester for the first time. As of Spring 2018 (when this narrative was last edited), the Applied Psychology faculty have not made their final edits to the tools. However, they are attached below. Major changes include mapping student learning outcomes to the program learning outcomes and adding an evaluation of the site.

All students must have an overall GPA of 2.0 and 121-122 earned credit hours to meet graduation requirements.

File Attachments:

1. **Practicum Student Evaluation Fall 2017.pdf** (See appendix)

2. **Practicum Supervisor and Site Evaluation Fall 2017.pdf** (See appendix)

C.2. Program Effective., Gen. Ed.

At SUNY Canton, students enrolled in the Associate of Arts (AA) or Associate of Science (AS) degree must complete seven of the ten Knowledge and Skills Areas of General Education in order to transfer seamlessly to another SUNY college to earn a baccalaureate degree. In order to meet graduation requirements, students enrolled in a SUNY Canton baccalaureate degree program must complete 30 credit hours of general education which must include Mathematics (GER 1) and Basic Communication (GER 10) as well as at least three credits each in at least five of the following academic areas – natural science, social science, American history, Western Civilization, Other World Civilizations, humanities, the arts and foreign languages. All students will fulfill competency outcomes in Critical Thinking and Information Management, which are infused throughout the curricula.

The SUNY GER (General Education Requirements) include mathematics, natural sciences, social sciences, American history, western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication. The Applied Psychology program requires all 10 to graduate. This has proven to be unpopular among students, and also limiting to their freedom to choose more program electives. As a result of this AIM, we are in discussions to change our requirements back to 7 of 10 GERs.

Faculty and students may be required to participate in General Education tests, exercises and surveys aimed at assessing student progress and opinions regarding SUNY Canton's General Education program. Participation in academic assessment is part of a faculty member's professional obligation. The website for GER Assessment can be found here: http://www.canton.edu/provost/assessment/ger.html.

C.3. Program effect., Intellectual

It is the responsibility of any higher education institution to foster, develop, and expand an individual's intellect. The Applied Psychology faculty attempt to mentor, advise, and teach holistically; we try to instill intellectual curiosity, to encourage mastery, and to foster critical awareness in our students. Much time is spent engaging with students, building a relationship of trust, and communicating openly with students. Our faculty operate under the guiding principle that students will take their cues for learning from us and our own conduct in the classroom.

In every course our main goal is to increase student understanding. Observation, reflection, evaluation, and analytical skills are imbedded in class instruction exercises and assignments. Assessment of intellectual growth is demonstrated by student performance; scores on quizzes and tests do not fully illustrate the intellectual growth of a student. The Applied Psychology curriculum integrates student performance and evaluation based on content-related projects, presentations, writing reflections, class discussion, research, and off campus field work that requires daily journal entries offering questions that require critical thinking, as well as self-reflection and evaluation. Well-developed rubrics, especially those created by the Association of the American Colleges and Universities (which are required when assessing institutional learning outcomes), have provided concrete tools for assessing intellectual growth and learning.

Content in courses provide the foundation for advanced courses in the degree program, with a cumulative off-campus practicum in the final semester. Courses align in such a way as to strengthen and expand students' understanding, knowledge of psychological principles and methods, and all of the subcomponents of this discipline, and to help them apply these skills and knowledge into practical experiences in and out of the classroom setting.

The College has identified four institutional student learning outcomes (ISLOs) that address intellectual growth. The latest draft of these objectives is attached. As an instition we are working towards an assessment cycle that will allow us to appropriately address each of the ISLOs.

> **File Attachments:**
> 1. **ISLOs-Spring2017.pdf** (See appendix)

C.4. Student Activities

Beyond the practicum, which has been mentioned in several places in this AIM, students engage in the following activities:

1. Applied Psychology/Human Services Club - mentored by two faculty members, students meet biweekly to weekly and have traditionally attended a conference as a group as their main activity. Students are in the process of re-igniting excitement and involvement in the club, which had waned over the last two years.
2. Applied Psychology Students Helping Others Center (AP SHOC) - an on-campus "agency" that allows

students to engage in peer mentoring through "academic case management," and activities that are yet to be determined. AP SHOC is in its first semester of operation.

3. Tutoring - senior students generally tutor for introductory level courses when identified by faculty.
4. Psychology Movie Night - held several times over the course of the semester for extra credit. The movie will have some psychology content about which students write a reflection.
5. Graduate school visits - for the first time in the 2016-2017 academic year, a faculty member took students to the University of Ottawa to attend a graduate class in the field. Students were asked to complete the readings as assigned and to participate as a full class member.
6. Scholarly Activities Day - at the end of the semester, students can present their scholarship at the Scholarly Activities Day. This year, at least two Applied Psych students are planning to present their research papers.

C.5. Community Needs

Traditionally, most of our students have been local residents looking to stay in the area (please see section E of this self study for more details on student body composition). As SUNY Canton has recruited outside of the county, the student demographic has changed significantly. However, at least one third of students continue to work locally after graduation.

Our Advisory Board, detailed in an earlier section of the AIM, helps us ensure that the needs of the community are being met. Our Board's composition is strategic to match the needs of our community. We look to our Board to help us place students in practica that align with students' needs and interests.

As mental health and chemical dependency services are moved to an outpatient model, the need for practitioners in small communities like ours increases. As stated in the opening section of this self-study, our program exists because of an assessment of need for Bachelor's prepared practitioners.

This self study was written across several months, and even in that short length of time, there were changes in our program in response to our community's needs. In the fall of 2017, Board members suggested to us that there was a need to provide some basic education to Direct Support Professionals (DSPs), people who work directly with those who have developmental or physical disabilities. Even though DSPs traditionally have a high school education only, they do require additional training when entering the workforce. Our faculty have designed a certificate that can be credit bearing (if paid for), and will train local DSPs in the 15 core competencies of the National Alliance of Direct Support Professionals (NADSP). It is hoped that nonmatriculated individuals who complete this certificate for their DSP work will enjoy the experience, will become more ethical and informed practitioners, and may take more classes with us as a result. We also feel that this is a prime example of how we address the community's needs.

Section D: Description of Faculty

D.1. Faculty Summary

Again, our program has been in flux for the last five years. It is difficult to precisely identify our faculty composition when it has changed every year. Based on the approval of and successful search for two faculty members, our ideal faculty is comprised of the following:

1. 6 full-time Applied Psychology faculty (5 tenure-line and 1 full-time adjunct)
2. 3-4 part time Applied Psychology aduncts
3. 2 full-time, tenure-line Sociology faculty who teach the three courses we require in our curriculum

Having said that, we have not yet operated with this composition in five years. In the section below I will detail our 2017-2018 faculty (with the note that this was different every year prior to this academic year).

2017-2018

Faculty Summary	Full-Time (5)	Part-Time (3)
# OF FACULTY ASSIGNED TO APPLIED PSYCH PROGRAM:		
Men	2	1
Women	3	2
Minorities	2	0
CREDENTIALS		
Associate's Degree	0	0
Bachelor's Degree	0	0
Master's Degree	3	3
Doctoral Degree	2	0
YEARS TEACHING EXPERIENCE		
0-5	0	1
5-10	2	2
10-15	1	0
15-20	0	0
20+	2	0
EXPERIENCE IN APPLIED PSYCH FIELD (NON-TEACHING)		
0-5	1	NA
5-10	1	NA
10-15	1	NA
15-20	1	NA
20+	1	NA

Full-time faculty:

Faculty	*Bachelor 's*	*Master's*	*Doctorate*	*License and*

				Postdoctoral Training
Professor Ed Boyd	BS, St. Lawrence University, NY	MEd, St. Lawrence University, NY		
Dr. E. Nathaniel Chapman	BS, St. Thomas Aquinas College, NY	MS, Florida International University, FL MS with distinction, Carlos Albizu University, FL	PsyD with distinction, Carlos Albizu University, FL	In process
Professor Christina Lesyk	BA, Columbia University, Barnard College, NY	MSW, CUNY/Hunter College, NY	PhD, Iowa State, IA (expected 2019)	LMSW
Professor Jennifer Waite	BA, SUNY Cortland, NY	MEd, St. Lawrence University, NY MSW, Syracuse University, NY		LMSW, CASAC, HS-BCP
Dr. Barat Wolfe (Curriculum Coordinator)	Honors BS, St. Lawrence University, NY	MA, University of Ottawa, Canada	PhD, University of Windsor, Canada	Postdoctoral Research Fellowship, Western University, Canada

All full-time and part-time faculty are proficient and knoweldgeable professionals. All faculty engage in activity across the categories of our rank matrix, which include (beyond Mastery, which is listed above): teaching,

scholarship, service, and continuing growth.

D.2. Hiring Procedures

Applied Psychology Program faculty are involved in all aspects of hiring procedures. This is a significant amount of service as we have turned over the faculty almost entirely due to retirements and faculty leaving to work in the field.

- *Formulation of Job Description*

When enrollment or a need exists for a faculty hire within the program , the Curriculum Coordinator approaches the Social Sciences Department Chair who then meets with the Dean of the School of Business and Liberal Arts to discuss such a request.

A formal written request is submitted to the Dean noting the need and justification for such a hire, the qualifications, requirements, and duties of the position, and supporting documentation as warranted, including a draft advertisement.

- *Advertisement Publication*

Once approved by the VP of Academic Affairs, the Department Chair submits the draft advertisement and job description to HR for input. The Dean and Chair communicate with the HR department regarding advertisement publication(s). Typically, the Chronicle of Higher Education, Higher Ed Jobs.com, the College website, and local newspapers are utilized. On the occasion of a Psychology-specific posting (e.g., Counselling Psychology position requiring a doctoral degree), the job is also posted on the "Psych Job Wiki for Psychology Academic Job Searches."

- *Search Committee*

The original justification includes form C-3. The C-3 lists who will serve as Search Chair for the hiring committee. The Search Committee Chair, in consultation with the Dean, forms a committee. The committee must include an Affirmative Action Officer and 3-4 additional members. The HR department has a comprehensive packet of information for all committee members, as well as the committee chair to follow – with supplemental information to assist with a successful search. Additionally, applicant submissions are posted online utilizing Angel. Search committee members are enrolled in this shell for applicant review. This eliminates the need for hard copy materials and increases confidentiality.

The search committee creates a rating instrument. Once all applications have been reviewed by committee members, a meeting is held and telephone interviews are scheduled. On campus interviews follow, typically including up to 3 candidates. Candidates are asked to present to faculty and students as part of the on campus interview process. Candidates also meet with the Dean and Provost.

The Search committee convenes and the Search Committee Chair formulates a recommendation. This recommendation, along with supporting documentation is forwarded to the Dean. The Provost and President have final approval of all hires.

D.3. Training of Faculty

All full-time Applied Psychology faculty contribute to the program mission. As a program, we recently identified competency areas that our faculty members fill. Ideally, we have the following 5 competency areas covered by different full-time, tenure track individuals (sample courses listed in parentheses):

1. Counseling Psychology (e.g., Abnormal Psychology, Counseling Theories, Counseling Skills)
2. Human Development (e.g., Human Development)
3. Applied Social Psychology and Research (e.g., Social Psychology, Research Methods, Workplace Psychology)
4. Human Services Generalist (e.g., Working in Human Service Agencies, Professional and Ethical Responsibilities)
5. Chemical Dependency (e.g., Foundations of Chemical Dependency, Addiction Treatment Colloquium)

Our full-time adjunct would teach introductory courses of which we have many sections (e.g., Introductory Psychology; Alcohol, Drugs, and Society). Almost all first year students at SUNY Canton take Introductory Psychology, so there are approximately 10 sections each semester.

Because we have been in constant flux, we have sometimes combined these areas of competency (e.g., a combination of human services courses and chemical dependency courses). We also have a seminar and practicum (required of all majors) that are overseen by someone who is already teaching a full-time load. As we look to the future of this program, we hope we can align teaching responsibilities very clearly with faculty expertise, give a course release to the person who oversees the practicum experience, and continue to mentor a full-time adjunct teaching introductory courses.

We have a strong track record of training and mentoring full-time adjuncts to tenure-line positions. Dr. Wolfe, the current Curriculum Coordinator moved from full-time adjunct to the tenure track. Professor Lesyk was, at the end of the Fall 2017 semester, moved from full-time adjunct to the tenure track. We are hoping that the faculty member who we have hired for 2018-2019 will similarly follow this path.

D.4. Teaching Loads

Most Applied Psychology courses are 3 credit hours (with the exception of the 1 credit, 100 level Human Services Forum that is serving as our First Year Experience course). Generally, courses are on a 50 minute Monday-Wednesday-Friday schedule or a 1 hour 15 minute Tuesday-Thursday schedule. We do have the occasional class that is 2.5 hours one night a week. Most of the core courses occur between 8am and 5:15pm, but because our adjuncts are often local practitioners, classes are sometimes offered at night.

The required teaching load for all full-time faculty is four courses in the fall and four courses in the spring. There are also opportunities to teach in the winter and summer. With the exception of one tenure track faculty member who was hired for fall 2017, every faculty member in our program does overloads (including service to other programs on campus) or off-term teaching. When the program was short faculty members, overloads were the norm. In the 2017-2018 academic year, when we were almost fully staffed, this stablized. The Curriculum Coordinator (CC) gets a course release and the current CC has taken that release in the spring. However, the previous CC did not take the course reduction, largely out of necessity.

In order to demonstrate how the program has changed for the better, an analysis of teaching loads is attached for 2016-2017 and 2017-2018 (please see attached). This analysis includes all full-time and part-time faculty in our program, and all semesters (including winter and summer). Here is a summary of the number of courses and the number of students each full-time faculty member teaches in the fall and spring:

2017-2018

Boyd (average 31 students per course):

Fall = 4 courses, 126 students
Spring = 4 courses, 122 students

Chapman (average 28.75 students per course):

Fall = 4 courses, 115 students
Spring = 4 courses, 115 students

Lesyk (average 30.25 students per course):

Fall = 4 courses, 121 students
Spring = 4 courses, 121 students

Waite (aveage 19.36 students per course):

Fall = 5 courses, 110 students
Spring = 6 courses, 103 students

Wolfe - Curriculum Coordinator (average 24.6 students per course):

Fall = 4 courses, 104 students
Spring = 3 courses, 68 students

2016-2017:

Boyd (average 27.9 students per course):

Fall = 5 courses, 143 students
Spring = 5 courses, 136 students

Lesyk (average 30.25 students per course):

Fall = 4 courses, 111 students
Spring = 4 courses, 131 students

Waite - Curriculum Coordinator (average 19.6 students per course)

Fall = 6 courses, 130 students
Spring = 6 courses, 105 students

Wolfe (average 27.9 students per course):

Fall = 4 courses, 125 students
Spring = 5 courses, 126 students

As we continue to see retirements (e.g., Professor Boyd, expected 2020), we will continue to make the adjustments that brought us stability in 2017-2018. As you will see in the attachment, the need for overloads has greatly diminished. When we are finally fully staffed as a program (5 tenure track faculty and 1 full-time adjunct), our need for part-time adjuncts will also be greatly diminished. When faculty teach multiple sections of Introductory Psychology, their average of student per course increases).

File Attachments:

1. Teaching Load Analysis AIM.docx (See appendix)
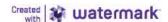

D.5. Faculty Innovation in Teaching

Applied Psychology faculty remain current in the field and continue to improve their courses as a result. Trends in mental health and service delivery are often in flux (e.g., diagnostic tools used, best practices for chemical dependency, etc.), and our faculty stay abreast of these changes to keep their courses current. Our curriculum has also been adapted to suit the needs of the community and our students. All faculty are using technology to augment their courses (e.g., Blackboard, presentation slides, etc.).

1. New courses for student/industry demand: Starting in 2015, electives in the area of chemical dependency were added so that students could complete a Credentialed Alcoholism and Substance Abuse Counselor trainee (CASAC-T) certificate. Completion of this certificate meets the 350 hours of educational requirements for the full CASAC. Completion of the Bachelor's degree in general removes 2000 hours from the work that is necessary for practitioners to become a full CASAC.

2. Conversion to online format: Our faculty have recognized that our program will be able to grow with the increased demand for online courses. In the last several years, we have slowly started to convert classes to the online format (e.g., Human Development, Abnormal Psychology, Social Psychology). There is a hope that in the next several years, we will be able to get most of our courses approved for the "converged modality" format (i.e., both face-to-face students and online students in the same course). Some of our faculty are using Panopto (recording software) to augment their lectures and to allow online students to give "presentations."

3. New assessment tools: Our campus began to make assessment a major focus in 2015. Over the past 3 academic years, we have improved the assessment process by using AAC&U rubrics (as required by the campus). Several faculty have also adapted these rubrics for the evaluation of their course artifacts so that they can easily map assessment and evaluation. In December of 2017, we identified courses that we felt would help us address learning objectives at a "competency" and "mastery" level. We are hoping that doing this thoughtfully will allow us to move forward with assessment that follows a growth mindset. That is, rather than showing a certain number of students get a level we feel is proficient, can we instead show growth in ALL students? Using a growth mindset, we can show how students with the lowest level of skill improved as well.

4. New labs or hands-on teaching methods: In 2017, an on-campus "agency" (Applied Psychology Students Helping Others Center; AP SHOC) was created so that our majors could practice their case management skills in an academic environment. Majors struggling in our introductory courses were referred to the agency, and senior practicum students were able to mentor and engage in "academic case management." This has proven to be an exciting development that we would like to see grow. Our Research Methods course was also revamped to allow for more applied learning opportunities. As a program, we are considering whether we should make Research Methods a 4 credit course to allow for even more "hands-on" learning. As we examine the findings of this self-study, we also keep an eye to the future and how we want to see our practicum improved. We are considering a change that would require additional practicum hours across several years of the program, which would align us with the credentials for the Council for Standards in Human Services Education.

D.6. Evaluating Teaching Effective.

Every fall, faculty are required to complete a Faculty Information Form (FIF). The FIF highlights the previous academic year accomplishments, achievements, outcomes, and future short-and-long term goals of the faculty member. Areas are divided into the following sections:

- Teaching Effectiveness
- Mastery of Subject Matter

- University Service
- Continuing Professional Growth
- Future Goals and Plans

All faculty submit this completed form to the Chair, Dean, and Provost. Typically, the faculty member meets with the Chair and Dean as a means of annual evaluation. This form is utilized to assess annual contributions of faculty members and reflects the faculty members' adherence to professional and academic responsibilities and the ability to meet goals for professional development and growth.

Additionally, every faculty member is evaluated by students at the end of each semester. Unfortunately, these are not mandatory, so there are often low levels of participation by students. However, student evaluations have placed all of our faculty well above the institutional average.

D.7. Scholarly Ability

The requirements for scholarly activities by SUNY Canton faculty are in flux; our Provost is currently helping us to redefine what we consider meaningful scholarship. All of our full-time faculty attend and engage in seminars, workshops, and conferences as attendees and facilitators. Some are actively engaged in research and publish on a regular basis. These activities serve to improve their teaching activities. Here are 2016-2017 highlights for our faculty:

Barat Wolfe:

1. Peer-Reviewed Publications:

Mantler, T., & Wolfe, B. (Accepted for April 2018 publication). Evaluation of trauma-informed integrated health models of care for women: A qualitative case study approach. Partner Abuse.

Mantler, T., & Wolfe, B. (2017). A rural shelter in Ontario adapting to address the changing needs of women who have experienced intimate partner violence: a qualitative case study. Rural and Remote Health, 17, 3987.

2. Manuscripts in Progress:

Wolfe, B., & Mantler, T. (In Progress). Relationship building to recover: Thinking beyond formal care. To be submitted to Psychological Trauma: Theory, Research, Practice, and Policy.

3. Conference Presentations:

Wolfe, B. (April 2016). Relationship building to recover (preliminary analysis). Paper presented at the Associated Colleges Gender, Sex, and Sexuality 2016 Conference: Out(In)Sider Intersections, Canton, NY.

Jennifer Waite:

1. Grants:

Human Services Agency grant ($5000) through Academic Affairs Initiative

2. Conference Presentations:

Waite, J. (October 2017). Paper presented at the Nationnal Organization for Human Services.

Christina Lesyk:

1. Case Studies:

Case study (2017). Journal of Hospitality and Tourism Cases.

2. PhD Candidacy:

Continues to work on research for PhD program.

E. Nathaniel Chapman:

1. PsyD Completion:

Completed the requirements for doctoral degree.

Ed Boyd:

1. Invited conference presentations:

Brown Bag at Constructivist Conference (July). St. Lawrence University.

D.8. Faculty Service

Applied Psychology faculty are very involved and actively participate in university service. Service can be contributed at the Program, Department, School, Institutional, and SUNY level. Here is a sample of the service our faculty have engaged in over the last year, alone:

Barat Wolfe:

Applied Psychology Curriculum Coordinator and Minor Coordinator

SUNY University Faculty Senate (UFS), Canton representative

SUNY UFS Executive Committee, Colleges of Technology representative

SUNY UFS Undergraduate Committee

Faculty Affairs member

Institutional Review Board member

Academic Standards Committee member

Strategic Planning Committee

College Council (faculty representative)

Athletic Advisory Council member

Human Services Club (faculty co-advisor)

Applied Psychology Search Committee

Online course reviewer

Open House and Admitted Student Day

Jennifer Waite:

Applied Psychology Curriculum Coordinator until June 2017

Appeals/Grievance Committee

Target Marketing Committee

Human Services Club (faculty co-advisor)

Online course reviewer

Applied Psychology Search Committee

Open House and Admitted Student Day

Christina Lesyk:

Online course reviewer

Accounting Search Committee

SBLA Retention Committee

SUNY Liaison Constitution Day

Program Coordinator for Frontline Hospitality Promotion

OER Taskforce representative

Open House and Admitted Student Day

E. Nathaniel Chapman:

(Pre-SUNY Canton, participated in service at Miami Dade College)

Faculty advisor, Brother II Brother

Open House

Ed Boyd:

Recording Secretary for Applied Psychology

Applied Psychology Search Committee

Open House and Admitted Student Day

D.9. Relation of Prog. to Community

From the previous section, outlining the service contributions of each member just in the last year, it is clear that all

faculty are engaged at all levels of campus life. Our program is well represented at all campus events and in the leadership of this institution. These activities have made our program very visible and have allowed our faculty to advocate for the program's needs. For example, our lab space (currently used for the Applied Psychology Students Helping Others Program; AP SHOC) is getting new furniture as a priority on campus when there are multiple spaces that could use the "face-lift." Our faculty are seen as leaders and are often asked to contribute their efforts to campus initatives because we are respected as a group who cares and will follow through.

From a community perspective, our most important relations come through our partnerships with our Advisory Board, comprised of local practitioners (and potential employers of our students). We have a close relationship and often meet more than once a year with the Board, even though it is not required. We ask for input relative to trends in our field and possible curricular inclusions. We also respond to the community's needs based on their feedback. For example, in a prior section of this self-study, *C.5 Community Needs*, we described how our faculty have designed a certificate that can be credit bearing (if paid for), and will train local DSPs in the 15 core competencies of the National Alliance of Direct Support Professionals (NADSP). This certificate was in direct response to the need in our community.

D.10. Faculty Current in Field

Continuing Growth is an essential component of faculty life. Our faculty remain current in the field by engaging in many important activities, including: research, conferences, workshops and education, and professional membership. Here are some examples from the past year of how faculty have remained current in the field:

Barat Wolfe

American Psychological Association (APA) member

End Violence Against Women International webinars

Young Women's Leadership Institute member

Jennifer Waite

Completed contact hours to pursue recredentialing with NYS Office of Alcoholism and Substance Abuse Services (OASAS)

National Organization for Human Services member (Past Vice President)

Mid-Atlantic Consortium for Human Services member

NYS Human Services Educator Association member (and past president)

Workshops attended:

  Online Professionalism and Ethics
  Self-care for Behavioral Health Professionals
  Cultural Meaning of Death and Dying
  Motivational Interviewing Workshop
  Northern Tier Providers Coalition Conference

Christina Lesyk

Completion of Social Work CEUs (continuing education)

Currently pursusing PhD (in progress with Iowa State University)

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE)

Eta Sigma Delta Hospitality and Tourism Honor Society

American Hotel and Lodging Association (AH & LA)

International Special Events Society (ISES)

North East North American Federation (NENA).

National Association of Social Workers (NASW)

Council on Social Work Education (CSWE)

Adjunct Faculty Teaching for Success in Higher Education

Higher Education Teaching and Learning

The Teaching Professor

Associated Colleges Diversity Consortium.

E. Nathaniel Chapman

Completed PsyD August 2017

Leads performance psychology workshops

D.11. Activities Improve Teaching

For each faculty member, their activities inform their classroom activities and lectures. Applied Psychology as a field is incredibly diverse and each of our faculty members have unique interests and training.

For example, Dr. Wolfe is the most active in research, and these activities allow her to teach the Research Methods course with rigor and fresh examples. Her background in trauma and violence serve to give her examples for class and provide students with fresh perspectives on delivering trauma informed care.

Professor Waite's activities to get recredentialed in the area of substance abuse have directly served our students' needs and have given us the ability of offer the CASAC-T curriculum to students. She is among the most active in continuing her education and training, and is able to bring that current knowledge to our students.

Professor Lesyk is completing a PhD in Hospitality while also having a Master's degree in Social Work. Her activities will directly inform her ability to teach our students about "service," broadly defined. She has a relationship with the Business Department and as she moves from a full-time adjunct to the tenure track, her role will expand. We see her hospitality background and training as important to her role in reconfiguring our practicum and getting our paperwork in order for that undertaking.

 Dr. Chapman's recent completion of his PsyD has ensured that our students have someone teaching Counselling Theories and Counselling Skills who is truly current in the field. Best practices change, and our students have someone leading them with significant and fresh clinical experience.

Professor Boyd's activities to engage in workshops, particularly at the local Constructivist Conference, have given

him a wonderful presence in the classroom.

All faculty are regularly evaluated by peers and try to incorporate this feedback into their pedagogy.

D.12. Evaluation and Promotion

As we have stated in other sections, our campus is currently redefining some of the requirements of our rank matrices. All programs have made changes to their requirements, and we continue to have conversations about what scholarly ability means. Attached, you will see both the current requirements, and the requirements we are hoping will be approved for the future of the Applied Psychology program.

Each fall semester, all faculty, tenure and non-tenured must complete a Faculty Information Form highlighting the accomplishments and details specific to each of the criteria for evaluation as listed below:

- Mastery of Subject Matter
- Effectiveness in Teaching
- Scholarly Ability
- Effectiveness of University Service
- Continuing Growth

Attached, you will find the most recent Faculty Information Forms for those who had to submit them this year.

Tenure-track faculty must also include this information, with supporting documentation into a Professional Portfolio. The portfolio is submitted to a Peer Review Committee, Dean, Provost, and President at the time of reappointment or request for promotion. This review process generally occurs at least twice before a faculty member goes up for promotion or continuing appointment.

The greatest weight is given to Effectiveness in Teaching. However, faculty must demonstrate appropriate activities in all sections of the rank matrix.

File Attachments:

1. **Boyd Faculty_Information_Form (3).docx** (See appendix)

2. **C_Lesyk - 2016-17 Faculty Information Form (3).docx** (See appendix)

3. **Current Rank and Promotion Matrix.docx** (See appendix)

4. **Rank and Promotion Matrix - Wolfe draft 2017revised.docx** (See appendix)

5. **Waite Faculty Information Form 2017.docx** (See appendix)

6. **Wolfe Faculty_Information_Form 2017.docx** (See appendix)

Section E: Description of Students

E.1. Number of Students

A Program "Report Card" created by the Office of Institutional Research provides data regarding student enrollment, retention, graduation, admissions data, and student demographics. The Report Card separates out students who intend to become majors but do not meet program admission requirements (GPA, level into ENGL 101 and MATH 106), and you will see this group captured in the "Undeclared with Concentration" category.

Attached you will find our report card. The number of majors in our program has increased steadily over the last 5 years from 27 to 113 (106 full time, 7 part time) in Fall 2017. We did not have a minor until 2017, but interest is continuing to grow. Our fall to fall retention rates for all full-time students have fluctuated slightly with a low of 46% in the first year of our program to a high of 86% in 2014-2015 and have settled at 74% for the last two years. This is higher than the institutional average for students in a program. Our fall to spring retention rates have increased from a low of 69% in the first year to a high of 95% in 2014-2015 and have settled at 86% this past year. This is also higher than the institutional average.

As of Fall 2017, our students are 87% female (slightly higher than the national average[1]), but this is common in psychology programs. The largest ethnic groups are White (65%), African American/Black (17%), and Hispanic (9%), which is similar to last known national statistics[2]. In Fall 2017, 4% were under age 18, 60% age 18-21, 19% were 22-25, 12% were 26-40, and 6% were over 41 years old. These numbers are different from national averages, but the order of these groups from most students to least students mirrors national averages[3].

1. https://nces.ed.gov/programs/digest/2013menu_tables.asp

2. https://nces.ed.gov/programs/digest/d16/tables/dt16_306.10.asp?current=yes

3. https://nces.ed.gov/programs/digest/d16/tables/dt16_303.40.asp?current=yes

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File Attachments:

1. **Applied Psychology Report Card.pdf** (See appendix)

E.2. Credit Hours Taught

To complete the program, students must complete 121-125 credits, which includes 30-33 credits in General Education Requirements. Our program includes several different disciplines in our program electives, including classes designated as SOCI (Sociology) and SSCI (Social Sciences). We also allow ECHD (Early Childhood Education) to count for lower level electives. In this section, we will only highlight classes designated PSYC (Psychology), HUSV (Human Services), and ABAP (Applied Behavior Analysis), and the two SSCI required courses taught by our full-time faculty.

Although there are minor fluctuations in the number of Introductory Psychology sections (because almost all first year students take this class), as of 2017-2018, the number of credits taught includes:

Fall: 85 credit hours

Winter: 12 credit hours

Spring: 87 credit hours

Summer: 12 credit hours

E.3. Diversity of Students

Once again, we refer you to our report card for the data. Attached is also the 2016 SUNY Fast Fact sheet, available at www.suny.edu.

Compared to the rest of SUNY Canton, our program is almost identical in the breakdown in ethnicity. As of Fall 2017, we have 2% more African American/Black students than the full institution, and 2% fewer Hispanic students than the full institution. In the last three academic years, our program's diversity has increased; In fall 2015, our program was 78% White, but now the proram is 65% White, which matches the institutional percentage.

Compared to the student bodies of other Colleges of Technology, Canton is in the middle; the latest available SUNY data shows that we have fewer underrepresented minorities (URM) than Farmingdale and Delhi, are on par with Morrisville, and have more URM than Cobleskill and Alfred State.[1]

Compared to all of SUNY, our program is slightly less diverse. At the SUNY level, only 58% of students are White. However, we have a larger percentage of African American/Black students than the national data (19% as compared to 10.6%). Please see the SUNY "Fast Facts" sheet attached.

One issue of note is that almost half of our students come from St. Lawrence County, which is not a very diverse county. At the county level, 93.7% of residents are White.[2]

1. https://www.suny.edu/media/suny/content-assets/documents/institutional-research/Diversity-Data-Brief-Aug2015.pdf

2. https://www.census.gov/quickfacts/fact/table/stlawrencecountynewyork/PST045216

File Attachments:

1. Applied Psychology Report Card.pdf (See appendix)

2. SUNYFastFacts2016.pdf (See appendix)

E.4. Retention Rates

As discussed in the opening paragraph of this section, our retention rates are better than the institution as a whole. Our fall to fall retention rates for all full-time students have fluctuated slightly with a low of 46% in the first year of our program to a high of 86% in 2014-2015 and have settled at 74% for the last two years. This is higher than the institutional average for students in a program. Our fall to spring retention rates have increased from a

low of 69% in the first year to a high of 95% in 2014-2015 and have settled at 86% this past year. This is also higher than the institutional average.

E.5. Other Student Characteristics

There are a few other notable student characteristics that make our students stand out from the rest of the institution. We have more students (46%) from St. Lawrence County than the whole institution (30%). We believe part of the reason we are able to draw "local" students is the relationship we have with the community and possible careers after graduation. Additionally 76% of our students are considered "economically disadvantaged" whereas 68% of the entire institution is considered disadvantaged. Otherwise, our student demographics are similar to the full campus and other SUNY Colleges of Technology.

E.6. Annual Graduates

Please refer to the report card. The number of graduates from our program has increased every year, while the average time to degree has decreased, and the mean cumulative GPA of our students has also slightly decreased. We graduated 4 students for the first time in 2014-2015, and graduated 19 in 2016-2017.

E.7. Program Completion Rates

Our program is only 5 years old so we only have one cohort to display. The percentage of first-time, full-time students in the 2011 cohort who graduated with a degree in the program within 150% time in comparison to the university as a whole is 33%.

E.8. Graduate Characteristics

Please refer to the report card. Our average time to degree is dropped from 4.4 to 4.2 years. This is slightly higher than the full institution. However, we are a 4 year program requiring at least 121 credits, while the institutional average includes Associate's degrees, which require fewer credits. The mean cumulative GPA of our students has dropped from 3.22 to 3.14.

E.9. Recruitment Strategies

All of our faculty participate in Open House and Admitted Student Days by giving a presentation about our program. Admissions also tried a model where they would have students on Admitted Student Day attend a "lecture" to experience college life. Dr. Wolfe was asked to deliver one of these lectures. This model appears to have been largely abandoned. We have not visited high schools or community colleges. We often do not connect with guidance counselors or mentors from high school programs until after students have already matriculated and they keep their support systems in place from high school.

This past year, we created a social media presence on Facebook, and the number of individuals who have "liked" the page and posts has increased.

With the addition of the DSP certificate, we hope that we will attract a new cohort of individuals who might never have considered college.

E.10. Program Minimum Requirements

Students must have a 2.0 to get into the program and to stay in the program, in addition to qulaifying for MATH 106 and ENGL 101. Although there are no other requirements, each student is interviewed by the Curriculum Coordinator to make sure the student is meeting their goals by joining the program.

E.11. Acceptance Ratio

Our acceptance rate has increased as the number of applications has increased. For first-time freshmen, we went from an acceptance rate of 7% (1 of 14 applications) in 2012, to an acceptance rate of 64% in 2017. Our yield rate (enrollees to applications) has fluctuated, but after a dip in 2015, it is up to 20%. This is slightly lower than the institutional rate.

For external transfers our acceptance rate went from 29% in 2012 (5/17 applications) to 87% (13/15) in 2017. This rate is slightly higher than the insitutional rate.

For internal transfers our rate went from 67% (22/33 applications) in 2012 to 73% (8/11), which is slightly lower than the institutional rate.

E.12. Enrollment Patterns

The number of students in our program has steadily increased over the last 5 years, which is a positive trend. An examination of the report card reveals that our best year, regardless of metric, was Fall 2017 (our most recent data), where we had 106 full-time students (80 continuing, 18 first-time, full-time, 8 external transfer), and 7 part-time students. An examination of Admissions data also shows that our number of applications from first-time freshmen has continually increased, as has our acceptances. Our yield rate (number of enrollees to applications) is 20%, which is not our best year, but a steady improvement from the two years prior. When insitutional trends are taken into consideration, it is especially positive to see our program grow. SUNY Canton actually experienced a historical peak in overall enrollments the year before our program started (3655 students in 2010-2011), but this number dropped in subsequent years to 3278 students. Even though overall enrollments have dropped, then, we have continued to increase our program's enrollments.

Because the program is so new, and there has been such high turnover in faculty, it is difficult to discern what our "ideal" capacity is. As a result of our continually increasing enrollments, we have been able to justify the addition of full-time faculty, which is positive. We feel as a faculty that we do have room for growth, but it is speculative to say how many more students we could accept and maintain the high level of attention and support given to current students. Currently, academic advising for our program is done by our own faculty, and some have 40 or more advisees; when you take into account that 10-15 students changed their major to Applied Psychology this year (and that advising is done by the Curriculum Coordinator), this number increases to more than 50.

At some point, when all faculty have been in their positions for a full academic year, we will be able to split this load equally across all faculty. With this goal in mind, and 5 tenure track faculty positions, a short term goal (1-2 year goal) of at least 25 advisees per faculty is a capacity that we could aim for. Long term, we would like to see our enrollments grow to as many as 200 majors.

E.13. Student Needs

Relevant Demographics:

Since the inception of the program, the vast majority of student have been New York State residents. This past academic year, 96% of students were residents of New York State. The largest proportion of students have always been from St. Lawrence County, but in the past three years, we have seen the number of students from this county drop from 63% of our enrollments to 46%. This number is still larger than the insitutional total of 30%. Please refer to the report card for a full break down.

Our program also enrolls more students that are economically disadvantaged than the insitutional total. Consistently, we have seen 75% or more of our students designated as "economically disadvantaged," which is higher than the 68% total at SUNY Canton. The number of students in our program who are first generation students currently matches the institutional number (42%).

Approximately 40% of our students could be considered nontraditional (over the age of 22).

Academic Needs:

A. Primary Goal: Employment Upon Graduation

I have described relevant demographics first in order to contextualize the discussion of our students' needs. The primary goal for all of our students is to find relevant employment upon graduation. Although this data is not captured in our Report Card (and the Graduate Survey is rarely completed), anecdotally many of our students desire to return to their home county for long term employment. For the close to 50% of our majors who are from St. Lawrence County, our program directly establishes relationships with employers based on the practicum that is generally done locally. However, as a result of the AIM (and continual consideration of student needs), we are revamping our practicum to allow students to complete their hours in other locations. This will help our students from other counties to connect to future employers.

Because of the low participation rate in our Graduate Survey, the data do not reflect the reality of our students. It would appear (based on the data) that 80% of students continue on to Master's degrees; in reality, the number of graduates who continue immediately on towards a Master's degree is probably more like 20%. We are discussing as a program how we can encourage more students to complete the survey so that we obtain relevant data.

B. Need: Preparation for College Life

As a result of the number of students who come from poor townships and who are first generation college students, we do have a significant proportion of students who are underprepared for college. This is an issue for the college as a whole. Approximately ten years ago, SUNY Canton introduced an improved First Year Experience (FYEP 101) course that met once a week to assist students in acclimating to college life, campus services and resources, tips on note taking, studying, time management, prioritizing, independence, and taking responsibility. Several years ago, our Applied Psychology program introduced its own version of the FYEP 101 course: Human Services Forum (HUSV 100). The only difference in our course is that the content of the course is delivered in the context of applied psychology/human services topics. Otherwise, the course addresses all of the FYEP content and additionally will cover an introduction to Microsoft Office programs: using Word, Excel, PowerPoint, etc.

Institutional data has been collected about how FYEPs contribute to student retention. Our students who take HUSV 100 are retained at higher rates than the insitutional average. For example, for first time, full-time freshmen, we retained 89% of our students from Fall 2017-Spring 2018 as compared to 83% overall.

C. Need: Nontraditional Students

Our faculty continue to consider the needs of our nontraditional students, and offer courses at flexible hours to accommodate students who work, and students who are parents. Our courses are offered from 9am through to 8pm, and some of the most important courses (e.g., Counseling Skills, Research Methods) are offered at 4pm to allow nontraditional students to attend. We have several courses offered online to also accommodate for these students.

D. Need: Connection to Campus

Because our faculty advise the students in our program, we are able to build strong relationships with our students. Regardless of whether students are true first years, or nontraditional students, we establish a connection and build a personal relationship so that students feel like they have people in their corner. Our students are residential, commuters, transfers, partially online, nonmatriculated (if they are taking courses in the CASAC-T), and other statuses in between. We have continually worked to ensure that all students have someone to mentor them regardless of their individual needs.

E. Need: Transfer Students

The Curriculum Coordinator works closely with the Provosts' office to ensure that appropriate articulation agreements are in place. We are strong believers in the "seamless transfer" model, and want our students to gain as many program credits as possible to be successful and graduate within 4 years. Occasionally, we have even accepted a 200 level course for a 300 level course; in advising, we ensure students complete the required number of upper level courses to graduate. The work to complete articulation agreements will continue for some time to ensure that all of our transfer students' needs are met.

E.14. Special Student Services

> **File Attachments:**
>
> 1. **OrgChart-SA (1).pdf** (See appendix)

The Organizational Chart for Student Affairs is included. Many of the services for our special student populations fall under this arm of the campus administration, including:

- Personal Counseling Services
- Davis Health Center
- Diversity Affairs
- New Student Orientation
- Campus Life Coordinator
- Among others (see attached)

Most of these services apply to traditional students, and often those who are residential. These services will be described in later sections of this AIM.

However, we do have students with special needs. You will their needs addressed below:

Special Student Services

- All school services, activities and programs of study are available to nontraditional students, or students who delayed college entry. Increased online course offerings and online tutoring greatly convenience the

nontraditional commuter student. The college offers various housing options including a floor for age 21 and older students. Many nontraditional students use the Commuter Lounge, which is a center for meeting, finding transportation and studying. Computers are available in the Lounge.

- International students are welcomed at SUNY Canton and are growing in numbers. Through various clubs and activities international students have an opportunity to promote their cultures. SUNY Canton's Director of International Programs assists international students with an extensive orientation facilitating their adjustment to the campus and the culture. The office also organizes various workshops and advises students on their rights. The Housing Office has a wing designed primarily for international students who are unable to travel home on the college sanctioned breaks. Students are also invited into faculty and staffs homes to share in various holidays. The Writing Center offers resources for English Language Learners, as well as professional staff who can assist students in accessing these resources and make suggestions for additional support. Also, the dining services promote international theme nights and encourage students to come in and cook their favorite meal with them.

- SUNY Canton is committed to serving individuals with disabilities as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADAAA of 2008; these efforts are coordinated through Student Accessibility Services. It is the College's policy to provide, on an individual basis, academic adjustments to its requirements for students who have disabilities that may affect their ability to fully participate in program or course activities or to meet course requirements as well as nonacademic program or activity requirements, including, but not limited to clubs, residence life and meal plans, and athletics. Modifications may include, but are not limited to: testing or classroom modifications, modifications to policies and practices in academic and student activities, and use of auxiliary aids or services. Student Accessibility Services staff members are available to work with students with physical, learning, psychological, medical, or other disabilities to help them better understand the nature of their disability, develop self-advocacy skills, and to determine appropriate access plans. All specific information provided concerning a disability is confidential and is released only with the student's consent.

- Introduction to Academic Reading & Writing and Basic Writing courses are offered to students who need special remedial help. The Accuplacer Placement test is used to identify and place students in these classes. Also, Beginning Algebra is offered to students not ready for a college level math course.

- A hallmark of SUNY Canton is its extensive tutoring services. Tutoring from professional and peer tutors is free to all students through the Tutoring Center which offers Learning Labs, curriculum-specific labs, and special referral programs. All tutoring labs provide limited tutoring help online. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills.

- Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRiO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.

- Ample parking facilities and a myriad of convenient eating options are of particular interest to nonresidential students. The University Police and Campus Safety Committee provide well illuminated and safeguarded entry and exit from campus. Every attempt is made to schedule program offerings in the late afternoon before students leave campus. All campus programs, athletic facilities and clubs welcome and encourage non-residential/non-traditional student participation and many of these students are involved in college activities.

In the following sections of the AIM, these services are described in more detail.

E.15. Academic Placement Procedures

SUNY Canton requires all new full-time students to take the Accuplacer Placement test unless exempt as determined by English Regents or standardized test scores. The Accuplacer Placement test measures reading, writing and math skills to aid in scheduling appropriate level classes for optimal student success.

E.16. Advisement Policies

Academic advising is handled by faculty advisors in our program. A description of our policies is also provided in section B.10 of this AIM. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e., how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.

SUNY Canton provides orientation programs prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture.

In Applied Psychology, we take advising seriously. Our curriculum has undergone significant revision since its inception and in order to keep students on track, we are invested in their progress and take a hands-on approach to advising. The number of advisees we each have range from 35-50. In a faculty member's first year, we try to keep the number of advisees to under 15 tradtional first year students without any transfer credits. This helps new faculty acclimate to the complex reality of advising. The Provost's office has introduced several new initiatives in a model that has been called "intrusive advising." For example, faculty are asked to call students who are identified as "not engaged" within a month of the semester starting. Our faculty have been diligent in meeting the requests of the Provost's office, and several have been nominated for and won the Stellar Advisor Award (nominated by students).

E.17. Diverse Learning Styles

The faculty members in our program recognize that students have diverse learning styles. Classes are organized to reflect this reality; we engage in a combination of traditional lecture, reading, applied activities, discussion, videos, homework, examinations, among other activities expected in a classroom. Our courses are predominantly offered face-to-face, but we continue to get more of our offerings online, and in the "converged" format (both online and face-to-face students in the same course). Many of us use group activities and peer-to-peer modalities to connect students to one another and allow more advanced students to help "teach" material. We use technology to our advantage (for example, making use of institutional laptops for lab activities).

Additionally, we make students aware of the variety of supports on campus in order to be successful, including:

- Learning Labs and one-to-one tutoring for psychology courses, math, science and writing are available to

all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, engineering and veterinarian science. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone. Generally, our faculty are able to recommend outstanding students to the tutoring center each year.

- Academic Development Programs (as described in the previous section) that exist for students who are academically and economically disadvantaged and have special learning needs.
- Student Accessibility Services (as described in the previous section) that exists to help students with learning needs.

E.18. Orientation Activities

SUNY Canton provides orientation programs prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture. Orientation exists around international students, academic development programs, first day orientation provided by the School of Business and Liberal Arts, and Student and Academic Affairs (run by Advising and First Year Programs).

E.19. Attrition Patterns

> **File Attachments:**
>
> 1. **Applied Psychology Report Card.pdf** (See appendix)

Please refer to the Report Card (in particular, starting on page 6) to see the cohort analysis of our program. This analysis shows where are students are going when we do not retain them. Of note, in 2016, 11% of students transferred to a new program. This number was consistent for the two years prior, and is an improvement over the 17% who transferred out in 2013, and the 36% who transferred out in 2012. According to the data, we are improving every year; fewer and fewer students are withdrawing, being suspended, or transferring.

Our faculty share the burden of helping to retain students. We all participate in Admitted Student Days and Open Houses. Just this semester, the Curriculum Coordinator has put together a welcome email that will go to students starting in April. This letter would provide a personalized touch to the admissions process. Each of these efforts is undertaken in the name of improving retention. Through the "intrusive advising" model, we regularly meet with students and even call (at the behest of the Provost) to keep our students connected. These efforts certainly contribute to retention of students.

Otherwise, faculty sit on various governance committees with retention in mind, and we work as a group to continually meet our students' needs. We have recently undertaken a review of our practicum policies with our students' interests in mind. We adopted the HUSV 100 course (as described in a previous section), which has improved retention as compared to institutional numbers. Lastly, we have an Advisory Board that we meet with once a year in order to determine that our program is truly meeting the needs of the community, and giving our students the best chance at employment post-graduation. All of these efforts contribute to retention.

E.20. Support Services

It is difficult to tease out the services that are "just" contributing to the students' academic lives versus their general campus life. In the following sections, there will be some overlap. Described here are those that help with our instructional efforts (as outlined in the directions for this section of the AIM).
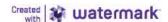
Tutoring and Learning Labs

Learning Labs for math, science and writing are available to all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, engineering and veterinarian science. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone.

Recently, our faculty have identified outstanding students to serve as tutors for lower level psychology courses. I would remind you also of the on-campus agency (AP SHOC) described in an earlier section of the AIM; one of the programs run through the agency is a peer mentoring program that has occasionally involved tutoring. A hallmark of SUNY Canton is its extensive tutoring services. Tutoring from professional and peer tutors is free to all students through the Tutoring Center which offers Learning Labs, curriculum-specific labs, and special referral programs. All tutoring labs provide limited tutoring help online. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills.

Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRiO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.

Southworth Library Learning Commons

Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For residential students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations; and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21st-century learner.

The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students.

Applied Psychology faculty ensure that textbooks in almost every course are available on reserve for student use each semester. We have also continually advocated for the University subscription to PsycInfo and PsycArticles so that students have access to the best research databases. All articles are available for free through interlibrary loan.

<u>IT Services</u>

Information Technology Services are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The Help Desk is available 8:00 to 5:00 p.m., Monday-Thursday and 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. UCanWeb accounts are established for each student allowing access to grades, academic status, financial aid, prescheduling and other individual data.

<u>Advising</u>

Academic advising is predominantly handled by faculty advisors within the Applied Psychology discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.

<u>Student and Academic Affairs</u>

Student Affairs and Academic Affairs coordinate efforts to contribute to student success.Attached is the organizational chart for Academic Affairs to complement the chart presented in E. 14 for Student Affairs.

- Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.
- The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.
- The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.
- Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.
- The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.
- Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.
- Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

> **File Attachments:**
>
> 1. **Org-Chart.pdf** (See appendix)

E.21. General Student Life

This section may start to feel repetitive. Again, it is difficult to tease out which resources are best for a student's academic success versus those for general student life, as they are correlated. Each of the offices listed in the Organizational Chart (attached in section E.14) is in constant communication so that students feel the effects of a holistic, "360" model of advisement and care. Listed below are the services not mentioned in the previous section.

Socioemotional Health

Health Care and Counseling

The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy lifestyle choices. A health educator/wellness is available to promote campus wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines.

The Personal Counseling Service provides professional counseling services for students with personal, social, and emotional concerns. Academics and Student Life both may refer students for assessments and further referrals. The fully licensed staff provides workshops, educational programs and activities contributing to overall student development. Themes include decision making, communication skills, conflict resolution, grief counseling, developing leadership skills, life-style differences, maintaining relationships, sexuality, alcohol and substance abuse, and stress management.

Behavioral Intervention Team

The SUNY Canton Behavioral Intervention Team (BIT) will act in a proactive manner to assist students; maintain privacy and handle all matters discreetly; provide consultation and support to faculty and staff; connect students with needed resources; and recommend interventions or sanctions. The BIT will act in the best interest of the safety of the students, faculty, staff, College, and community.

The Behavioral Intervention Team will be composed of the following individuals, who will meet on a weekly basis when classes are in session:

- VP for Student Affairs/Dean of Students: Chair of Behavioral Intervention Team
- Chief of University Police/ Deputy Chief of Police
- Director of Student Conduct
- Director of Counseling
- Director of Health Services
- Director of Residence Life
- Director of Diversity Affairs
- Provost / Chief Academic Officer

The mass tragedies at Columbine and Virginia Tech focused the nation's attention on what appeared to be a new and catastrophic form of violence in our schools and universities. While shootings on campuses have been documented since the late 1700's, recent shootings have resulted in larger numbers of victims, often students and staff who were unknown to the shooter.

In an effort to prevent all forms of violence on our campus, SUNY Canton has formed a Behavioral Intervention Team or BIT. The BIT is designed to address threats and other incidents of troubling behavior and will be the primary decision makers of the campus in establishing a plan to protect students, faculty and staff from potentially violent situations. The Team consists of a small group of staff members who work closely with students. Many members are trained in evaluation and intervention in crisis situations. All members of the Team are particularly sensitive and aware of the need to protect the privacy of those who come to attention of the BIT. The Team is specifically designed to intervene with students who have acted in ways causing concern. If faculty or staff members come to the attention of the BIT, the Human Resources Department, University Police, or other appropriate agency will be contacted. The BIT may also be activated to assist the University in the aftermath of a violent situation on campus. (Adapted from SUNY Potsdam's BEC Manual with permission)

The SUNY Canton Behavioral Intervention Team (BIT) meets on a weekly basis when classes are in session and will review all reported incidents of concern and students of concern. The BIT will then complete the following steps.

The BIT may become aware of a student/incident of concern by the following channels:

- Online reporting form on the BIT webpage
- Report/referral from a BIT member
- Resident Assistant incident report
- University Police referral
- Report/referral from any campus or community member

Step 1. Assessment Process

- While there is no single set of warning signs that will reliably predict behavior or campus violence, the assessment process looks for behavioral evidence that someone is planning or preparing to act out inappropriately or carry out some type of threat. Assessment will attempt to distinguish between threatening and non-threatening cases in order to ensure the safety of the distressed person and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior.
- Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Step 2. Information Gathering

- Once an Incident Report has been received by the BIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.
- In general, the BIT will gather preliminary information regarding the concern, and then a team member may interview the referred person as part of the initial assessment process. The interview will provide the opportunity for the individual to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.
- That process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interviews with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by a mental health professional
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's parents or family members if threat to self or others is apparent
- Review of a student's academic and disciplinary history
- Legal/criminal background check

Step 3. Levels of Risk and Meeting

- Based on all data gathered, the BIT will determine the level of risk that the behavior/situation poses to the individual and to others.
- Once the situation has been assessed and the levels of risk have been determined, a Case Manager will be assigned and will meet with persons involved.

Career Services

The Career Services Office assists students in exploring various career opportunities, preparing high quality resumes and planning individualized job searches. The Career Services Office is instrumental in helping students find internship opportunities to meet program requirements. The Career Services web site includes the online program, Jobs4Roos, listing jobs and career opportunities for all students. This very active office coordinates job fairs bringing on campus many employers who are interested in graduates from SUNY Canton programs. Specialized services and dedicated areas of the Career Services website are available for LGBTQ, Handicapped, and Veteran students.

Advising and Student Affairs

As mentioned in other sections, advising is a complex affair involving several offices. In addition to career services, however, these various offices across campus help with career advisement so that students have multiple mentors.

Financial Needs of Students

Student Service Center

The Student Service Center "One Hop Shop" provides personal financial assistance to students and their families from the time of initial application for admission until completion of study. The staff is involved in educating students about different aid programs and helping them through the annual application process as well as providing counseling on budgeting, indebtedness, and long-term planning for college financing. They also handle all student account payments. In addition, staff work on educating students about federal and state academic progress guidelines and instilling in them an awareness that the rate at which they pursue their degrees and the grades they maintain while in attendance can affect whether or not they are able to continue receiving financial aid. With the large number of Canton students who are heavily dependent on government aid, academic progress guidelines are an important retention factor that all faculty and staff who are involved in academic advisement need to be aware of. This has becoming increasingly important in the age of the Excelsior Scholarship.

TRiO Student Support Services Program

The TRiO Student Support Services (SSS) Program is federally funded and provides enhanced academic assistance to 200 students are more who meet federal guidelines. The goal of the program is to help students

successfully complete their post-secondary education. TRiO provides a variety of support services each year, including access to online textbooks, net book loans and tutorial assistance in Math, Science and computer-based courses. Students in the program are required to take a 1-credit hour Freshman Seminar course designed to help with transition into college.

E.22. Satisfaction with Services

Every three years all SUNY colleges administer the Student Opinion Survey. The information gathered through the survey from a sampling of undergraduate students will assess the following:

- College impressions and plans
- Satisfaction with services, facilities, and environment
- Perceived college outcomes
- Frequency of selected academic experiences
- Extent of campus contributions to student growth/preparation
- Aspirations and commitments

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

Each participating institution was responsible for administering the survey and submitting the completed instruments to American College Testing, Inc. (ACT) for processing and report preparation. ACT coordinated instrument layout and production and prepared detailed summary reports, institutional graphics reports, and comparison reports.

SUNY Canton has made significant improvements over the last several surveys. In comparison to other Colleges of Technology, we generally find ourselves in the top three on most of the programs that support our students' experiences in the program. For example, we are ranked number one in tutoring and career services, and several library services as well. We are also ranked number one in terms of our online course offerings and internship offerings.

File Attachments:

1. **Student_Opinion_Survey_2015_Summary.pdf** (See appendix)

E.23. General Campus Environment

The office of Institutional Effectiveness administers the Student Opinion Survey, National Survey for Student Engagement (NSSE) and the HERI Faculty Survey. Results for these surveys can be found on the <u>Academic Assessment</u> web page, and attached. Briefly, below you will find a list of surveys that are conducted to get a

sense of the general campus environment. Taken together, the results suggest that while there is still room for growth, our campus has continually improved from the perspective of the students. In particular, when you compare us to our "sister" campuses (i.e., other Colleges of Technology) we are often first or near the top of every category that can be assessed by students.

One area that our campus could improve (according to the Student Opinion Survey) is in the area of race relations. Recently, SUNY Canton has made diversity, equity, and inclusion a priority. We recently named two Co-Chief Diversity Officers to oversee the Center for Diversity and Inclusion (which opened April 2017). Making these issues a priority has contributed positively to the campus environment. The Office of Diversity and Inclusion encourages the campus community to investigate and acknowledge the various cultures that exist in this environment, recognize these differences and then celebrate and appreciate those very things different and yet bring value to our community. When the next Student Opinion Survey is completed, we will be able to tell if these initiatives have allowed for improvement.

The following surveys are conducted to understand campus life:

National Survey of Student Engagement

The services and programs offered through the Office of Diversity and Inclusion include:

- Programs/ Events/ Speakers
- Sensitivity Training
- Student Leadership Development
- Mediation between Individuals/ Groups
- Classroom Presentations
- Provide Resources Regarding Cultural Diverse Issues
- International Student Advisement
- Personal Counseling
- Mentoring/Tutoring/Advising
- Advocacy

National Survey of Student Engagement

Every three years, SUNY Canton administers the National Survey of Student Engagement (NSSE) to all bachelor's degree-seeking first-year and senior students. The NSSE asks students to respond to questions related to their college experiences, including their perceptions of academic rigor, spirit of collaboration and diversity, experiences with faculty, and campus climate. The NSSE was administered most recently in 2017, with prior administrations in 2014 and 2008.

Student Opinion Survey

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

Withdrawing Student Survey

In an ongoing effort to assess student satisfaction and success, SUNY Canton asks all students who leave the institution to complete a survey asking them for the reasons for their departure as well as their future plans. The survey asks students to respond on a Likert scale with the level of importance of various college type, academic,

financial, and personal reasons in their decision to leave SUNY Canton in order to assess why students are not retained.

Graduate Survey

SUNY Canton administered a survey at graduation and six months after graduation to gather data related to the current employment and continuing education status of graduates, as well as their feelings of preparedness for the workforce and further studies. In addition, the graduate survey administered six months after graduation asks program-specific questions to analyze student levels of satisfaction with the program in addition to assessing program student learning outcomes.

Comprehensive Survey

On years when SUNY Canton is not participating in the Student Opinion Survey or the National Survey of Student Engagement, SUNY Canton administers a locally developed comprehensive survey asking students for their opinions on campus services and facilities. This survey is developed with input from many different campus offices, and focuses on areas where the institution did not perform as well as desired in the past.

Residence Life Surveys

Residence Life administers a brief pulse survey each semester to gauge student satisfaction with the residence life facilities and services after the first four weeks of classes. In addition, Residence Life administers a comprehensive survey at the end of the spring semester.

Advising Survey

SUNY Canton offers the Advising Survey every spring to assess student satisfaction and utilization of advising services. The survey questions students on their experiences with their advisor as with the Office of Advising and First Year Programs, and it also asks questions related to the frequency and types of advising sought.

File Attachments:

1. **Advising_Survey_S17.pdf** (See appendix)
2. **Graduate_Survey_Executive_Summary_Class2017.pdf** (See appendix)
3. **NSSE_2017_Summary.pdf** (See appendix)
4. **Student_Opinion_Survey_2015_Summary.pdf** (See appendix)

E.24. Student Affairs

Again, this will seem repetitive. However, there is significant coordination among Student and Academic Affairs.

Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.

- The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that

provide opportunities for students to bond to the campus and with each other.

- The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.
- Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.
- The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.
- Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.
- Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

Section F: Data from Assessment

F.1. Description Learning Outcomes

> **File Attachments:**
>
> 1. **Program Learning Outcomes Mapping.pdf** (See appendix)

Please refer to the document attached for a PDF of the following information (as it may be easier to read). Below you will find the Applied Psychology Student Learning Outcomes (PLOs) mapped to courses and the Institutional Learning Outcomes (ISLOs). Please note that much of this work to map these items has been undertaken in the last couple of years. There is still much work to be done to clean up the mapping. These PLOs were adopted recently, and the ISLOs have changed seveal times (as recently as Spring 2017). We consider this section a work in progress, but it does reflect our most recent efforts to manage the program and understanding of the newest outcomes.

Applied Psychology Student Learning Outcomes

Outcome	Mapped to
Professional Development in Psychology or Human Services or Applied Behavior Analysis Students will demonstrate skills in applying psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation. ISLO 3 (Foundational Skills - Information Management)	**HUSV 201 INTRO TO HUMAN SERVICES Outcome Set:** a. Describe the nature of the field of human service work, **HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set:** b. Complete and participate in a minimum of 120 total hours at the field placement site., **PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set:** Course Objective #1, **PSYC 220 CHILD DEVELOPMENT Outcome Set:Course** Objective #2 - Cognitive, Learning, and Psychoanalytic Theories and Applications, **PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set:** Course Objective #3, **ENGL 101 EXPOSITORY WRITING Outcome Set:Course** Objective #3, **PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set:** Course Objective #5, **HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set:** Course Objective #5, **PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set:** Course Objective #7, **PSYC 308 Personality & Individual Differences Outcome Set:** Course Objective A, Course Objective B, **SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set:** Course Objective B, Course Objective C, Course Objective D, **PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course** Objective D, Course Objective E, **HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set:** d. Demonstrate the skills for working in a team-oriented agency, **HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set:** d.

Reflect on practicum experiences, based on observations and experiences in a weekly journal.,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: f. Identify Practical Issues for Work Within Human Services Agencies,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Identify potential career opportunities by investigating positions at local Human Services agencies.,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: Outcome in Description,
Institutional Student Learning Outcomes:Professional Competence - Demonstrate knowledge and ability to apply professional standards

Ethical and Social Responsibility in a Diverse World

Students shall demonstrate skills for the development of ethically and socially responsible behaviors for professionals and personal settings in a landscape that involves increasing diversity.

SLO 4 (Social Responsibility - Ethical Reasoning, Intercultural Knowledge)

PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #1 - Recognize Ethical Issues, Course Objective #2,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #2, Course Objective #3, Course Objective #4,
PSYC 225 HUMAN DEVELOPMENT Outcome Set:Course Objective #4,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #4,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #4 - Sociocultural Awareness,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #5,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #5, Course Objective #6,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #6,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective A, Course Objective C, Course Objective D,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective D,
PSYC 101 INTRO PSYCHOLOGY Outcome Set:Course Objective D,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective E,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective E,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: d. Evaluate successful personal skills in work with human service agencies.,
Applied Psychology Program Student Learning Outcomes: Ethical and Social Responsibility in a Diverse World,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: f. Analyze the legal and ethical obligations of human service workers and their agencies,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: f. Identify the nature and diversity of various central client groups seen by human service professionals.,
Institutional Student Learning Outcomes:Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities,
Applied Psychology Program Student Learning Outcomes: Knowledge Base of Applied Behavior or Human Services or Psychology,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome

Communication Skills

Students shall demonstrate competence in writing and in oral and interpersonal communication skills.

SLO 1 (Communication Skills - Oral, Written)

Set: Outcome in Description,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Outcome in Description

HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: a. Describe the nature of the field of human service work,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: a. Effectively communicate with the field experience coordinator, patients/clients, and others.,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: b. Describe issues related to society as major developmental risk factors.,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: c. Describe aspects of supervision and managerial responsibilities to workforce issues,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: c. Identify successful models for working with human service agencies.,
Institutional Student Learning Outcomes:Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #1,
ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome Set: Course Objective #1,
ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome Set: Course Objective #1,
PSYC 225 HUMAN DEVELOPMENT Outcome Set:Course Objective #1,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #1,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #1,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #1,
ENGL 101 EXPOSITORY WRITING Outcome Set:Course Objective #1,
ENGL 102 ORAL & WRITTEN EXPRESSION Outcome Set: Course Objective #1,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #1 - Developmental Concepts and Theories,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #2,
ENGL 101 EXPOSITORY WRITING Outcome Set:Course Objective #2,
ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome Set: Course Objective #2,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #2,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #2,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #2 - Cognitive, Learning, and Psychoanalytic Theories and Applications,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #3,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #3,
ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome

Set: Course Objective #3,
ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome
Set: Course Objective #3, Course Objective #4,
ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome
Set: Course Objective #4,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome
Set: Course Objective #4,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course
Objective #4,
**HUSV 305 Professional and Ethical Responsibilities in Human
Service Professions Outcome Set:** Course Objective #4,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome
Set: Course Objective #4,
PSYC 225 HUMAN DEVELOPMENT Outcome Set:Course Objective
#4,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #4,
ENGL 101 EXPOSITORY WRITING Outcome Set:Course Objective
#4,
ENGL 102 ORAL & WRITTEN EXPRESSION Outcome Set: Course
Objective #4,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective
#4 - Sociocultural Awareness,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course
Objective #5,
PSYC 410 Counseling Skills and Process Outcome Set: Course
Objective #5,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome
Set: Course Objective #5,
ENGL 101 EXPOSITORY WRITING Outcome Set:Course Objective
#5,
ENGL 102 ORAL & WRITTEN EXPRESSION Outcome Set: Course
Objective #5,
**HUSV 305 Professional and Ethical Responsibilities in Human
Service Professions Outcome Set:** Course Objective #5,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective
#5 - Personal Research Project,
PSYC 410 Counseling Skills and Process Outcome Set: Course
Objective #6,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course
Objective #6,
**HUSV 305 Professional and Ethical Responsibilities in Human
Service Professions Outcome Set:** Course Objective #6,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course
Objective #7,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective
#7 - Explain and apply the major theories of developmental
psychology,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome
Set: Course Objective A,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective
A,
PSYC 308 Personality & Individual Differences Outcome
Set: Course Objective A,
PSYC 101 INTRO PSYCHOLOGY Outcome Set:Course Objective A
- Psychology Scientific Method,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective
B,
PSYC 101 INTRO PSYCHOLOGY Outcome Set:Course Objective C,
PSYC 308 Personality & Individual Differences Outcome

Set: Course Objective D,
PSYC 101 INTRO PSYCHOLOGY Outcome <u>Set:Course</u> Objective E,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: d.
Reflect on practicum experiences, based on observations and experiences in a weekly journal.,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: d. Describe at a general level the major interviewing and counseling methods used by human service professionals.,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Describe strategies for gathering and analyzing information, solving problems, and developing habits of critical thinking.,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: e. Identify internal sources of organizational change and coping strategies for workers.,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: e. Define the similarities and differences in approaching different levels of social system,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: f. Identify Practical Issues for Work Within Human Services Agencies,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Outcome in Description

Scientific Inquiry and Critical Thinking

Students shall demonstrate the development of scientific reasoning and problem solving, including effective research methods.

SLO 2 (Critical Thinking - Inquiry and Analysis)

PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #1,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #2,
PSYC 225 HUMAN DEVELOPMENT Outcome <u>Set:Course</u> Objective #3,
SOCI 101 INTRO TO SOCIOLOGY Outcome <u>Set:Course</u> Objective #3,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #3,
PSYC 220 CHILD DEVELOPMENT Outcome <u>Set:Course</u> Objective #3 - Critical Review of Research,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #4, Course Objective #5,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #5,
PSYC 220 CHILD DEVELOPMENT Outcome <u>Set:Course</u> Objective #5 - Personal Research Project,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #6,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #6,
PSYC 220 CHILD DEVELOPMENT Outcome <u>Set:Course</u> Objective #7 - Explain and apply the major theories of developmental psychology,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective A,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective A,
PSYC 101 INTRO PSYCHOLOGY Outcome <u>Set:Course</u> Objective A - Psychology Scientific Method,
PSYC 340 SOCIAL PSYCHOLOGY Outcome <u>Set:Course</u> Objective B,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective B,

PSYC 308 Personality & Individual Differences Outcome Set: Course Objective B, Course Objective C,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective C, Course Objective D,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective D, Course Objective E,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective E,
Institutional Student Learning Outcomes: Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: e. Analyze intervention strategies used in human services.,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: e. Apply human systems approaches coupled with lifespan development issues in a real world setting.,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: f. Analyze the legal and ethical obligations of human service workers and their agencies,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: g. Display a rudimentary understanding of the nature and role of research in the Human Services leading to future trends in the field.,
Institutional Student Learning Outcomes:Professional Competence - Demonstrate knowledge and ability to apply professional standards

Knowledge Base of Applied Behavior or Human Services or Psychology

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

SLO 5 (Industry, Professional, Discipline-Specific Knowledge and Skills)

HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: a. Describe the nature of the field of human service work,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: a. Memorize and apply basic vocabulary and practice principles to agency situations,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: b. Outline the history of the human services profession including standards of practice and professional certification.,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: c. Identify successful models for working with human service agencies.,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: c. Identify the major models providing the context of human service work in relation to human development.,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #1,
PSYC 225 HUMAN DEVELOPMENT Outcome Set:Course Objective #1,
ABAP 401 PRACTICUM IN APPL BEHAV ANALYS Outcome Set: Course Objective #1,
ABAP 400 SEMINAR IN APPL BEHAV ANALYSIS Outcome Set: Course Objective #1,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #1,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #1,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #1,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #1,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #1,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #1 - Developmental Concepts and Theories,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course

Objective #2,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #2,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #2,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #2,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #2,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #2,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #2 - Cognitive, Learning, and Psychoanalytic Theories and Applications,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #3,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #3,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #3,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #3,
PSYC 275 ABNORMAL PSYCHOLOGY Outcome Set: Course Objective #3,
ABAP 245 INTRO TO SCI & TECH OF BEHVIOR Outcome Set: Course Objective #4,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #4,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #4,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #4 - Sociocultural Awareness,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #5,
PSYC 315 Crisis Intervention Outcome Set: Course Objective #5,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #5,
PSYC 310 COUNSELING THEORIES & PRACTICE Outcome Set: Course Objective #5,
HUSV 305 Professional and Ethical Responsibilities in Human Service Professions Outcome Set: Course Objective #5,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #5 - Personal Research Project,
SSCI 181 ALCOHOL DRUGS & SOCIETY Outcome Set: Course Objective #6,
PSYC 410 Counseling Skills and Process Outcome Set: Course Objective #6,
PSYC 220 CHILD DEVELOPMENT Outcome Set:Course Objective #6 - Developmental Domains, Course Objective #7 - Explain and apply the major theories of developmental psychology,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective A,
PSYC 340 SOCIAL PSYCHOLOGY Outcome Set:Course Objective A,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective A,
PSYC 101 INTRO PSYCHOLOGY Outcome Set:Course Objective A - Psychology Scientific Method, Course Objective B,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective B,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective B, Course Objective C,

PSYC 308 Personality & Individual Differences Outcome Set: Course Objective C,
PSYC 101 INTRO PSYCHOLOGY Outcome <u>Set:Course</u> Objective C, Course Objective D,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective D,
SSCI 370 RESEARCH METHODS IN SOC SCIEN Outcome Set: Course Objective D,
PSYC 308 Personality & Individual Differences Outcome Set: Course Objective E,
PSYC 101 INTRO PSYCHOLOGY Outcome <u>Set:Course</u> Objective E,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: d. Describe at a general level the major interviewing and counseling methods used by human service professionals.,
HUSV 310 WORKING IN HUMAN SERV AGENCIES Outcome Set: e. Identify internal sources of organizational change and coping strategies for workers.,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: e. Define the similarities and differences in approaching different levels of social system,
HUSV 420 SEMINAR IN HUMAN SERVICES Outcome Set: f. Identify Practical Issues for Work Within Human Services Agencies,
HUSV 201 INTRO TO HUMAN SERVICES Outcome Set: f. Identify the nature and diversity of various central client groups seen by human service professionals., g. Display a rudimentary understanding of the nature and role of research in the Human Services leading to future trends in the field.,
HUSV 100 HUMAN SERVICES FORUM Outcome Set: Identify institutional services to include location and purpose of service., Identify potential career opportunities by investigating positions at local Human Services agencies.,
HUSV 421 PRACTICUM IN HUMAN SERVICES Outcome Set: Outcome in Description,
Institutional Student Learning <u>Outcomes:Professional</u> Competence - Demonstrate knowledge and ability to apply professional standards
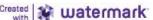
F.2. Programmatic Assessment

File Attachments:

1. **Assessment Map.pdf** (See appendix)

2. **Canton Dean's Assessment Closing Loop Report_Fall_2017.pptx** (See appendix)

3. **Copy of Applied Psychology Program Finding Report - Fall 2015.xlsx** (See appendix)

4. **Copy of Applied Psychology Program Finding Report - Fall 2016.xlsx** (See appendix)

Please refer to the document "Assessment Map" attached, which outlines the larger Applied Psychology assessment map. The other documents include reports from 2015 and 2016 (which will provide you with findings, but not individual artifacts that were assessed), and a presentation delivered in January 2018 that outlines our latest assessment cycle. This attachment in particular displays findings, artifacts, and some of our program's conclusions about assessment.

To contextualize this discussion, a history of assessment on our campus should be provided, briefly. Around

2014, assessment was made a priority by SUNY Canton's administration. Some programs were already doing assessment very well as part of their accreditation process. Other programs, like ours, were fairly new to a systemic approach to this process. We started with course level assessment; for every course and section taught that year, every course objective was mapped to a course "artifact" (e.g., a test, paper, assignment, etc.), and then also mapped to a program learning outcome (PLO), which was mapped to an insitutional learning outcome (ISLO). Targets were set by each faculty member. Most commonly, our faculty set targets of "70% of students will achieve a B" for each artifact in their courses. Our report suggested that we were often meeting our targets. When we did not, it was generally because students did not even attempt the work - this brought the number of students who could achieve our targets down. A report for 2015 is attached using this model of course level assessment.

It became clear that this form of assessment (every single artifact in every single course, every semester) was not sustainable. Credit must be given to our Academic Assessment Committee, the Chair of the Committee, and the Office of Institutional Effectiveness (among others that I am likely forgetting) for improving this process dramatically in a short period of time. It was decided that to address our ISLOs, standard rubrics should be used across the campus. As a result, the Association of American Colleges and Universities (AAC&U) VALUE rubrics were implemented as a tool to help with stanardizing our assessment process.[1] Targets were set by each faculty member. Most commonly, faculty set targets of "70% of students will achieve 10/20 points on the AAC&U rubric" for the artifact selected. The first year using these rubrics, we still did course level assessment, but only certain courses were targeted for review of ISLOs. A report for 2016 is attached using this model of selective course level assessment.

We were also introduced to a cycle of assessment; each year, certain ISLOs would be selected, and any courses mapped to those ISLOs would be required to use the AAC&U rubrics (or an approved rubric to replace them) to assess at least one artifact from each course identified. Because we were also required to map our PLOs to the ISLOs, any program that was not already doing program-level assessment as part of requirements to an outside accrediting body would also essentially be doing program assessment through this process. It should be noted that in the time that this cycle was implemented, the ISLOs did change several times. As a result, not all of our courses are completely up-to-date in terms of mapping. We are required in the 2019-2020 academic to review our course outines, and this updating will be completed next year. A report for 2017 is attached using this model of selective ISLO/PLO assessment. Please note that we only assessed Critical Thinking and Critical Thinking in 2017. In the next cycle, we will address other ISLOs (which are, again, mapped to particular PLOs).

Our faculty completed the assessment process as required, each year. Some faculty continued to engage in course level assessment as they found it useful to review their own teaching and pedagogy. Over the last several years, we have found that we are meeting our targets most of the time in course level assessment (again, usually "70% of students will achieve a B" on whatever artifact was being assessed). When the AAC&U rubrics were assigned, we also found that we were meeting our targets most of the time (again, usually "70% of students will achieve 10/20 points on the AAC&U rubric"). At this point, some faculty did try to map the rubric to a grade (i.e., their assessment rubric and grades had the same anchors); we have had varying levels of success with this approach. Some faculty believe that the level 4 on the AAC&U rubric is so advanced that very few of our students could ever achieve it - this would mean that we would almost never hand out an "A" if the rubric and grading were mapped. Upon a philosophical discussion of assessment, it was noted that grading and assessing for standards/skills met are different processes. However, some faculty will continue to use the AAC&U rubrics for their grading standards. For others, they continue to set grade targets separately from rubric targets. You can see these differences reflected in the 2017 report.

Assessment has been a fluid and changing process, which has been frustrating for faculty. We feel that we need several cycles with the same ISLOs and rubrics in order to truly gain useful data. We also believe that setting targets based on pure achievement (e.g., using a B grade as an acceptable standard) could be arbitrary. With

many underprepared students in the program, it is difficult to expect that all or most will be able to acheive a B. We have discussed the possibility of having a "growth mindset" for our assessment. That is, can we track students' growth? Did they go from 1s to 2s on the AAC&U rubric? Did they move from 2s to 3s, and 3s to 4s? This philosophical change will be reflected in our "Assessment Map" document attached (referenced in the first paragraph of this section). We have carefully (and based on the intended order of our curriculum) selected a course for each of our 5 PLOs that would be considered a "competency" point for students (i.e., they can demonstrate competence in that objective) and then another course for each of the 5 PLOs that would be considered a "mastery" point for students (i.e., they can demonstrate mastery in that objective). When we set targets for these courses, we can at least partially track that students moved from a lower AAC&U point level at the "competency" course to a higher AAC&U point level at the "mastery" course. Essentially, two types of targets will be created. The first will be our usual achievement targets; in the competency courses, we will likely set targets of 70% students achieving 10 points on the rubric, and in the mastery courses, we will likely set targets of 70% of students achieving 15 points on the rubric. The second "growth mindset" target is accounted for by the setting different achievement levels in the "competency" and "mastery" courses; essentially, we can see what percentage of students moved up on the rubric for each objective as they moved through our curriculum.

Lastly, I'd like to provide examples of some of our conclusions based on assessment. First and foremost, we all suffer from students that do not hand in their work. We have largely removed these students from our assessment work as they did not attempt it. Several faculty have rearranged their courses and when they require work to be handed in as a result of the assessment process (e.g., front loading work when students have more energy, rather than back loading work at the end of the semester when students may not have time to get caught up). Second, faculty have placed more emphasis on professionalism of students, self-regulation, study skills, and other habits that will help students to be successful. The lack of preparation for college is what often leads students to fall behind. It is not that they cannot do the work; they just do not know how to manage their time and focus. Third, faculty did feel that setting proficiency/achievement targets felt arbitrary at times. Most of us would prefer more training so that we can set appropriate targets. The movement towards growth-mindset targets reflects our rich discussion about assessment.

1. https://www.aacu.org/value-rubrics

F.3. Student Satisfaction Data

> **File Attachments:**
>
> 1. **Student_Opinion_Survey_2015_Summary.pdf** (See appendix)

Every three years all SUNY colleges administer the Student Opinion Survey. The information gathered through the survey from a sampling of undergraduate students will assess the following:

- College impressions and plans
- Satisfaction with services, facilities, and environment
- Perceived college outcomes
- Frequency of selected academic experiences
- Extent of campus contributions to student growth/preparation
- Aspirations and commitments

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

Each participating institution was responsible for administering the survey and submitting the completed instruments to American College Testing, Inc. (ACT) for processing and report preparation. ACT coordinated instrument layout and production and prepared detailed summary reports, institutional graphics reports, and comparison reports.

SUNY Canton has made significant improvements over the last several surveys. In comparison to other Colleges of Technology, we generally find ourselves in the top three on most of the programs that support our students' experiences in the program. For example, we are ranked number one in tutoring and career services, and several library services as well. We are also ranked number one in terms of our online course offerings and internship offerings.

One area that our campus could improve (according to the Student Opinion Survey) is in the area of race relations. Recently, SUNY Canton has made diversity, equity, and inclusion a priority. We recently named two Co-Chief Diversity Officers to oversee the Center for Diversity and Inclusion (which opened April 2017). Making these issues a priority has contributed positively to the campus environment. The Office of Diversity and Inclusion encourages the campus community to investigate and acknowledge the various cultures that exist in this environment, recognize these differences and then celebrate and appreciate those very things different and yet bring value to our community. When the next Student Opinion Survey is completed, we will be able to tell if these initiatives have allowed for improvement.

F.4. Graduate Survey Results

File Attachments:

1. **Applied Psychology 2014 Summary.pdf** (See appendix)

2. **Applied Psychology 2015 Summary.pdf** (See appendix)

3. **Applied Psychology 2016 Summary.pdf** (See appendix)

You will find results of our graduate survey attached. Participation rates are abysmal. Because of the low participation rate in our Graduate Survey, the data do not reflect the reality of our students. It would appear (based on the data) that 80% of students continue on to Master's degrees; in reality, the number of graduates who continue immediately on towards a Master's degree is probably more like 20%. We are discussing as a program how we can encourage more students to complete the survey so that we obtain relevant data.

F.5. Alumni and Employer Surveys

No program has done an alumni survey on this campus (Personal Communication, S. Todd, 2017). The graduate survey is the standard used on our campus (please refer to F.4 for this data). Employer surveys are not common on our campus, and fewer than 10 programs on our campus have one on file with our Office of Institutional

Research. In the future, we would like to do an employer survey. We feel that because our program is now 5 years old, we can collect meaningful data. However, this will have to take place in the future.

Section G: Use of Assessment

G.1. Dissemination of Results

The Applied Psychology Curriculum Coordinator received the evaluations from reivewers in August 2018 and summarized them in the next section for a permanent record in this self-study, and for dissemination at the first Applied Psychology meeting in the fall 2018 semester. The full review is available to the Director of Assessment, Department of Social Sciences Chair, Dean, Provost, and President.

The summary report will also be disseminated to Applied Psychology Advisory Board members at the next meeting.

G.2. Planning Process

We received strong feedback from our reviewers that supported some of the decisions we were already making. Copies of the reviews can be found in the next section. Here is our plan moving forward:

1. Improved retention of faculty.
    1. Implementation date: Ongoing (with acceptance that two current faculty will likely be retiring within 3 years).
    2. How to: Improved training and personalized mentoring; continued improvement of hiring practices to ensure strong fit with program needs
2. Addition of one additional position.
    1. Implementation date: Whenever approved by campus administration
    2. How to: Wait for administration to approve; review course demands and improve fit with faculty interests and training
3. Continued improvement of the assessment process
    1. Implementation date: Before next cycle of ISLOs starts again (approx. 2 years)
    2. How to: Move to program level assessment rather than course based assessment, use experience of current cycle to identify courses that actually teach SLOs and improve mapping to student artifacts
4. Meaningful review and improvement of curriculum to meet needs of future employers (e.g., addition of a course on trauma and violence)
    1. Implementation date: Ongoing, but only possible with addition of one more tenure track faculty member
    2. How to: Consult with Advisory Board, review enrollments of courses so ensure we have appropriate sections and offerings, change curriculum as needed
5. Improvement of the practicum, which was initially created when the program was smaller. We are now undertaking a review of the policies and procedures in order to improve the quality of the practicum experience and the number of hours students complete.
    1. Implementation date: 2019-2020 academic year
    2. How to: Revisions to policies and procedures ongoing and will be submitted to Curriculum Committee by appropriate deadline
6. Creation of more research opportunities for students
    1. Implementation date: Ongoing, final implementation 2019-2020
    2. How to: Creation of small 10-20 hour applied learning experiences for HUSV 310 (Working in

Human Service Agencies) - one of which is with Dr. Wolfe for research skills; Creation of work-study position for 2019-2020 academic year

7. Review of policies and procedures relative to determining whether our students are "fit for the profession" and whether they should continue on
   1. Implementation date: Ongoing, with hope for resolution by 2020
   2. How to: As an ongoing debate, faculty have determined this is important. Building a policy has been difficult but is on the agenda for this year.
8. Creation of employer survey
   1. Implementation date: 2019
   2. How to: Dr. Wolfe and Prof Waite have started to compile questions that will be sent to employers in 2019
9. Better communication with graduates so that they will complete the graduate surve
   1. Implemenation date: 2019
   2. How to: Use of social media to engage alumni and students; cold calling to be conducted by faculty in 2018-2019 academic yea
10. Remove 3 GERs to bring total to 7
    1. Implementation date: 2019-2020 academic year
    2. How to: Submit changes to Curriculum Committee in Fall 2018

G.3. Most Recent Evaluation

What we learned from our review is that our efforts as faculty, though seemingly slow, have contributed to steady improvement of the program. The reviewers did not come to any conclusions that shocked us, and rather simply reiterated our current plan (as detailed in G.2 and repeated below). This AIM has revealed our strengths, weaknesses, and opportunities, but has not delved much into possible threats. We perceive this last items (threats) as minimal, but could include an inability to keep up with student demand (if we cannot retain faculty or increase the number of full-time faculty). Our plan is to use this assessment to make significant changes, most of which have an implmentation date of 2-3 years. One of our biggest strengths listed was the commitment of faculty to meeting students needs, and we will continue to offer outstanding classes that serve our students well as they choose careers.

Plan:

1. Improved retention of faculty.
   1. Implementation date: Ongoing (with acceptance that two current faculty will likely be retiring within 3 years).
   2. How to: Improved training and personalized mentoring; continued improvement of hiring practices to ensure strong fit with program needs
2. Addition of one additional position.
   1. Implementation date: Whenever approved by campus administration
   2. How to: Wait for administration to approve; review course demands and improve fit with faculty interests and training
3. Continued improvement of the assessment process
   1. Implementation date: Before next cycle of ISLOs starts again (approx. 2 years)
   2. How to: Move to program level assessment rather than course based assessment, use experience of current cycle to identify courses that actually teach SLOs and improve mapping to student artifacts
4. Meaningful review and improvement of curriculum to meet needs of future employers (e.g., addition of a course on trauma and violence)
   1. Implementation date: Ongoing, but only possible with addition of one more tenure track faculty

member

2. How to: Consult with Advisory Board, review enrollments of courses so ensure we have appropriate sections and offerings, change curriculum as needed

5. Improvement of the practicum, which was initially created when the program was smaller. We are now undertaking a review of the policies and procedures in order to improve the quality of the practicum experience and the number of hours students complete.
   1. Implementation date: 2019-2020 academic year

   2. How to: Revisions to policies and procedures ongoing and will be submitted to Curriculum Committee by appropriate deadline

6. Creation of more research opportunities for students
   1. Implementation date: Ongoing, final implementation 2019-2020

   2. How to: Creation of small 10-20 hour applied learning experiences for HUSV 310 (Working in Human Service Agencies) - one of which is with Dr. Wolfe for research skills; Creation of work-study position for 2019-2020 academic year

7. Review of policies and procedures relative to determining whether our students are "fit for the profession" and whether they should continue on
   1. Implementation date: Ongoing, with hope for resolution by 2020

   2. How to: As an ongoing debate, faculty have determined this is important. Building a policy has been difficult but is on the agenda for this year.

8. Creation of employer survey
   1. Implementation date: 2019

   2. How to: Dr. Wolfe and Prof Waite have started to compile questions that will be sent to employers in 2019

9. Better communication with graduates so that they will complete the graduate surve
   1. Implemenation date: 2019

   2. How to: Use of social media to engage alumni and students; cold calling to be conducted by faculty in 2018-2019 academic yea

10. Remove 3 GERs to bring total to 7
    1. Implementation date: 2019-2020 academic year
    2. How to: Submit changes to Curriculum Committee in Fall 2018

Section H: Conclusions

H.1. Reviewers' Comments

Form: Assessment in the Major External Reviewer Recommendations (See appendix)

File Attachments:
1. AIM review alfred.pdf (See appendix)
2. AIM review morrisville.pdf (See appendix)

H.2. Discussion of Conclusions

In conclusion, we need to recruit and retain faculty, finalize planned changes to the curriculum, and continue with other planned changes that have been in the works (in some cases) since 2016. These changes and additions are reasonable and necessary according to our reviewers. Our implementation dates are conservative to ensure that our small but committed faculty can see them through to fruition.

H.3. Decisions Made

This section will be filled once all invested parties (including the other faculty of the Applied Psychology program, and the Chair and Dean) have reviewed this AIM.

H.4. Evaluation of Evaluating

Evaluation of process: This entire AIM was completed by the curriculum coordinator (CC) from scratch. In 5 years, this process will be easier because a better framework will be in place. Because the CC was also new to the SUNY system, there was a basic lack of literacy in terms of campus and system policies, forms, and where to get information. This will all be easier for the next AIM. The plan for implementation is listed below.

Plan (leading up to next AIM):

1. Improved retention of faculty.
   1. Implementation date: Ongoing (with acceptance that two current faculty will likely be retiring within 3 years).
   2. How to: Improved training and personalized mentoring; continued improvement of hiring practices to ensure strong fit with program needs
2. Addition of one additional position.
   1. Implementation date: Whenever approved by campus administration
   2. How to: Wait for administration to approve; review course demands and improve fit with faculty interests and training
3. Continued improvement of the assessment process
   1. Implementation date: Before next cycle of ISLOs starts again (approx. 2 years)

2. How to: Move to program level assessment rather than course based assessment, use experience of current cycle to identify courses that actually teach SLOs and improve mapping to student artifacts

4. Meaningful review and improvement of curriculum to meet needs of future employers (e.g., addition of a course on trauma and violence)
   1. Implementation date: Ongoing, but only possible with addition of one more tenure track faculty member

   2. How to: Consult with Advisory Board, review enrollments of courses so ensure we have appropriate sections and offerings, change curriculum as needed

5. Improvement of the practicum, which was initially created when the program was smaller. We are now undertaking a review of the policies and procedures in order to improve the quality of the practicum experience and the number of hours students complete.
   1. Implementation date: 2019-2020 academic year

   2. How to: Revisions to policies and procedures ongoing and will be submitted to Curriculum Committee by appropriate deadline

6. Creation of more research opportunities for students
   1. Implementation date: Ongoing, final implementation 2019-2020

   2. How to: Creation of small 10-20 hour applied learning experiences for HUSV 310 (Working in Human Service Agencies) - one of which is with Dr. Wolfe for research skills; Creation of work-study position for 2019-2020 academic year

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   1. Implementation date: Ongoing, with hope for resolution by 2020

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9. Better communication with graduates so that they will complete the graduate surve
   1. Implemenation date: 2019

   2. How to: Use of social media to engage alumni and students; cold calling to be conducted by faculty in 2018-2019 academic yea

10. Remove 3 GERs to bring total to 7
    1. Implementation date: 2019-2020 academic year

    2. How to: Submit changes to Curriculum Committee in Fall 2018

Appendix

A. **ISLOs-Spring2017 (1).pdf** (Adobe Acrobat Document)
B. **ApplPsyc1965curriculumchecksheet.pdf** (Adobe Acrobat Document)
C. **Student Program Information Manual 2017-2018.docx** (Word Document (Open XML))
D. **Practicum Supervisor and Site Evaluation Fall 2017.pdf** (Adobe Acrobat Document)
E. **Practicum Student Evaluation Fall 2017.pdf** (Adobe Acrobat Document)
F. **ISLOs-Spring2017.pdf** (Adobe Acrobat Document)
G. **Teaching Load Analysis AIM.docx** (Word Document (Open XML))
H. **Boyd Faculty_Information_Form (3).docx** (Word Document (Open XML))
I. **C_Lesyk - 2016-17 Faculty Information Form (3).docx** (Word Document (Open XML))
J. **Current Rank and Promotion Matrix.docx** (Word Document (Open XML))
K. **Rank and Promotion Matrix - Wolfe draft 2017revised.docx** (Word Document (Open XML))
L. **Waite Faculty Information Form 2017.docx** (Word Document (Open XML))
M. **Wolfe Faculty_Information_Form 2017.docx** (Word Document (Open XML))
N. **Applied Psychology Report Card.pdf** (Adobe Acrobat Document)
O. **Applied Psychology Report Card.pdf** (Adobe Acrobat Document)

P. **SUNYFastFacts2016.pdf** (Adobe Acrobat Document)
Q. **OrgChart-SA (1).pdf** (Adobe Acrobat Document)
R. **Applied Psychology Report Card.pdf** (Adobe Acrobat Document)
S. **Org-Chart.pdf** (Adobe Acrobat Document)
T. **Student_Opinion_Survey_2015_Summary.pdf** (Adobe Acrobat Document)
U. **Advising_Survey_S17.pdf** (Adobe Acrobat Document)
V. **Graduate_Survey_Executive_Summary_Class2017.pdf** (Adobe Acrobat Document)
W. **NSSE_2017_Summary.pdf** (Adobe Acrobat Document)
X. **Student_Opinion_Survey_2015_Summary.pdf** (Adobe Acrobat Document)
Y. **Program Learning Outcomes Mapping.pdf** (Adobe Acrobat Document)
Z. **Copy of Applied Psychology Program Finding Report - Fall 2016.xlsx** (Excel Workbook (Open XML))
AA. **Assessment Map.pdf** (Adobe Acrobat Document)
AB. **Canton Dean's Assessment Closing Loop Report_Fall_2017.pptx** (PowerPoint Presentation (Open XML))
AC. **Copy of Applied Psychology Program Finding Report - Fall 2015.xlsx** (Excel Workbook (Open XML))
AD. **Student_Opinion_Survey_2015_Summary.pdf** (Adobe Acrobat Document)
AE. **Applied Psychology 2014 Summary.pdf** (Adobe Acrobat Document)
AF. **Applied Psychology 2015 Summary.pdf** (Adobe Acrobat Document)
AG. **Applied Psychology 2016 Summary.pdf** (Adobe Acrobat Document)
AH. **Assessment in the Major External Reviewer Recommendations** (Form)
AI. **AIM review alfred.pdf** (Adobe Acrobat Document)
AJ. **AIM review morrisville.pdf** (Adobe Acrobat Document)