Assessment in the Major Workspace 2017-18

Finance Program

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Table of Contents

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

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

🖋 Vision and Mission Narrative

Students in the Bachelor of Finance Program in Finance (BBA-282) programs receive a solid fundamental education in the areas of business, finance, accounting, and liberal arts. They train in many operational areas of financial services and have the opportunity to spend an entire semester in the financial industry. They prepare for graduate-level education.

🖋 A.1. Program Mission Statement

The mission of the Bachelor of Finance Program in Finance (BBA-282) curriculums is to offer quality education in business and finance that prepare students to enter rewarding and challenging careers and to continue their education in financial service and financial planning.

🖋 A.2 Institutional Mission Statement

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.

🖋 Vision and Mission Narrative

The institutional mission and Bachelor of Finance Program in Finance Programs' mission share a common goal of providing high-quality, career-driven, and quality applied learning for students Finance Program students vary in skill set, age, experience, career interest, and educational pursuits. It is the Finance program intent to offer opportunities to students so they may explore various occupations in financial services, through courses offerings, off campus internship experiences, guest speakers, professional development opportunities, and campus and community engagement, curriculum that leads to employment in financial industry or further education in finance.

The Finance programs support all students, as does the College mission, in achieving personal and professional success in the varying career options available to students. It is our hope, as illustrated in the College mission statement, that students are challenged, successful, and as a result, achieve their highest potential.

🖋 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

Goal # 1: Provide students with an understanding of modern financial theories and the up-to-date applications by utilizing a variety of educational resources and real-life industry experiences.

Goal # 2: Encourage the developments of quantitative skills, computer literacy, creativity, and integrity that are recognized by the global investment community.

Goal # 3: Offer a quality program to students with necessary training in finance, mathematics, and technologies based on ever changing market demand for financial service professions.

Goal # 4: Equip students with real life financial service management experience through rigorous internship programs and hand-on senior projects.

✎ A.5 Program Learning Outcomes

Finance Program Student Learning Outcome Set

Finance Student Learning Outcomes

Outcome	Mapping
1. Apply advanced financial theories / concepts to decision making ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills	No Mapping
2. Analyze financial issues and decisions ISLO 2: Critical Thinking - Critical Analysis & Problem Solving	**FSMA 210 INTRODUCTION TO FINANCE** **Outcome Set:** Calculate time value of money
3. Compare and contrast domestic and international financial issues ISLO 2: Critical Thinking - Critical Analysis	**FSMA 312 FINANCIAL MANAGEMENT** **Outcome Set:** Course Objective #5
4. Demonstrate professional business communication ISLO 1: Communication - Both (oral and written)	**FSMA 315 GLOBAL INVESTMENT** **Outcome Set:** Course Objective #3
5. Demonstrate foundational knowledge in the core area of business ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills	**FSMA 415 GLOBAL FINANCE Outcome Set:** Course Objective #2, Course Objective #3
6. Discuss ethical and social responsibility issues in the context of law and financial decision	**FSMA 420 FINANCIAL DERIVATIVES** **Outcome Set:** Course Objective #4

ISLO 4: Social Responsibility -
Ethical Reasoning

Section B: Program Description

✏ Program Description Narrative

SUNY Canton's Finance program puts our graduates on the leading edge of this service industry. Students in this major receive a solid fundamental education in the areas of business, finance, accounting, and liberal arts. They train in many operational areas of financial services. They have the opportunity to spend an entire semester in the financial industry. Further, they prepare for graduate-level education.

✏ B.1. Degree Requirements Specified

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• Receive a solid fundamental education in the areas of business, finance, accounting, and liberal arts.
• Train in many operational areas of financial services.
• Have the opportunity to spend an entire semester in the financial industry.
• Prepare for graduate-level education.

Career Opportunities:
The employment opportunities cover a broad range of options, including major employers and also entrepreneurship.

Graduates are working in:
• Banking
• Insurance
• Credit Unions
• Brokerage Firms
• Financial Planning Firms
• Colleges and Universities

Employers of SUNY Canton Graduates:
• Community Bank
• SEACOMM Federal Credit Union
• SUNY Canton
• North Franklin Federal Credit Union
• North Country Savings Bank
• MetLife

Admission Requirements:
- Refer to the table of high school course prerequisites for admission.
- Students must be prepared to take ENGL 101 (Expository Writing).

Transfer students must meet re-registration requirements to be considered for admission

✏ B.2 Congruence Between Course Goals

The State University of New York at Canton has made a concerted effort to value the role and importance of assessment at the university, department, program, and course level. To this end, the Business Department faculty has put forth much effort to align its mission, goals, objectives, and learning outcomes with university, school, department, and program outcomes, and within individual courses. This is still a work in progress; However, we have made strides in assessing, defining, and implementing an evidencebased assessment model. We have included institutional Student Learning Outcomes into all courses (ISLO's) in the four outcomes: Critical Thinking, Communication Skills, Professional Competence, and Inter/Intrapersonal Skills as defined below:

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. **Interintrapersonal 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.

B.3. Congruence Curricular Goals

The SUNY Canton Provost's Web page includes a link to the Course Descriptions of all approved courses. http://www.canton.edu/middlestates/review/

Finance curriculum is designed such that students will build solid background in economics, math, accounting and other business areas before proceeding into the financial service area. Prerequisites build upon each other so that courses are properly sequenced. Newly admitted freshmen must have the Math A Regents exam plus an additional year of defined math.

Our curriculum map, including corresponding courses and program goals, is attached.

File Attachments:

1. **Curriculum Map - Courses and Activities Mapped to Finance Program Student Learning Outcome Set.pdf**
   (See appendix)

B.4. Balance Between Breadth/Depth

The program courses are arranged so that students who have completed a semester or more of study at an accredited institution of higher education would be transferred smoothly into the finance program. Courses in the first 3 semesters are designed to equip students with founding knowledge and basic analytical skills in mathematics, accounting, economics, and business. Starting from the fourth semester, students are exposed to in-depth knowledge of finance. Courses covered in the remaining semesters are designed to ensure graduates from the program would possess skills necessary to enter into the job market or pursue interest in graduate programs.

Courses are sequenced utilizing appropriate prerequisites and a suggested semester class selection. For example, Foundations of Financial Accounting (ACCT 101) is a prerequisite for Foundations of Managerial Accounting (ACCT 102). Foundations of Financial Accounting (ACCT 101) is also a prerequisite for Introduction to Finance (FSMA 210). Principles of Macroeconomics (ECON 101) is a prerequisite for Principles of Microeconomics (ECON 103). Similarly, Introduction to Finance (FSMA 210) is a prerequisite for all FSMA courses. These prerequisites function to provide validation for progressing to the next course in the sequence. Students passing courses in the required sequences validate lower level courses by using the skills learned in those courses to complete higher level coursework.

B.5. Methods Used Multiple Sections

Individual faculty members develop courses using an approved course outline template and proceed through the course approval process as defined by the institution. Courses in the curriculum list both course level student learning outcomes and institutional student learning outcomes. Instructors are allowed the academic freedom to choose how those objectives are met. Effective Fall 2015, course level student learning objectives are mapped, using Taskstream, to specific artifacts that depict the student's mastery of the subject matter. Although course outlines are reviewed and updated on a three year cycle, the use of an automated assessment application, provide valuable, measurable feedback that can be used by faculty to "fine tune" their assessment measures. All faculty syllabi are required to list both the student and institutional learning outcomes.

B.6. Scheduling efforts

Curriculum Coordinators (CC) are assigned the task of creating the first draft of the course offerings for any given semester. The first draft of course offerings is compared to the program check sheet and the college catalog to ensure that all of the courses listed in a particular semester are being offered. The draft schedule is forwarded to the Business Department Chair for review. If needed, the Chair suggests revisions to the CC. Once finalized, the schedule is forwarded to the Dean of the School of Business and Liberal Arts for approval. If approved, the Dean forwards the proposed schedule to the Registrar's Office.

B.7. Internship opportunities

FSMA 480 - two courses to five courses can be substituted for internship opportunities. It is available as a 6-15 credit course. Interns have the opportunity to gain hands-on experience working with financial firms and industry.

Senior students are required to take 1-credit internship culminating course, in which they work closely with faculty advisor to prepare themselves (through resume updating, interview skill training, etc.) and develop plans for the internship. Typically, the school and college help students locate an intern position.

Throughout the internship program, interns work with the professionals in a real business environment, helping the organization with its daily financial matters. Students are assigned a mentor at the intern site and are supervised in cooperation with a faculty mentor. The required student workload for the course is consistent with internship policies set by SUNY. Interns are required to report weekly to the faculty mentor regarding their activities in the past week. Faculty mentor also valuate interns' performances through direct communication with their site mentors. This internship includes work in both the business and work environments.

B.8. Research Opportunities

SUNY Canton is one of five Colleges of Technology within the SUNY system. The Colleges of Technology focus on applied learning versus formal scholarly research. Students in the Finance Program programs have the opportunity to participate in the exploration of their discipline through

- Study abroad
- Community Service
- Internship opportunities (http://www.canton.edu/middlestates/review/BSAD235.pdf)

SUNY Canton Scholarly Activities Celebration

B.9. Departmental procedures

Departmental Procedure for Course Evaluation and Review

Faculty input, insight, and on-going dialogue are critical to ensuring courses are meeting the intended program goals and student learning outcomes. Finance Program courses follow an intentional design and sequence. It is critical for faculty to understand the course content, assignments and subject matter. Faculty regularly review course syllabi to avoid redundancies and to ensure courses scaffold and consistently build upon the students' knowledge base.

Finance Program Advisory Board members participate in the ongoing course and program review process to ensure course content aligns with and prepares students for advanced study and/or the workforce. All courses are formally reviewed and revised by the Department Chair and business faculty every 3 years as required by the institution. New courses are developed by faculty, approved by the Department, Chair, Dean, and then submitted to Curriculum Committee for feedback and approval. The Curriculum Committee consists of faculty from various disciplines, Deans and the Provost. Courses are then forwarded to the Faculty Assembly for a vote and formal approval.

Student Participation in Evaluation

At the end of each semester, students complete formal course evaluations for every course in the Finance Program programs. All faculty teaching within the program (full-time tenured, tenure-track, and adjunct) participate in the course evaluation process. Course evaluations are administered via UCanWeb, in an online format. Three weeks after the term ends, faculty members receive a notification from the Office of the Provost that they can then access summary reports for those evaluations. The evaluations include a Likert scale rating and student written responses to five questions. The Business Department Chair and the Dean of the School of Business and Liberal Arts review all faculty course evaluations. The Dean and the Chair meet with faculty individually, during the faculty member's annual performance review, to discuss the results of the course evaluations as part of on-going professional development and growth. Faculty are encouraged to reflect, make necessary changes to receive positive student input, and assist with meeting student needs, learning outcomes, and course success.

✎ B.10. Advisement Procedures

The administrative staff of the School of Business and Liberal Arts assigns an academic advisor to students enrolled in the Finance Program programs. Every effort is made to assign an academic advisor that teaches within the student's major field of study. Students can readily view the name of their advisor in UCan Web. Either the student or the advisor can request a change/re assignment of an advisor in writing at any time.

A campus wide Advising Week is scheduled each semester to encourage a meeting (either face to face or virtually) with each student. Courses for the subsequent semester are reviewed, and the student's progress is discussed. A student is not eligible to register for courses unless their advisor approves the courses and they are given a registration code.

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

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 automatically is received by the academic advisor. Business faculty advisors then contact students to address the concerns brought forth in the MTS. Meetings are also scheduled as warranted. Business faculty also employ additional resources outside of academics when necessary; making referrals to the Counseling Center, local community resources, tutoring services, and accommodative services.

A *Student Success Resource Booklet*, accessible at http://www.canton.edu/business/ and supplemental advising materials were created to assist all academic advisors across campus. The Business faculty utilizes these documents and find these advising materials to be instrumental in working with students. Furthermore, the Student Success Resource Booklet is now utilized as a required "textbook" in the College First Year Experience (FYEP 101) course.

The SUNY Canton web page contains links to the College Advising Center (http://www.canton.edu/advising_center/)

The Advising Center contains a link to information and guidance for advisors (http://www.canton.edu/advising center/faculty.html)

The Advising Center also contains a link to information and guidance for advisees
(http://www.canton.edu/advising_center/index.html)

Section C: Program Outcomes

📎 C.1. Program Effective., Discipline

In Spring 2015, SUNY Canton began using Taskstream for program and course level assessment. Previously, assessment data was not stored in a central location. Each academic program was allowed to compile, measure, and act upon those measurements as they saw fit. Courses published in the college catalog have approved course outlines containing the student learning outcomes for those courses. Effective Fall 2015, faculty members were required to "map" an artifact, quiz, etc. to each course level learning outcome they intended to use as an assessment measure for that outcome. At the end of the Fall 2015 semester, faculty entered the results or grade for those associated items. Listed below are the combined results of the Fall 2015 and Fall 2016 course level assessment measures mapped to the program level learning outcomes.

Finance Program: Program Student Learning Outcomes Assessment (Fall 2015)

SLO 1 Critical Thinking and Communication Skills		
FSMA 210 (SLO 1)	95.3% of course SLO 1 measures met target.	
	All 4 sections met target.	
SLO 2 Critical Thinking and Communication Skills		
FSMA 210 (SLO 2, 4)	88.37% of course SLO 2 measures met target.	
	All 4 sections met target.	
	94.97% of course SLO 4 measures met target.	
	All 4 sections met target.	
SLO 3 Critical Thinking and Proficiency Competence Skills		
FSMA 312 (SLO 5)	87.39% of course SLO 5 measures met target.	
	Course (one section) met target.	

Finance Program: Program Student Learning Outcomes Assessment (Fall 2016)

- **SLO 1 - Compute common financial ratios and utilize these ratios to evaluate the performance of a corporation** (FSMA 210 – Met 50% and Exceeded 50%)
- **SLO 2 - Calculate time value of money and describe concepts of risk, and risk-return tradeoff** (FSMA 210 – Met 100%)

Finance Program: Program Student Learning Outcomes Assessment (Fall 2017)

- **AACU VALUE Rubric for Communication (Written or Oral):**
  FSMA. 210 and FSMA 325 - Met and Exceeded the Target 100%
- **AACU VALUE Rubric for Critical Thinking:**
  FSMA. 210, FSMA 312, FSMA 315, and FSMA 422 – Met and Exceeded the Target 83%

Based on the assessment, the reflective notes were generated and put up to the school:

Change Teaching Methods: Offer more face to face courses, concepts and skills learned in FSMA 210 to be reinforced in subsequent courses

Increase Instruction: Include Finance Capstone course, support (e.g., tutoring, acquire software, etc.), subscribe financial newspaper such as the Wallstreet Journal

Change Assessment Methods and/or Measures: Design specific set of questions related to SLOs to assess the outcome i.e. AACU based rubrics

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

In accordance with the SUNY Board of Trustees Policy on General Education, all entering freshmen must meet specific General Education requirements (GER). At SUNY Canton, students enrolled in the B.B.A. in Finance degree must complete seven of the ten Knowledge and Skills Areas of General Education to fulfill the degree requirements. Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met. Assessment of General Education learning outcomes follows a three-year cycle. Course learning outcomes are developed by the faculty specializing in the discipline. The list of current student learning objectives is provided below for all GER courses.

The following categories are ten of the GER categories:

- GER 1: Mathematics
- GER 2: Natural Sciences
- GER 3: Social Sciences
- GER 4: American History
- GER 5: Western Civilization
- GER 6: Other World Civilizations
- GER 7: Humanities
- GER 8: The Arts
- GER 9: Foreign Language
- GER 10: Basic Communication

The GER 11 and 12 requirements of Critical Thinking and Information Management, respectively, are infused throughout the entire curriculum.

The courses that satisfy the General Education Requirements are found in the following website:
http://www.canton.edu/gened/approved_courses.pdf

GER 1 – Mathematics:

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics
2. Represent mathematical information symbolically, visually, numerically and verbally
3. Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems
4. Estimate and check mathematical results for reasonableness

5. Recognize the limits of mathematical and statistical methods

GER 2 – Natural Sciences:

1. Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
2. Application of scientific data, concepts, and models in one of the natural sciences

GER 3 – Social Sciences:

1. Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis
2. Knowledge of major concepts, models and issues of at least one discipline in the social sciences

GER 4 – American History:

1. Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society
2. Knowledge of common institutions in American society and how they have affected different groups
3. Understanding of America's evolving relationship with rest of world

GER 5 – Western Civilization:

1. Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization
2. Relate the development of Western civilization to that of other regions of the world

GER 6 – Other World Civilizations:

1. Knowledge of either a broad outline of world history, or
2. the distinctive features of the history, institutions, economy, society, culture, etc., of one nonWestern civilization

GER 7 – Humanities:

1. Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program

GER 8 – The Arts:

1. Understanding of at least one principal form of artistic expression and the creative process inherent therein

GER 9 – Foreign Language:

1. Basic proficiency in the understanding and use of a foreign Language
2. Knowledge of the distinctive features of culture(s) associated with the language they are studying

GER 10 – Basic Communication:

1. Produce coherent texts within common collegelevel written forms
2. Demonstrate the ability to revise and improve such texts
3. Research a topic, develop an argument, and organize supporting details
4. Develop proficiency in oral discourse
5. Evaluate an oral presentation according to established criteria

Infused – Critical Thinking (Reasoning):

1. Identify, analyze, and evaluate arguments as they occur in their own or other's work
2. Develop wellreasoned arguments

Infused – Information Management:

1. Perform the basic operations of personal computer use
2. Understand and use basic research techniques

Locate, evaluate and synthesize information from a variety of sources

C.3. Program effect., Intellectual

As mentioned before in **B.2. Congruence Between Course Goals,** SUNY Canton has identified four institutional student learning outcomes. These consist of:

- Communication
- Critical Thinking
- Professional Competence
- Inter-Intrapersonal Skills

These four learning outcomes defined for each business course learning outcome, based upon the goals as stated in each individual course outline.

C.4. Student Activities

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

Athletics

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

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

Student Governance and Academic Bodies

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

Cultural and Social

SUNY Canton has a large number of organizations that contribute to the diversity of campus and provide opportunities to learn about other cultures. In addition, while the College Activities Board arranges many of the large scale social and cultural events, throughout the academic year, the Student Government Association and Student Activities Office host many campus-wide events for students, families, faculty, staff and the community. For example, monthly faculty-staff -student mixers provide for collaboration and casual exchanges on campus with local entertainment

Academic and Honor Societies

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

American Criminal Justice Association (ACJA)	American Society of Civil Engineers (ASCE)
Automotive Club	Business Club
Marketing Club	Computer Club
Early Childhood	Institute of Electrical and Electronics

Engineers (IEEE)

Investment Club

HAC'KERS (HVAC Club)

Nursing Student Association

Physical Therapy Association

Golden Key Honor Society (4-year academic honor society)

Phi Theta Kappa (2-year academic honor society)

C.5. Community Needs

SUNY Canton has a very diverse student population that comes from both rural (local) and urban environments. Many of our urban students come from disadvantaged environments. Finance Program Programs serve that community well by providing a low-cost opportunity to obtain an education that can lead to employment in business areas and access to further education.

Fort Drum, an Army base located approximately 52 miles from the SUNY Canton campus is one of the largest military installations on the east coast of the U.S. SUNY Canton is designated as one of the top "Military Friendly Colleges" and Finance Program Programs provide members of the Fort Drum Community with the ability to enroll in an online program they can tailor to their specific needs without affecting their assignment or employment. If deployed or re assigned, they can continue in the program without   interruption.

Locally, the same can be said, with the additional benefit to the local community that many of our students obtain employment in northern New York. Therefore, Finance Program fulfill a community need for higher education and the employment opportunities that come hand in hand with that education.

Section D: Description of Faculty

📎 D.1. Faculty Summary

Tenured and Non-Tenured faculty

ructor	Gender	Race/Ethnicity	Credentials	Years of Experience		Courses Required or Elective for Finance Program Programs
				Teaching	**Professional**	
id Button	Male	White	M.S.	12	40	BSAD 100
iel Fay	Male	White	M.S.	50	47	ACCT 101; ACCT 102
rles Fenner	Male	White	Ph.D.	15	20	BSAD 100
ngru Hu	Male	Asian	Ph.D.	12	12	FSMA 210
iam Jones	Male	Native American	Juris Doctor	15	35	BSAD 200; BSAD 201 BSAD 202
ista Kelson	Female	Caucasian/Hispanic	Ph.D.	9	11	ACCT 101; ACCT 102
holas Kocher	Male	White	M.B.A.	10	3	BSAD 203; BSAD 220 BSAD 222
esh Kumar	Male	Asian	Ph.D.	10	6	FSMA 210
xander Lesyk	Male	White	Juris Doctor	6	34	BSAD 201
Li	Female	Asian	M.S.	3	10	ACCT 101
uard Mafoua	Male	African American	Ph.D.	17	12	ECON 101; ECON 103
emary Philips	Female	White	Juris Doctor	6	26	BSAD 201; BSAD 202
nony Signorelli	Male	White	Medical Doctor	17	41	BSAD 100; BSAD 200
en Spellacy	Female	White	M.A.	21.5	8	ECON 101; ECON 103 ECON 105
ing Wang	Female	Asian	Ph.D.	1	1	ECON 101; ECON 103

📎 D.2. Hiring Procedures

Faculty Hiring Process – Business Department

A Recruitment Authorization form (C3) is prepared by the Dean of the School of Business and Liberal Arts to request funding for any new or replacement faculty line. The request is submitted for approval to the VP of Administration, the Provost & VP of Academic Affairs and the President.

Formulation of Search Committee

Upon approval of the Recruitment Authorization, the Dean of the School of Business and Liberal Arts appoints a faculty member to serve as the Chair of the Search Committee (hereafter referred to as the "Committee"). The Chair includes additional members to serve on the committee, one of which must be a campus Affirmative Action Officer. 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.

Advertisement of Vacancy

The Committee develops the content of the advertisement, and it's given to the Dean for approval. The Dean forwards the ad content to the HR department, which proceeds with posting the advertisement in media outlets most appropriate to reach the intended audience. Upon receipt, all applications are posted by the HR department to the People Admin system for review by the Committee.

Interview and Selection Process

The Committee is charged with creating a rating instrument and choosing the first-tier candidates to participate in an initial teleconference interview. Final candidates are invited to campus for a tour and interview process with members of the Committee, Department Chair, Dean, and the Provost. The Committee convenes and the 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 hiring decisions.

D.3. Training of Faculty

Professional Development

Professional development is that continuing growth which enables a member of the professional staff to perform his or her duties more effectively. The professional growth includes the improvement of instructional effectiveness and technical skills, academic achievement, and university services.

It is the policy of SUNY Canton to encourage the continuing development of the professional staff. This policy shall be implemented by:

Recommendation for leave for professional development purposes whenever the services of the staff member can be spared; approval of requests for travel reimbursement for professional purposes within budgetary limitations; endorsement of grant applications and tuition waivers for course enrollment; and encouragement of research and individual study and other methods traditionally employed by institutions of higher education for this purpose including periods of fulltime employment outside the State University.

School of Business & Liberal Arts Professional Development Fund

Each campus is allowed to retain a greater percentage of the revenue for course offerings scheduled in the winter and summer term. The allocation is based on a formula and the School of Business and Liberal Arts receive $20 per student taught in each course minus an administrative overhead/fringe. The Provost receives an allocation as well and each school is guaranteed $10K minimum from the Provost's allocation. The funds are used almost exclusively for faculty professional development and the SBLA Professional Development Committee serves as an advisory committee to the Dean in vetting individual faculty applications for funds. A summary of the funds generated over the past four years is provided below:

Summer
Summer 2016 $40,006

Summer 2015 $38,032
Summer 2014 $34,592
Summer 2013 $28,913

Winter

Winter 2016 $31,922

Winter 2015 $26,533

Winter 2014 $23,874

Winter 2013 $24,205

Professional development and Quality of Work Life Grants

Through the combined efforts of the United University Professions (UUP) and NY State Labor Management Committees, funds routinely become available to individuals within the UUP bargaining unit for professional development activities. Individual grant applications are received periodically by a campus committee, reviewed for appropriateness, and sets priorities for annual funding. Funding is also available for campus based proposals impacting a group of UUP employees. More information on PDQWL grants is available from the Human Resources Office or the President of the local UUP Chapter.

Canton College Foundation Grants for Professional development

The Canton College Foundation provides funding for individual professional development activities based upon a process of competitive grants. Individuals are invited to submit specific proposals for funding consideration. Review is by a College Foundation committee. More information on professional development grants is available from the Human Resources Office or the Canton College Foundation.

SUNY Tuition Waiver Program
This program waives employee tuition expenses for career related, credit coursework as determined by your supervisor, taken at SUNY institutions. Recreation, hobby or personal interest courses, whether or not required for a degree, are not eligible for tuition waiver. Partial tuition, and sometimes full tuition, is authorized subject to the availability of funds. Individuals are expected to provide their own books and course supplies.

Course Auditing

At no direct cost, employees may audit classes that are held on campus subject to the availability of space and at the discretion of the individual instructor. No grades or transcripts will be provided to those sitting in on classes. Individuals are expected to provide their own books and course supplies.

Article 46 Tuition Waiver Program

The current contractual agreement provides for tuition assistance on a "space available" basis. When space is available, UUP represented employees may enroll in a course on a tuition free basis at SUNY Canton, Potsdam College or any other unit of the State University. A one course per term maximum is imposed. Individuals must provide their own books and course supplies are responsible for other course fees as required.

Associated Colleges Tuition Waiver Program

Registration for courses at other colleges within the **Associated Colleges of the St. Lawrence Valley** is permitted tuition free on a space available basis for fulltime employees. The normal course maximum is two courses per academic year, but may be waived for an approved plan of study with the approval of the Academic Vice Presidents of SUNY Canton and the instructing institution. Credits earned in this manner are entered on a transcript by the instructing institution. Individuals must provide their own books and course supplies are responsible for other course fees as required.

D.4. Teaching Loads

Tenured and Non-Tenured faculty

Faculty normally has a load of 12 credits (4 courses) per semester. Classes are assigned based on subject training or expertise. Approved course outlines are available in http://www.canton.edu/middlestates/review/

Instructor	Fall 2016 Courses (Number of Students)	Spring 2017 Courses (Number of Students)
David Button	ACCT 104 (8); BSAD 100 (26); BSAD 100 (28); POLS 105 (5)	ACCT 242 (8); BSAD 301 (29); BSAD 301 (22); POLS 101 (10)
Daniel Fay	ACCT 101 (33); ACCT 101 (33); ACCT 300 (11)	ACCT 101 (26); ACCT 102 (16); ACCT 102 (17); ACCT 302 (9)
Charles Fenner	BSAD 310 (24); BSAD 319 (23); BSAD 406 (16); BSAD 450 (2)	BSAD 100 (28); BSAD 319 (25); BSAD 335 (2); BSAD 406 (25); BSAD 450 (4)
Chengru Hu	FSMA 210 (13); FSMA 210 (16); FSMA 210 (28); FSMA 320 (10); FSMA 330 (20)	ECON 330 (28); FSMA 210 (16); FSMA 210 (35); FSMA 415 (17)
William Jones	BSAD 201 (26); LEST 330 (12); LEST 410 (18)	BSAD 202 (32); LEST 388 (30); LEST 449 (14)
Christa Kelson	ACCT 101 (27); ACCT 102 (21); ACCT 102 (26); ACCT 306 (19)	ACCT 101 (30); ACCT 102 (29); ACCT 245 (14)
Nicholas Kocher	BSAD 203 (18); BSAD 203 (25); BSAD 203 (9); BSAD 222 (18); BSAD 325 (29)	BSAD 203 (13); BSAD 203 (30); BSAD 203 (18); BSAD 220 (18); BSAD 322 (31)
Umesh Kumar	FSMA 315 (25); FSMA 325 (17); FSMA 422 (13); FSMA 429 (2); FSMA 480 (1)	ECON 101 (33); FSMA 210 (27); FSMA 312 (31); FSMA 420 (15); FSMA 429 (1)
Alexander Lesyk	BSAD 201 (33); BSAD 201 (34); LEST 485 (1)	BSAD 201 (37); LEST 320 (26)
Ran Li	ACCT 101 (14); ACCT 101 (18); ACCT 101 (26); ACCT 335 (15)	ACCT 101 (26); ACCT 101 (30); ACCT 430 (5); BSAD 235 (4)
Edouard Mafoua	ECON 101 (32); ECON 101 (25); ECON 301 (22); ECON 314 (21); ECON 315 (27)	ECON 101 (21); ECON 301 (28); ECON 314 (35); ECON 315 (30); ECON 320 (23)
Rosemary Philips	BSAD 201 (27); BSAD 202 (9); LEST 340 (28); LEST 360 (27); LEST 429 (8); LEST 480 (3)	BSAD 201 (32); BSAD 310 (27); LEST 340 (28); LEST 360 (27); LEST 429 (8); LEST 480 (3)
Anthony Signorelli	BSAD 100 (33); BSAD 100 (35);	BSAD 100 (34); BSAD 100 (30);

	BSAD 200 (11); BSAD 200 (7)	BSAD 200 (7); BSAD 200 (14)
Karen Spellacy	ECON 101 (26); ECON 101 (26); ECON 103 (20); ECON 103 (29); ECON 105 (28)	ECON 101 (30); ECON 101 (33); ECON 103 (29); ECON 103 (28); ECON 310 (31)
Shuting Wang	BSAD 355 (26); BSAD 400 (28); ECON 103 (21)	BSAD 361 (12); BSAD 400 (28); ECON 101 (9)

The SUNY Canton Provost's Web page includes a link to the Course Descriptions of all approved courses
 http://www.canton.edu/middlestates/review/.

D.5. Faculty Innovation in Teaching

Online Courses

Finance Program programs offer both traditional face-to-face and online courses throughout the Spring and Fall semesters, in addition to online Winter and Summer sessions. Students have the option to take classes online at their convenience from anywhere on the globe using Blackboard course management system. Students may choose to complete his/her Associate Degree in Finance Program completely online.

Financial Literacy Center

Financial contributions from Alesco Advisors, St. Lawrence Federal Credit Union, North Country Savings Bank, SeaComm Federal Credit Union, and the College Foundation made possible the creation of The SUNY Canton Financial Literacy Center (SCFLC; http://www.canton.edu/flc/) which is located in the SUNY Canton Accounting, Business and Finance Center in Cook 100. The new classroom features a large interactive touch screen display showing financial indicators, an LED stock ticker displaying real time stock prices of major companies, and a bank of twenty laptop computers. The SCFLC serves as a resource for serves as a local resource for no-cost financial education and counseling services of Northern New York community members, local college students, and North Country high school students. The center draws upon the existing resources of the College, as well as those of numerous government entities, private foundations, and non-profit organizations, to provide financial seminars and individual personal money management counseling services.

SUNY Canton Investment Club

This club is a sub-organization of the Business Club that has been established with seed capital of $ 20,000 in Spring 2010. It has been further augmented by additional $ 5,000 in May 2011. Anonymous donors helped the college foundation to set up this club in the honor of three Accounting Professors Gilbert, Chadwick, & Christy.

The club has an operating and trading account with Fidelity Investments. The students of business courses are the members of this club. Presently, the club has around 30 members. The members are divided into several groups. Each group has been allocated $5,000 to make investments in accordance with the Investment Policy approved by the Canton College Foundation. The club strives to use 50% of all market gains in excess of the original value of the fund for awarding an Investment Club Scholarship to business students the following academic year.

The club offers a non-traditional learning environment where the students get the opportunity to apply Fundamental, Technical, and Quantitative Analysis techniques. The club encourages the students to develop their own methodology analyzing investment options. Participation in the club provides the students with the skills necessary to make sound critical thinking decisions; not only

for today, but throughout their careers. They are expected to incorporate all three forms into their investment research and recommendation. They will gain invaluable investment experience, striving to deliver excess returns for investors through active research, analysis and management of the "fund".

Students are responsible for generating investment ideas consistent with the club investment strategy and submit a project report at the end of semester. The total value of fund as on February 10, 2017 is $ 51,877.80. The fund has invested in over 25 stocks including blue chip shares like Apple, McDonalds, Intel, Microsoft, and General Electric etc.

D.6. Evaluating Teaching Effective.

Processes to Insure Effectiveness in Teaching/Learning: Learning Outcomes

The Business faculty has established master syllabi for each of the core courses in the Finance Program programs. These master syllabi include institutional and student learning objectives, which individual faculty members use as the basis for their course syllabi. Course learning objectives identified in the master syllabi are linked back to the Finance Program programs objectives and are the basis for learning outcomes assessment.

Processes to Insure Effectiveness in Teaching/Learning: Instructional Effectiveness and Student Achievement

Finance Program programs will also utilize existing instruments to assess instructional effectiveness:

- Student teaching evaluations
- Alumni surveys
- Faculty assessments of class assignments, student projects, presentations, internship placement, and other initiatives
- Taskstream Assessment Suite is used to facilitate strategic planning, assessment planning, curriculum and activity mapping, and student portfolio evaluations.

Processes to Insure Effectiveness in Teaching/Learning: Faculty

Recruiting and Selection of New Faculty

The recruiting and selection processes are designed to ensure the selection of candidates with clear potential or an established high level of competence in teaching. Candidates are required to provide evidence of the quality of their teaching early in the selection process. Interview visits to campus always include instructional presentations to students, with faculty members present to observe.

Orientation Sessions

Faculty members, both adjunct, term, and those appointed to tenure track positions attend a series of orientations during their initial appointment period that are intended to familiarize them with the resources available for the development and support of their teaching skills. Faculty members with established reputations encourage new faculty members to consult with these senior persons as mentors and to encourage them to use resources provided.

Reappointment of Tenure and Non Tenure Track Faculty

All faculty are strongly encouraged to report the results of student teaching evaluations each semester as part of their annual report (this is voluntary) and are encouraged to have senior faculty members observe their classes. Reappointment may be denied if adequate evidence of teaching success is not presented. Non tenured faculty are observed during an instructional session by the department chair at least once during their first semester of appointment, and then occasionally thereafter. Written feedback reports are provided after all instructional observations.

Promotion and Tenure Evaluations

Effectiveness in teaching is an important component considered in all promotion and tenure cases. Candidates are expected and encouraged to provide complete documentation of their teaching performance through student evaluations, peer observations, and any other method of evaluation that they feel appropriate, including copies of their annual performance evaluation. The Dean of the School of Business and Liberal Arts requires an annual performance review of all faculty, based upon self assessments of reported activities in the areas of instruction, service, and intellectual contributions, as well plans for improvement/innovation in the future. The Dean and the Department Chair has a conference with each faculty member to review these reports and prioritize plans for improvement. Emphasis is placed on faculty development activities needed to achieve or maintain the academic qualification of each faculty member and to achieve program objectives.

School / Department Meetings

The Dean regularly presents information to the faculty regarding assessment results, enrollment trends, advising feedback, and professional development opportunities. Faculty are recognized for their scholarly accomplishment, campus service, and community outreach.

D.7. Scholarly Ability

The scholarly pursuits of the faculty at SUNY Canton do not mirror that of the faculty at research institutions. Finance Program faculty publish in peer reviewed journals, serve as a dissertation chair for students at other institutions, present at regional/national/international conferences, and act as subject matter textbook reviewers. Since SUNY Canton is designated as one of five SUNY Colleges of Technology, faculty members also act as coaches/mentors in business related competitions, producttesting experts for computerized simulations, online program and course developers/reviewers, and act as subject matter experts for trade publication review.

D.8. Faculty Service

Full-time faculty teaching in the Finance Program programs are expected to participate in activities outside of the classroom. From Fall 2016 to Spring 2017 they have served the campus in the following capacities:

Instructor	Fall 2016 and/or Spring 2017
David Button	SBLA Faculty Development Committee; Academic Assessment Committee
Daniel Fay	College Foundation Board Committee; Faculty Advisor of Women's Varsity Lacrosse Team; Faculty Staff Awards Committee; Assistant Advisor of SUNY Canton Investment Club
Charles Fenner	Program Coordinator – BBA Management
Chengru Hu	Peer-Review Committee; Financial Literacy Center Committee; SBLA Faculty Development Committee; Promotion and Appointment Committee;

	SBLA Retention Committee
William Jones	Chief Diversity Officer; Affirmative Action Officer; Native American Student Association faculty advisor; Omega Delta Epsilon faculty advisor; Men's Soccer Team faculty advisor; Affiliated Colleges Diversity Council; Canton Alumni Board of Directors; Roos Booster Club member
Christa Kelson	Program Coordinator – AAS in Accounting; Accounting Minor Coordinator; Chair of Peer-Review Committee; Golden Key Honor Society; Intercollegiate Athletic Board; VITA (Volunteer Income Tax Assistance) program
Nicholas Kocher	Chair of Curriculum Committee; Marketing Management Minor Coordinator; Financial Literacy Center Committee; Parking Appeals Committee; Financial Literacy Committee
Umesh Kumar	Program Coordinator – BBA Finance; Finance Minor Coordinator; Financial Literacy Center Committee; Advisor to the Investment Club; Recognition & Awards Committee; Academic Standards Committee; Library Committee
Alexander Lesyk	Director of Business Department; Liberal Art Committee
Ran Li	Coordinator for VITA (Volunteer Income Tax Assistance) program; SUNY Canton Safety Committee; Librarian Evaluation Committee; Financial Literacy Center Committee
Edouard Mafoua	Program Coordinator – AS/AAS in Finance Program; Economics Minor Coordinator; Faculty Affairs Committee; Peer-Review Committee; Financial Literacy Center Committee
Rosemary Philips	Program Coordinator – BS in Legal Studies; Scholarly Activities Celebration Committee; Constitution Day Committee; Accessibility Committee; Student Faculty Hearing Board; Chancellor's Award for Student Excellence Selection Committee
Anthony Signorelli	Appointment and Promotions Committee
Karen Spellacy	Faculty Affairs Presiding Officer; SUNY Provost Micro-credentialing Task Force; SUNY Canton Salary Taskforce; SUNY Canton Foundation Board; SUNY Canton Foundation Executive Committee and Board Secretary; SUNY Canton Honor Wall Committee; SUNY Canton Financial Literacy Center Committee; SUNY Canton Faculty Staff Awards Committee; SUNY Canton Campus Enhancement Awards Committee; SUNY Canton Leadership Group; SUNY Canton President's Executive Cabinet

D.9. Relation of Prog. to Community

The faculties associated with Finance Program participate as members of local legislative committees, Chamber of Commerce, Rotary Club, Court Appointed Special Advocate Program, Business Mentor NY Program, Volunteer Income Tax Assistance (VITA) program, SUNY Canton Financial Literacy Center (SCFLC) and coordinate events for the "RooPreneur" small business entrepreneurial contest. The VITA program (http://www.canton.edu/vita/) offers free tax help to people who generally make $54,000 or less a year, persons with disabilities and limited English speaking taxpayers who need assistance in preparing their own tax returns. IRS-certified volunteers provide free basic income tax return preparation with electronic filing to qualified individuals. SUNY Canton students will partner with members of the SCFLC to help low- and moderate-income members of the North Country community get every income tax refund dollar they are entitled to. This service is free to area students and is open to the public. The qualifying income bracket for participants is a gross income below $54,000. As I mentioned before in **D.5. Faculty Innovation in Teaching** the SCFLC serves as a resource for serves as a local resource for no-cost financial education and counseling services of Northern New York Community members, local college students, and North Country high school students.

D.10. Faculty Current in Field

The College supports the faculty in their professional development endeavors in a variety of ways. For example, travel funds are generally made available to a faculty member who travels to a conference as an active participant (for example as an organizer of an academic conference or as a presenter at a professional meeting). It is also possible for a faculty member to receive travel funds to attend a conference or a workshop if there is a clear benefit to the College or to the students. In addition, SUNY Canton supports professional development through sabbaticals and other leaves, tuition waivers, payment of conference registration fees and dues for professional organizations.

At SUNY Canton, professional development funds come from several sources with the greatest support coming from the Canton College Foundation. Over the last decade support for faculty development initiatives from the College Foundation has grown substantially. To apply for funds, a faculty member submits a form with a description of the proposal. To be approved, the faculty member must have the form reviewed and accepted by the chair of his/her department and the dean of the school. In some cases, the proposal must be approved by a campus vice president. Additional support for professional development comes from the Deans' offices and from the Provost's office (Vice President for Academic Affairs). Recently, the Dean of each school has made funds available (earned from summer and winter term) to be used for faculty development. The Office of the Provost often provides the remainder of funds needed for a proposal through its Training and Development account.

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

D.11. Activities Improve Teaching

In addition to what we have described in D.6. Evaluating Teaching Effectiveness, The Associated Colleges of Saint Lawrence Valley (http://www.associatedcolleges.org/conferences.htm) organizes every year its Annual Teaching Effectiveness Conference at one of the member colleges. In Fall 2016 the annual Teaching Effectiveness Conference sponsored by the Chief Academic Officers of the Associated Colleges was held on Saturday, November 12th, 2016 at Clarkson University. The topic covered was "Fostering Student Success: Creating Inclusive Classrooms" that features a full-day workshop by Dr. Robbin Chapman, Associate Provost and Lecturer in Education at Wellesley College. Before the conference participants took a set of "Implicit Association Tests" provided by Dr. Chapman.   She led a full-day, interactive workshop on creating inclusive class environments that foster the success of all students. She also provided a hands-on experience and tools and techniques to address unconscious bias, micro-messaging, understanding of the connection between the two, handling tensions in the classroom, and other key aspects of creating inclusive learning environments.

D.12. Evaluation and Promotion

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

All faculty members must undergo an annual evaluation. The primary instrument used is the Faculty Information Form, which

must be submitted by September 15th of the academic year. The report addresses the previous year's activities from September 1st to August 30th. The report consists of a detailed account of courses taught, formal coursework completed publications, presentations, and continuing education programs attended. It also includes a discussion of the faculty member's goals and his or her planned program of professional development. The report is filed with the employee's supervisor, and the evaluation process concludes with a conference between the employee and supervisor.

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

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

Section E: Description of Students

E.1. Number of Students

Finance Program

September 2016	University	Program						
Enrollment Trends	Fall 2016	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Full-Time	2677	61	54	56	64	63	56	36
First-Time, Full-Time	694	3	5	3	4	3	0	1
External Transfer	273	17	10	9	15	16	19	16
Transitioning	75	4	1	1	3	2	1	2
Continuing	1635	37	38	43	42	42	36	17
Part-Time	418	14	26	27	41	79	134	144
Total	3095	75	80	83	105	142	190	180
Undeclared with Concentration	256	1	2	1	2	5	7	2

Course Enrollment by Campus	University		Program					
	Fall 2016		Fall 2016		Fall 2015		Fall 2014	
	N	%	N	%	N	%	N	%
Entirely Face to Face	1270	41%	4	5%	7	9%	4	5%
Entirely Online	727	23%	53	71%	60	75%	61	73%
Mix of Face to Face and Online	1057	34%	18	24%	13	16%	18	22%
Boces DL and Face to Face	41	1%	0	0%	0	0%	0	0%
Total	3095		75		80		83	

E.2. Credit Hours Taught

A typical full-time student credit load is as follows:

Semester	Credit Hours
1	17-18
2	15
3	15
4	15
5	15
6	15
7	16
8	15

If a student chooses to advance more quickly through the program, they have the option of enrolling in courses during the summer or winter term(s). A student can also use the summer and winter terms to retake a course if needed.

E.3. Diversity of Students

Finance Program

September 2016 Demographic Information	University Fall 2016 - University		Program Fall 2016 - Program		Fall 2015 - Program		Fall 2014 - Program	
	N	%	N	%	N	%	N	%
% Female	1794	58%	34	45%	39	49%	43	52%
Race/Ethnicity								
African American/Black	421	14%	9	12%	13	16%	14	17%
American Indian/Alaska Native	52	2%	0	0%	0	0%	2	2%
Asian	30	1%	2	3%	2	3%	1	1%
Hispanic	338	11%	6	8%	5	6%	5	6%
Multiracial	72	2%	1	1%	1	1%	1	1%
Native Hawaiian/Pacific Islander	5	0%	0	0%	0	0%	0	0%
White	2062	67%	56	75%	56	70%	55	66%
NRA	50	2%	1	1%	3	4%	4	5%
Unknown/Unreported	65	2%	0	0%	0	0%	1	1%
Age								
Under 18	69	2%	0	0%	1	1%	0	0%
18-21	1776	57%	22	29%	20	25%	15	18%
22-25	596	19%	21	28%	16	20%	27	33%
26-40	501	16%	27	36%	37	46%	36	43%
41+	153	5%	5	7%	6	8%	5	6%
Residency								
St. Lawrence County	987	32%	16	21%	14	18%	16	19%
North Country (besides St. Lawrence County)	406	12%	6	8%	8	10%	8	10%
New York City	581	19%	14	19%	12	15%	11	13%
Other New York	972	31%	32	43%	38	48%	42	51%
Outside New York	149	5%	7	9%	8	10%	6	7%
Economically Disadvantaged	2054	66%	40	53%	51	64%	50	60%
First-Generation College Student	1406	45%	38	51%	32	40%	28	34%
Single Parent	146	5%	9	12%	5	6%	3	4%
Limited English Proficiency	369	12%	8	11%	9	11%	7	8%
Total		3095		75		80		83

E.4. Retention Rates

Finance Program

Retention Rates (Fall to Fall)	University 15-16	Program 15-16	14-15	13-14	12-13	11-12	10-11	09-10
First time, full time students								
In Program	30%	60%	100%	50%	100%	-	100%	0%
At University	68%	60%	100%	75%	100%	-	100%	0%
Cohort Size	645	5	3	4	3	-	1	1
All full time students								
In Program	62%	72%	77%	77%	76%	63%	64%	69%
At University	79%	78%	80%	84%	86%	80%	75%	69%
Cohort Size	2640	54	56	64	63	56	36	16
Students Retained in Program (does not include graduates)	1063	28	25	36	36	27	20	0

E.5. Other Student Characteristics

Finance Program

2011 Cohort Analysis - All Finance Students

	Enrolled - In Program		Graduated - In Program		Enrolled - Other Program		Graduated - Other Program		Transferred		Suspended		Withdrawn - Unknown	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2011	197	·	·	·	·	·	·	·	·	·	·	·	·	·
Spring 2012	68	35%	2	1%	11	6%	1	1%	0	0%	2	1%	113	57%
Fall 2012	93	47%	35	18%	14	7%	2	1%	1	1%	7	4%	45	23%
Spring 2013	73	37%	44	22%	13	7%	3	2%	5	3%	12	6%	47	24%
Fall 2013	39	20%	77	39%	8	4%	5	3%	4	2%	12	6%	52	26%
Spring 2014	28	14%	82	42%	8	4%	5	3%	6	3%	11	6%	57	29%
Fall 2014	9	5%	103	52%	2	1%	10	5%	7	4%	12	6%	54	27%
Spring 2015	9	5%	105	53%	2	1%	11	6%	7	4%	11	6%	52	26%
Fall 2015	3	2%	109	55%	2	1%	12	6%	7	4%	9	5%	55	28%

E.6. Annual Graduates

Degrees Conferred by Program 2006 - 2016

		# of Graduates										
SCHOOL OF BUSINESS AND LIBERAL ARTS		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Management	BBA	1	10	12	26	24	34	40	31	40	37	37
Applied Psychology	BS	·	·	·	·	·	·	·	·	4	14	14
Liberal Arts-General Studies	AA, AS	56	66	62	76	32	42	39	53	52	71	42
Health Care Management	BTECH	9	9	9	6	4	10	16	20	15	18	18
Finance	BBA	6	3	3	8	22	58	38	31	40	44	21
Early Childhood	AS	8	19	13	18	10	21	22	16	16	14	13
Apprentice Training: Ind. Trades	AA	1	0	1	0	1	0	0	0	0	0	0
Accounting	AAS	13	9	6	16	10	20	18	10	10	8	11
Business Administration	AAS	38	42	38	19	28	34	35	25	34	23	29
Office Technology	AAS	7	9	9	13	1	1	·	·	·	·	·
Business Administration	AS	2	4	7	22	10	5	5	4	4	8	6
Individual Studies	AAS	3	4	3	7	2	6	2	4	3	1	2
Business Office Technology Certificate	CERT	7	4	2	1	·	·	·	·	·	·	·
Legal Studies	BTECH	·	·	·	1	4	16	42	22	54	48	17
Emergency Management	BTECH	·	·	·	·	4	4	9	7	5	9	8
Individual Studies Certificate	CERT	·	·	·	1	·	·	·	·	1	·	·
SCHOOL TOTALS		150	169	153	188	128	251	266	223	277	295	218
Grand Total		602	665	618	648	606	937	940	890	968	1071	869

E.7. Program Completion Rates

Graduation rates reflect the percentage of first-time, full-time, degree-seeking fall students who graduate from their program in 150% program time. Students who graduate from multiple programs are counted only once, as a student is either a graduate or a non-graduate.

Finance Program

Graduation Rates (150% Time)	University	Program						
	2010 Cohort	2010 Cohort	2009 Cohort	2008 Cohort	2007 Cohort	2006 Cohort	2005 Cohort	2004 Cohort
In Program	37%	100%	0%	0%	0%	-	-	-
At University	39%	100%	0%	0%	0%	-	-	-
Cohort Size	79	1	1	1	1	-	-	-

E.8. Graduate Characteristics

Finance Program

September 2016	University	Program						
Graduate Characteristics	2015-2016	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of Graduates from Program	869	21	44	40	31	38	57	22
Average Time to Degree (years)	3.5	4.0	3.2	3.0	3.6	3.8	3.5	
Mean Cumulative GPA	3.35	3.42	3.41	3.46	3.48	3.45	3.52	

E.9. Recruitment Strategies

The Admissions Office employs recruitment and marketing strategies to include:

- High school and community college visits arranging time to meet with students and counselors
- College fairs for first time and transfer students
- Communication with prospective students includes direct mailing, emailing, phone calls, campus visits to include interviews and appointments with faculty, and, on occasion, text messaging
- An affiliation with the Northern Zone Association for Counselors and Development
- Open House events, held several times throughout the year, designed to showcase the campus, programs, services, and talents to prospective students and their families. Faculty members highlight their respective academic programs and the college's focus on applied learning. Attendants had the opportunity to visit the college's business trading room, technology-driven laboratories in the engineering sciences and learning facilities in allied health fields. They also have the chance to visit the Roos House Convocation, Athletic and Recreation Center and Kennedy Hall, the college's newest student residence.
- Use of My Emma to assist with the context and design of all email communications
- Use of Cappex database to generate inquiries and create targeted message campaigns; So, for example, Admissions could design a message for the program and send it to: all females, in NYS, with a GPA over 90, interested in Finance Program. Any student matching that criteria that has joined the Cappex database would then get a message from us virtual open houses to promote online programs The Student Affairs Office coordinates all student orientation sessions. The college recognizes the social and academic adjustments, which must occur for entering college students to be successful. To enable new students to move with ease and confidence from home/high school environment to the college environment, SUNY Canton provides an orientation program as a total campus endeavor.
- All students who are new to our campus are required to participate - First-time freshmen, transfer, non-traditional age, and part-time students. The only exceptions to this are the students who do not attend ANY courses on the Canton campus (for example, those attending entirely online or Dental Hygiene students attending the Rome campus), do not need to attend the on-campus orientation. They will be contacted by the Online Learning Center for their Orientation once it is much closer to the start of classes. During orientation, students get a taste of campus life, a sense of academic

expectations, meet and greet their Deans and academic advisors, and receive a tentative class schedule for the entering semester.

Over the past five years, the campus continues to emphasize the importance of articulation agreements in recruitment efforts. A list of our current agreements can be accessed at the following link http://www.canton.edu/assessment/agreements.html. The Finance Program program is designed to meet the requirements of the new "Seamless Transfer" initiative promoted by SUNY. SUNY now guarantees transfer of its 30 general education requirements as well as discipline-specific courses in the major called Transfer Paths, resulting in true junior status for students who complete two years of study.

E.10. Program Minimum Requirements

Degree Programs

Prerequisite Regents Exams (NYS)

*Bachelor's Degrees (ACT/SAT required)

CODE	PAGE	PROGRAM TITLE	MATH M12 75+ on Algebra Regents - MATH 106	MATH M04 70+ on Geometry Regent - MATH 111	MATH M30 75 + on Geometry Regent - MATH 121 or MATH 123	MATH M08 80+ on Trig and Adv. Algebra Regents - MATH 161 or MATH 141	ENGL 75+	CHEM 65+ on regents and 75+ on 2nd math regents	75+ on regents & 65+ on chem regents	BIO 65+ on regents & 75+ on 2nd math regents	PHYSICS Associate Degree in appropriate field
1865	60	Alternative & Renewable Energy Systems, B.Tech.			•		•	•			
1965	61	Applied Psychology, BS	•				•				
2488	62	Civil and Environmental Engineering Technology, B.Tech.			•		•				
1359	63	Criminal Investigation, B.Tech.	•				•				
1911	64	Criminal Justice: Law Enforcement Leadership, B.Tech.	•				•				
216	65	Electrical Engineering Technology, B.Tech.			•		•				
1864	66	Emergency Management, B.Tech.		•			•				
282	67	Finance, BBA	•				•				
1525	68	Funeral Services Administration, B.Tech.	•				•				
2026	69	Graphic and Multimedia Design, BS		•			•				
2254	70	Health and Fitness Promotion, 2 + 2, B.Tech.	•				•				
253	71	Health Care Management, BS		•			•				
2335	72	Homeland Security, B.Tech.	•				•				
1935	73	Industrial Technology Management, B.Tech.			•		•				
2045	74	Information Technology, B.Tech.			•		•				
818	75	Legal Studies, BS	•				•				
1645	76	Management, BBA	•				•				
235	77	Mechanical Engineering Technology, B.Tech.			•		•				
291	78	Nursing, 2 + 2, BS in nursing		•			•				•
182	79	Sports Management, BBA	•				•				
2535	80	Veterinary Service Administration, 2 + 2, BBA		•			•				•
2278	81	Veterinary Technology, BS **			•		•	•	•		

*Associate Degrees (ACT/SAT recommended)			MATH MO2	MATH MO4	MATH MO5	MATH MO6	ENGL	CHEM	BIO	PHYSICS	
630	82	Accounting, AAS	•				•				
444	83	Air Conditioning Engineering Technology, AAS			•		•				
473	84	Apprentice Training: Industrial Trades, AAS			must have or be working on BOCES Journeyman's Cert.							
525	85	Automotive Technology, AAS	•				•				
632	86	Business Administration, AAS	•				•				
671	86	Business Administration-Transfer, AS		•			•				
517	87	Civil Engineering Technology, AAS			•		•				
581	88	Computer Information Systems, AAS	•				•				
1162	89	Construction Technology: Management, AAS	•				•				
640	90	Criminal Justice, AAS	•				•				
545	92	Dental Hygiene, AAS **			•		•	75+	•		A&P req.
1327	93	Early Childhood, AS	TN or MO2				•				
699	94	Electrical Engineering Technology, AAS			•		•				
530	95	Engineering Science, AS				•	•	•	•		
2208	96	General Technology, AAS			•		•				
688	97	Individual Studies, AAS					•				
250	98	Liberal Arts & Sciences: General Studies, AA, AS	•				•				
493	99	Mechanical Engineering Technology, AAS			•		•				
622	100	Nursing, AAS **			•		•	70+	80+		
489	101	Physical Therapist Assistant, AAS			•		•	75+	•		
521	102	Veterinary Science Technology, AAS			•		•	•	•		

Admission Requirements (in addition to those depicted above)

Students must be prepared to take Expository Writing (ENGL 101). Transfer students must have a cumulative GPA of 2.0 to be admitted into the   program.

E.11. Acceptance Ratio

Finance Program Programs

*In any program at any level	University	Program				
Admissions Data:	Fall 2016	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
First-Time Freshmen						
Applications	3018	27	23	21	21	29
Acceptances (to program)	2493	17	10	7	8	7
Enroll (to program)	701	2	5	2	1	2
Accept Rate	83%	63%	43%	33%	38%	24%
Yield Rate	28%	12%	50%	29%	13%	29%
External Transfers						
Applications	764	42	36	23	39	57
Acceptances (to program)	665	37	33	21	33	32
Enroll (to program)	381	18	16	12	19	20
Accept Rate	87%	88%	92%	91%	85%	56%
Yield Rate	57%	49%	48%	57%	58%	63%
Internal Transfers/Returning/Readmits						
Applications	449	6	5	9	2	8
Acceptances (to program)	385	6	5	8	1	5
Enroll (to program)	293	4	4	5	0	5
Accept Rate	86%	100%	100%	89%	50%	63%
Yield Rate	76%	67%	80%	62%	0%	100%

E.12. Enrollment Patterns

Finance Program

September 2016	University	Program						
Enrollment Trends	Fall 2016	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Full-Time	2677	61	54	56	64	63	56	36
First-Time, Full-Time	694	3	5	3	4	3	0	1
External Transfer	273	17	10	9	15	16	19	16
Transitioning	75	4	1	1	3	2	1	2
Continuing	1635	37	38	43	42	42	36	17
Part-Time	418	14	26	27	41	79	134	144
Total	3095	75	80	83	105	142	190	180
Undeclared with Concentration	256	1	2	1	2	5	7	2

E.13. Student Needs

Finance Program

Course Enrollment by Campus	University		Program					
	Fall 2016		Fall 2016		Fall 2015		Fall 2014	
	N	%	N	%	N	%	N	%
Entirely Face to Face	1270	41%	4	5%	7	9%	4	5%
Entirely Online	727	23%	53	71%	60	75%	61	73%
Mix of Face to Face and Online	1057	34%	18	24%	13	16%	18	22%
Boces DL and Face to Face	41	1%	0	0%	0	0%	0	0%
Total	3095		75		80		83	

The primary goal for students entering the program is to obtain the skill sets needed to succeed as managers and leaders in profit, nonprofit, and government settings. The majority of non traditional students enter the program seeking to gain theoretical and practical management experience they can apply to their current and future career choices. Traditional students admitted into the program, either as a freshman or after having completed a one year Associate degree in Finance Program, typically have no job experience; many of those students come from households that earn $25,000 per year or less and thereby qualify for financial aid. The supplemental income of students available to cover incidental expenses not covered by financial aid, such as automobile repairs, medical, and daycare costs are minimal. Many of the program's enrollees are first generation college students. According to BanksSantilli (2015), "Not all firstgeneration college students are the same, but many experience difficulty within four distinct domains: 1) professional, 2) financial, 3) psychological and 4) academic."

Although there has been an improvement in the academic preparedness level of admitted students, written/oral communication and math skills typically remain at a level needing remediation. The Associate degrees in Finance Program were originally designed as a face-to-face program. From fall 2017, students can take their course completely online. For the 20152016 academic year, the programs' enrollment numbers are presented in the table above.

E.14. 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. A Kiddie Kollege exists for daycare help when the public school is not in session.

- **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 ESL resources 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. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.

- 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.

- 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.

- **Academic advising is predominantly handled by faculty advisors within the student's 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.

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.

E.15. Academic Placement Procedures

Assessment/Placement Testing

SUNY Canton does require Bachelor applicants to take the SAT or ACT exam. Associate degree and Certificate applicants are not required to take the exams, but the exams are recommended for placement purposes. SUNY Canton requires all new full-time students to take the ACCUPLACER Placement test.

ACCUPLACER measures English, reading, and mathematics skills. It is the belief of the 5 Colleges of Technology that placement into appropriate level classes will enhance student success. Therefore, our faculty uses the test results to determine course placement during the scheduling process.

Students may be exempt from the mandatory placement testing if they can show they have met one of the following criteria:

- "C" or better in college level English.
- AP score of 3 or better in English.
- 75+ on English 11 Regents Exam.
- 420+ on SAT Verbal section.
- 17 on both the English and Reading sections of the ACT.
- Asset/ACCUPLACER scores from another institution.

Since the results of the exam could affect the students' class schedule, they are urged to take the test in a timely fashion. If the student should need preparatory courses in reading and/or writing before taking college level English courses, it may be necessary to extend the academic program to earn an Associate's Degree. This will not affect students enrolled in one-year Certificate programs.

ACCUPLACER is offered on campus several times during the Spring semester and at Summer Orientation programs. Information concerning testing dates will be included in the student's Admission folder, or students may contact the Office of Admissions (315-386-7123), or Office of Academic Support Services (315-386-7304) for the specific dates.

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.

The 2015-2016 advisement handbook is found in the following website:
file:///C:/Users/mafouae/Downloads/Advising_Procedures_2015-2016_(1)%20(2).pdf

E.17. Diverse Learning Styles

There is an ongoing discussion of the relationship of diverse learning styles to the method of delivery. The Finance Program Programs are primarily face-to-face programs but students can take all their courses online. A good discussion of diverse learning styles and strategies to engage students, particularly in an online delivery system can be found at the following link: https://journals.ala.org/index.php/rusq/article/viewFile/2984/3082

E.18. Orientation Activities

The college recognizes the social and academic adjustments which must occur for entering college students to be successful. To enable new students to move with ease and confidence from home/high school environment to the college environment, SUNY Canton provides an orientation program as a total campus endeavor.

All students who are new to our campus are required to participate - First-time freshmen, transfer, non-traditional age, and part-time students. The only exceptions to this are the students who do not attend **ANY courses on the Canton campus** (for example, those attending entirely online or Dental Hygiene students attending the Rome campus), **do not need to attend** the on-campus orientation. They will be contacted by the Online Learning Center for their Orientation once it is much closer to the start of classes. During orientation, students get a taste of campus life, a sense of academic expectations, meet and greet their Deans and academic advisors, and receive a tentative class schedule for the entering semester.

E.19. Attrition Patterns

Finance Program

Retention Rates (Fall to Fall)	University 15-16	Program 15-16	14-15	13-14	12-13	11-12	10-11	09-10
First time, full time students								
In Program	30%	60%	100%	50%	100%	-	100%	0%
At University	66%	60%	100%	75%	100%	-	100%	0%
Cohort Size	645	5	3	4	3	-	1	1
All full time students								
In Program	62%	72%	77%	77%	76%	63%	64%	69%
At University	79%	78%	80%	84%	86%	80%	75%	69%
Cohort Size	2640	54	56	64	63	56	36	16
Students Retained in Program (does not include graduates)	1063	28	25	36	36	27	20	0

Retention Rates (Fall to SPRING)	University F15-S16	Program F15-S16	F14-S15	F13-S14	F12-S13	F11-S12	F10-S11	
First time, full time students								
In Program	50%	80%	100%	75%	100%	-	100%	
At University	85%	80%	100%	100%	100%	-	100%	
Cohort Size	645	5	3	4	3	-	1	
All full time students								
In Program	75%	87%	84%	83%	86%	77%	75%	
At University	90%	94%	86%	88%	92%	88%	94%	
Cohort Size	2640	54	56	64	63	56	36	

The above table depicts historical retention information for Finance Program programs. At SUNY Canton, Finance Program programs' online student population accounted for 14% of the overall program enrollment in fall 2016. Advising online students presents a unique set of challenges that can be overcome by adopting technological solutions such as video conferencing, fillable forms, electronic signatures, etc. As evidenced by the program's retention rates, advising does not necessarily have to take place on campus to a provide quality service.

Listed below are just a few of the methods used to ensure student satisfaction and increase retention:

Freshman Retention Program

- Mandatory orientation
- Placement testing
- FYEP (First Year Experience Program) – available online and on campus

Moving Toward Success (MTS) & Midterm Progress Reports

MTS is an instructor-student academic performance warning system. If a student is having difficulties with a course, or have poor attendance, his/her instructor will issue an MTS warning. This alert will be sent to your Canton email and will also be forwarded to his/her academic advisor, instructor, and the registrar, dean and financial aid offices.

If a student receives a performance, attendance or dismissal notification s/he must follow-up with his/her instructor and advisor immediately.

Engaged/Not Engaged Retention Project

The Engaged/Not Engaged project is designed to use the collective perceptions of faculty to identify at risk students and try to help them. It is not to find out if a single faculty member can accurately assess student engagement or success. It does not replace Moving Toward Success (MTS). The MTS system was designed as a notification system from a faculty member to the student, advisor and various administrative offices. The instructions are on the Provost's webpage under Faculty

Resources Engaged/Not Engaged. Below is the link to access those instructions:

http://www.canton.edu/provost/pdf/Engaged-Not-Engaged-Instructions.pdf

Faculty are required to enter an engagement code for each student in their course, or courses by the end of the third week of the semester. They have six choices for engagement codes:

- Engaged
- Not Engaged (Attendance/Participation)
- Not Engaged (Attitude/Behavior)
- Not Engaged (Effort/Performance)
- Not Engaged (Other)
- Missing

It is understood that the choice between engaged and not engaged is not an objective one. Faculty are being asked to use their observations of behavior and form an opinion as to if the student appears engaged or not. Students give us clues; reasonable attendance, participation, completion of work, staying awake in class, not texting, are all possible signs of engagement. Opposite behaviors may be signs of not being engaged. The student sitting in the back row by the door that shows up every other class without any materials for class and sits with his or her head down on the desk unless directly asked not to, is possibly not completely engaged. Faculty must use their best judgment in selecting between engaged and not engaged.

Data analysis shows that faculty are able to identify students at risk by the end of the third week of the semester. You can view last semester's data by clicking on the link below.

https://www2.canton.edu/effectiveness/Engagement_Fall2016.pdf

Academic Recovery Program

The goal of SUNY Canton is for every student to have a successful academic experience. Yet, some students fail to achieve a minimum grade point average or meet the required number of credits needed to continue in their academic studies and are placed on Academic Recovery. Academic Recovery is a serious warning that a student's academic performance needs improvement. SUNY Canton's Academic Recovery program is set up to give students a second chance to improve their academic standing. The program provides a structured learning experience to help students raise their cumulative GPA towards good academic standing. Students on Academic Recovery are required to attend a mandatory meeting at the start of the semester as well as workshops throughout the semester to improve their study skills and academic habits. The Academic Recovery contract spells out specific details and requirements.

Advisement Program

- Advisor training & secondary "major" advisor option
- Summer advising
- Consistent & efficient record keeping
- Graduation check-list

Services for Transfer Students

- Transfer credit evaluation
- Transfer student retention program

E.20. Support Services

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.

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. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.

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E.21. General Student Life

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 resident 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.
The learning commons building is now open extended hours during the academic term, Monday through Thursday from 7:30 a.m. until 2:00 a.m.; Fridays from 7:30 a.m. to 8:00 p.m.; Saturdays from 8:00 a.m. to midnight; and Sundays from 8:00 a.m. to 2:00 a.m. Professional librarians are available during most library hours to assist students with a full range of library services, and web-based synchronous and asynchronous chat reference services provide access to professional research assistance at any time, 24 hours a day, 7 days a week.

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 6:00 p.m. , Monday-Thursday; 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, pre-scheduling and other individual data.

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.

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.

Academic advising is predominantly handled by faculty advisors within the student's 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.

Student affairs and academic affairs coordinate efforts to contribute to student success.

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.

E.22. Satisfaction with Services

Student Opinion Survey (SOS)

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.
The 2015 Student Opinion Survey can be found in

https://www2.canton.edu/faminutes/sos/Student_Opinion_Survey_2015_Summary.pdf

Student Opinion Survey Results
Section II - Academic Environment, Experiences, and Facilities AND
Section III - College Services, Facilities, and Environment

Level of Satisfaction - Scale: 5=Very Satisfied, 4=Satisfied, 3=Neither, 2=Dissatisfied, 1=Very dissatisfied

	2015								2012				2009	
	Mean	SUNY Ranking	Tech Ranking	SUNY Average	Dif. SUNY average	Change from 2012	Effect Size	Sig	Mean	Sig	SUNY Rank	Tech Rank	Mean	Sig
Advising/Faculty/staff	3.95	8/27	3/7	3.80	0.15	0.10			3.84		15/27	4/7	3.79	
Academic advising in your major	3.95	5/27	2/7	3.62	0.33	0.05	small	*^	3.90	*^	8/27	2/7	3.83	*^
General academic advising	3.89	4/27	2/7	3.62	0.27	0.07	small	*^	3.82	*^	3/27	1/7	3.70	*
Non-teaching staff respect for students	3.98	15/27	3/7	3.96	0.02	0.11	none		3.87	**	20/27	4/7	3.78	**
Availability of instructors outside of class	3.95	10/27	3/7	3.86	0.09	0.18	none	*^	3.77	**^M	25/27	7/7	3.80	**
Faculty respect for students	3.97	8/27	3/7	3.93	0.04	0.11	none		3.86	**	21/27	4/7	3.83	**
Career Services	3.69	2/27	1/7	3.43	0.26	0.38			3.31		15/27	3/7	3.23	
Job search assistance (regardless of whether you found employment	3.73	3/27	2/7	3.48	0.25	0.37	small	*^	3.36		16/27	4/7		
Career planning services	3.90	2/27	1/7	3.62	0.28	0.41	small	*^	3.49	^	18/27	3/7	3.51	^
College help in finding part-time jobs	3.45	2/27	1/7	3.19	0.26	0.37	small	*^	3.08	^	11/27	2/7	2.86	
Residential Life	3.39	18/27	4/7	3.45	-0.06	0.13			3.26		21/27	4/7	3.12	
Clarity of residence hall rules/policies									3.40	**	23/27	4/7	3.38	**
General condition of residence halls	3.17	21/27	5/7	3.32	-0.15	0.07	small	*	3.10	**	20/27	5/7	2.82	**M
Residence hall services/programs	3.60	14/27	3/7	3.57	0.03	0.32	none		3.28	**	21/27	4/7	3.15	**
Facilities	3.76	8/27	2/7	3.62	0.14	0.15			3.61		15/27	3/7	3.33	
Parking	2.94	4/27	2/7	2.59	0.35	-0.24	small	*^	3.18	*^	5/27	3/7	2.84	*
Campus center/student union	3.95	10/27	1/7	3.80	0.15	0.17	small	*^	3.78	^^	13/27	2/7	3.50	**^
General condition of buildings and grounds	3.78	9/27	2/7	3.68	0.10	0.23	small	*^	3.55	**	19/27	3/7	3.41	**
Study areas	3.87	7/27	3/7	3.77	0.10	0.12	small	*	3.75	^	16/27	2/7	3.54	**M
Classroom facilities	3.91	8/27	3/7	3.82	0.09	0.30	small	*^	3.61	**^M	21/27	5/7	3.78	
Course-related laboratories (not including studios)	4.05	2/27	1/7	3.83	0.22	0.35	small	*^	3.70		19/27	5/7	3.92	*^
Athletic and recreational facilities	4.19	3/27	1/7	3.76	0.43	-0.20	medium	*^	4.39	*^	2/27	1/7	2.79	**M
Fine and performing arts studios	3.38	22/27	6/7	3.69	-0.31	0.44	medium	*^	2.94	**^M	25/27	5/7	2.87	**M
Financial aid	3.63	13/27	5/7	3.61	0.02	0.01			3.61		13/27	2/7	3.51	
Financial aid services	3.66	7/27	4/7	3.56	0.10	-0.08	none	*	3.74	*^	5/27	1/7	3.57	
Billing and payment process	3.59	18/27	6/7	3.65	-0.06	0.11	none	^^	3.48	**	20/27	3/7	3.44	**

Course Related Issues	**3.91**			**3.65**	**0.26**	**0.20**			**3.71**				**3.69**	
College tutoring services	4.05	1/27	1/7	3.78	0.27	0.16	small	*A	3.89	*^	8/27	3/7	3.84	*^
Quality of instruction	3.97	4/27	3/7	3.79	0.18	0.23	small	*A	3.74	**	19/27	4/7	3.87	^
Availability of general education courses	3.83	5/27	3/7	3.67	0.16	0.18	small	^	3.65		12/27	4/7	3.65	
Availability of courses in your major	3.91	3/27	2/7	3.56	0.35	0.11	medium	*A	3.80	*^	3/27	1/7	3.69	*^
Class size considering the type of class	4.23	10/27	5/7	4.09	0.14	0.14	small	^	4.09		18/27	5/7	4.01	^^
Course registration process	3.70	4/27	2/7	3.42	0.28	0.13	small	*	3.57	*^	8/27	3/7	3.47	**^^
Availability of online courses	3.98	2/27	1/7	3.42	0.56	3.98	large	*A						
Availability of internships (co-ops, and practicums - 2015)	3.62	3/27	3/27	3.45	0.17	0.36	small	*A	3.26		15/27	3/7	3.29	^
Library/Computer	**4.01**	**3/27**	**2/7**	**3.74**	**0.27**	**0.03**			**3.98**		**6/27**	**2/7**	**3.75**	
Availability of computers														
Computing support services	3.89	5/27	2/7	3.67	0.22	0.01	small	*A	3.88	*^	7/27	2/7	3.69	
College computer network (wireless access, web services, etc.)	3.58	6/27	2/7	3.18	0.40	-0.25	medium	*A	3.83	*^	2/27	1/7	3.77	*^
Library facilities									4.04		10/27	2/7	3.71	**^^
Library resources and services									4.18		4/27	1/7		
Library resources	4.28	1/27	1/7	4.06	0.22	-	small	*A					3.80	**^^
Library services	4.28	1/27	1/7	4.06	0.22	.	small	*A					3.76	**^^
Student Life Services/Programs	**3.65**	**17/27**	**4/7**	**3.72**	**-0.07**	**0.39**			**3.26**		**22/27**	**5/7**	**3.25**	
Opportunities for community service	3.69	19/27	5/7	3.73	-0.04	0.27	none		3.42	**	22/27	5/7	3.47	**^
Student government	3.41	14/27	3/7	3.41	0.00	0.31	none		3.10	**	20/27	5/7	2.98	**^^
Clarity of rules for student conduct					0.00	0.00								
New student orientation	3.79	11/27	4/7	3.73	0.06	0.23	none		3.56	**	20/27	4/7	3.58	
Religious/spiritual activities and programs	3.49	11/27	1/7	3.46	0.03	0.40	none	^	3.09	**	21/27	3/7	3.27	^
Opportunities for involvement in campus clubs/activities	3.83	20/27	5/7	3.98	-0.15	0.15	small	*	3.68	**	23/27	5/7	3.65	**
College social activities	3.57	20/27	5/7	3.67	-0.10	0.20	none		3.37	**	23/27	5/7	3.30	**
Student radio station					0.00	-2.61			2.61	**^^	26/27	7/7	3.12	**
Recreation and intramural programs	3.94	9/27	2/7	3.86	0.08	0.19	none	^	3.75	**	19/27	3/7	3.44	**^^
Purposes for which student activity fees are used					0.00	-3.09			3.09	*	13/27	1/7	2.77	**^^
Student newspaper					0.00	-2.87			2.87	**^^	26/27	7/7	3.01	**^^
Opportunities for leadership development	3.68	22/27	5/7	3.79	-0.11	0.30	small	*	3.38	**^^	24/27	5/7		
Cultural programs	3.42	25/27	6/7	3.76	-0.34	0.34	medium	*	3.08	**	24/27	6/7	3.08	**
Guest speakers outside of class	3.65	22/27	3/7	3.80	-0.15	0.33	small	*	3.32	**^^	24/27	6/7	3.37	**

* represents a positive significant difference between SUNY Canton and the State Ops

** represents a negative significant difference between SUNY Canton and the State Ops

^ represents a positive significant difference between SUNY Canton and the Tech Sector

^^ represents a negative significant difference between SUNY Canton and the Tech Sector

✐ 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 A c a d e m i c Assessment 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.

The Student Opinion Survey (SOS), available as an attachment in Section E.22, shows student satisfaction has improved, but the opportunity for growth exists. The campus, a microcosm of larger universities, experiences many of the same issues and concerns as publicly funded open access campuses nationwide. Located in a rural, predominantly Caucasian community, with a declining population, recruiting students from other areas of the state has been important to ensure the economic stability of the college. The number of minority students has more than doubled in the past ten years from 13% in 2005 to 28% in 2015. Racial tension has increased, but the university's administration is exploring ways to stimulate understanding and collaboration. Developing an increased enrollment of international students would benefit the local students and those from New York City and the surrounding buroughs.

E.24. Student Affairs

The Division 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.

The role of the Division of Student Affairs can be reviewed at http://www.canton.edu/student_affairs/

Section F: Data from Assessment

F.1. Description Learning Outcomes

Upon completion of the B.B.A. in Finance Program, students will be able to:

- Apply advance financial theories / concepts to decision making.
- Analyze financial issues and decisions.
- Compare and contrast domestic and international financial issues.
- Demonstrate professional business communication.
- Demonstrate foundational knowledge in the core area of business.

Discuss ethical and social responsibility issues in the context of law and financial decision.

F.2. Programmatic Assessment

A description of key assignments through which students demonstrate attainment and mastery of the goals and objectives of the program.

These should:

- Be measureable student behaviors that can be demonstrated by students and objectively observed by faculty and outside experts to assess student learning

- Explicitly describe performance indicators and the goals they demonstrate, as well as the criteria by which a student's level of performance is assessed

- Be meaningful and relevant to the student faculty interaction

- Focus on learning outcomes

- Be responsive to the dynamic nature of curricula

- Focus on improvement of the program or institution, not the performance of the faculty

- Be individualize and process oriented

- Respect the academic freedom of individual faculty

- Reflect cognitive, affective, and, when relevant, psychomotor skill attainment

Instructors are given the academic freedom to assess student learning by using whatever measures they feel are appropriate. Upon examination of the course level assessment results, the following methodologies are used to assess student learning in the program.

	Finance Student Learning Outcomes					
	1. Apply advanced financial theories / concepts to decision making ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills	2. Analyze financial issues and decisions ISLO 2: Critical Thinking - Critical Analysis & Problem Solving	3. Compare and contrast domestic and international financial issues ISLO 2: Critical Thinking - Critical Analysis	4. Demonstrate professional business communication ISLO 1: Communication - Both (oral and written)	5. Demonstrate foundational knowledge in the core area of business ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills	6. Discuss ethical and social responsibility issues in the context of law and financial decision ISLO 4: Social Responsibility - Ethical Reasoning
Courses and Learning Activities						
Courses and Learning Activities						
FSMA 210 Introduction to Finance	C					
BSAD 200 Business Communication				M		
FSMA 312 Financial Management	C	C				
FSMA 315 Global Investments			C		C	
BSAD 319 Professional Ethics						C
FSMA 330 Financial Institution & Market						
FSMA 420 Financial Derivatives						
FSMA 220 Introduction to Investments		C				
FSMA 301 Personal Finance				C		C
FSMA 320 Investment Analysis and Portfolio Theory					C	
FSMA 325						

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				C		M
Financial Compliance & Regulations				C		M
FSMA 415 Global Finance			C			
FSMA 422 Risk Management	M	M	M		M	
FSMA 480 Finance Internship						

Legend : **C** Competency Point **M** Mastery Point

A. Classroom and Course Data

Objective Tests (multiple choice, true-false, fill-in-the-blank items)

Advantages:
+ displays good psychometric properties

+ facilitates rapid feedback through ease of scoring + develops norms

+ inexpensive

+ comprehensive

+ improves test validity through item analysis

+ facilitates differential group scoring

Disadvantages:
- usually involves testing low-level knowledge

- constructing high quality test questions difficult

- question banks are often of poor quality

- can be compromised by student test banks that may foster differential access

Essay Tests

Advantages:
+ showcases deeper learning, higher order thought processes

+ requires transfer, integration of learning from other sources

+ can include applications or problem-based learning

+ develops writing skills and critical thinking

+ inexpensive and easy to administer

+ faster to construct than objective tests

Disadvantages:

- questionable psychometric properties

- may disadvantage ESL, students with poor writing or thinking skills

- takes longer to grade and provide feedback

- produces narrower sample of content knowledge

- difficult to maintain consistency in evaluation across essays

Despite the labor intensiveness of essay evaluation, this kind of performance effectively addresses many aspects of what we want students to learn. Critical to defensible evaluation of essays is a well-designed rubric. Instructors can benefit from training to produce reliable feedback for student performance. Careful consideration should also be given to the instructions to clarify performance expectations.

Embedded Questions and Assignments

Advantages:

+ saves time since assignments will already be required for the course

+ overcomes faculty resistance due to reduced intrusion of external assessment activity

+ encourages faculty to discuss common course outcomes, goals, & objectives

+ promotes shared responsibility for agreeing where embedding should occur

+ assessment phobic faculty exhibit greater comfort with embedded designs

+ obligates faculty to have public discussion about their pedagogy

+ limits demand characteristics

Disadvantages:

- can be time-consuming to coordinate effort

- may be taxing to isolate key aspects of performance

- limits faculty autonomy within the course

Embedding departmental assessment measures in existing coursework will emphasize a strong relationship between course content and assessment content. Individual faculty autonomy is essentially preserved; however, the faculty must collaborate within the department and be responsible for reporting to department colleagues.

Classroom Assessment Techniques e.g., 1-minute papers, course focus groups, free-writing, etc.

Advantages:
+ promotes experimental attitude in faculty about course design

+ convenience

+ provides immediate feedback to faculty about success

+ vividly demonstrates faculty commitment to student satisfaction

Disadvantages:
- focus on teacher performance

- should be combined with other methods for full picture of student learning

- perceived to sacrifice content coverage for time required to assess

- demand characteristics may compromise validity of results

Enthusiasts of classroom assessment advocate these techniques as a way of implementing continuous improvement efforts. Careful context-setting will avoid or minimize students making unfavorable judgments that the activities are potentially time-wasting, particularly when faculty members share the conclusions drawn from the assessment data with the students and make efforts to address concerns, where appropriate.

B. Individual Projects / Performance Assessments

Written Products

Advantages:
+ facilitates student command of specific area

+ provides practice in critical skill area of writing

Disadvantages:
- challenging to writing-compromised students

- labor-intensive to score and return with timely feedback

- can be plagiarized created time

-consuming/strategic confrontation with serious consequences for students who are caught

- instructors can be plagued with consequences of student procrastination

Many professors design writing projects in stages that promote multiple drafts. Getting feedback in stages may be easier for students to incorporate and easier for faculty to see the impact of their feedback work. Learning disabled, ESL, and other writing challenged students may require additional support. Efficient feedback can be facilitated using rubrics or style sheets. Writing projects should be tailored to the developmental level of the student. For example, beginning courses can employ letters

to friends to explain a concept. Formal term papers typically work best in advanced courses. Departments may adopt a style sheet based on APA writing conventions that can help students practice consistent format strategies.

<u>Oral Presentations e.g., debate, role play</u>

Advantages:
+ builds expertise in important communication area of oral expression

+ promotes importance of sharing knowledge

+ enhances oral skills

+ Q & A promotes thinking on your feet

+ assists professor to cover course content

Disadvantages:
-may burden students with ESL, speech and language difficulties, speaking anxiety

-time consuming and time-wasting when work quality is bad or boring

-may be hard to grade
Students understandably resist assignments that require them to speak in classes since public speaking remains one of our most pervasive social phobias. Success in oral presentations will depend on several elements: providing lots of guidance and structure beforehand normalizing speaking discomfort and pointing out that overcoming those fears can happen only through practice specifying and sticking to assigned time limits circumscribing topic areas or requiring topic approval coaching regarding use of support technologies developing appropriate performance criteria

<u>GRAPHIC TEST AND DISPLAYS (e.g., concept maps, outlines)</u>

Advantages:
+ provides experience in applying and organizing course concepts

+ assists in thinking through organization of information

+ additional grappling with the material enhances recall

+ appeals to visual learners

Disadvantages:
- students have limited practice with displaying graphic skills

- students may not have sufficient experience in interpreting graphics

- technological sophistication will influence production quality

- may waste resources

Faculty members have found some success in asking students to translate lecture input into graphic displays, such as a concept map. These strategies appeal to visual learners who may be able to encode and remember more course content by adopting this strategy.

Structural /Situational Assessments (e.g., guided learning, critical situations, etc.)

Advantages:
+ provides realistic testing circumstance

+ reality engages and motivates students

+ promotes transfer of information, application

+ taps complex skills

Disadvantages:
- difficult to construct and measure

- locating designed instruments is challenging

- prone to history/context/age cohort effects

- students may rely on common sense under pressure rather than their knowledge from the course

The situation should correspond closely to the learning conditions to promote the best transfer of knowledge. Evaluating performance will be facilitated by clearly developed criteria. The quality of the rubric and the training of the evaluators will influence validity. If inter-rater reliability is not high, the results will be of limited value. Rubrics will sometimes not provide for unexpected, creative responses.

C. Summative Performance Assessments

Standardized Tests

Advantages:
+ typically one shot assessment

+ facilitates comparisons over time

+ convenient

Disadvantages:
- may not reflect gains or growth across time

- exiting students may not benefit from feedback

- existing instruments may not match to the mission and goals of departments

- expensive

- students may not be motivated to due their best work

- when test occurs may not maximize true learning

- administration may not be flexible

- not student-centered

- limited faculty ownership

- verifying bad performance can be threatening to motivation

- scores may be delayed in return, reducing the impact of feedback
- there may not be a standardized test for the identified content

- can facilitate problematic comparisons to other programs (e.g., comparisons may not take into account differential resources, student characteristics, etc.)

Group Projects

Advantages:
+ student-centered designs promote engagement

+ provides opportunity to practice group skills, time management

+ promotes independent work at deeper level

+ breadth of assignments can address content coverage issue

+ simulates how professional activities/achievement transpires

+ produces synergy and excitement around project completion

+ creates a venue to synthesize content bases from multiple courses

Disadvantages:
- students have limited training in group dynamics

- challenging to faculty to judge when to redirect or rescue student groups in trouble - time-consuming
Selection of the group members will influence group outcomes. Many students do not support the awarding of a grade based on the participation of all members of the group.

D. Recommended

Requiring the creation and ongoing maintenance of an electronic student portfolio, throughout the students academic "career", would be advantageous to all students at the college. The most valuable skill we can impart on our students is the ability to self-

assess. Currently, the institution has not invested in the technological applications necessary to allow students to participate in this type of assessment process.

<u>Electronic Portfolios</u>

Advantages:
+ shows sophistication in student performance

+ illustrates longitudinal trends

+ highlight student strengths

+ identify student weaknesses for remediation, if timed properly

Disadvantages:

- collection will be no better than the quality of collected instruments

  - time consuming and challenging to evaluate

  - space and ownership challenges making evaluation difficult

  - content will vary widely with students

  - students fail to remember to collect items

  - transfer students may not be in position to provide complete portfolio

  - time intensive to convert to meaningful data

Jessica Johnson (n.d.). UNL Assessment Guidebook (Rep.). Retrieved from
http://svcaa.unl.edu/assessment/learningoutcomes_guidebook.pdf

F.3. Student Satisfaction Data

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.

The 2015 Student Opinion Survey can be found in
https://www2.canton.edu/faminutes/sos/Student_Opinion_Survey_2015_Summary.pdf

Student Opinion Survey Results
Section II - Academic Environment, Experiences, and Facilities AND
Section III - College Services, Facilities, and Environment

Level of Satisfaction - Scale: 5=Very Satisfied, 4=Satisfied, 3=Neither, 2=Dissatisfied, 1=Very dissatisfied

	2015								2012				2009	
	Mean	SUNY Ranking	Tech Ranking	SUNY Average	Dif. SUNY average	Change from 2012	Effect Size	Sig	Mean	Sig	SUNY Rank	Tech Rank	Mean	Sig
Advising/Faculty/staff	*3.95*	*8/27*	*3/7*	*3.80*	*0.15*	*0.10*			*3.84*		*15/27*	*4/7*	*3.79*	
Academic advising in your major	3.95	5/27	2/7	3.62	0.33	0.05	small	*^	3.90	*^	8/27	2/7	3.63	*^
General academic advising	3.89	4/27	2/7	3.62	0.27	0.07	small	*^	3.82	*^	3/27	1/7	3.70	*
Non-teaching staff respect for students	3.98	15/27	3/7	3.96	0.02	0.11	none		3.87	**	20/27	4/7	3.76	**
Availability of instructors outside of class	3.95	10/27	3/7	3.86	0.09	0.18	none	*^	3.77	**^^	25/27	7/7	3.80	**
Faculty respect for students	3.97	8/27	3/7	3.93	0.04	0.11	none		3.86	**	21/27	4/7	3.83	**
Career Services	*3.69*	*2/27*	*1/7*	*3.43*	*0.26*	*0.38*			*3.31*		*15/27*	*3/7*	*3.23*	
Job search assistance (regardless of whether you found employment	3.73	3/27	2/7	3.48	0.25	0.37	small	*^	3.36		16/27	4/7		
Career planning services	3.90	2/27	1/7	3.62	0.28	0.41	small	*^	3.49	^	18/27	3/7	3.51	^
College help in finding part-time jobs	3.45	2/27	1/7	3.19	0.26	0.37	small	*^	3.08	^	11/27	2/7	2.66	
Residential Life	*3.39*	*18/27*	*4/7*	*3.45*	*-0.06*	*0.13*			*3.26*		*21/27*	*4/7*	*3.12*	
Clarity of residence hall rules/policies									3.40	**	23/27	4/7	3.38	**
General condition of residence halls	3.17	21/27	5/7	3.32	-0.15	0.07	small	*	3.10	**	20/27	5/7	2.82	**^^
Residence hall services/programs	3.60	14/27	3/7	3.57	0.03	0.32	none		3.28	**	21/27	4/7	3.15	**
Facilities	*3.76*	*8/27*	*2/7*	*3.62*	*0.14*	*0.15*			*3.61*		*15/27*	*3/7*	*3.33*	
Parking	2.94	4/27	2/7	2.59	0.35	-0.24	small	*^	3.18	*^	5/27	3/7	2.84	*
Campus center/student union	3.95	10/27	1/7	3.80	0.15	0.17	small	*^	3.78	^^	13/27	2/7	3.50	**^
General condition of buildings and grounds	3.78	9/27	2/7	3.68	0.10	0.23	small	*^	3.55	**	19/27	3/7	3.41	**
Study areas	3.87	7/27	3/7	3.77	0.10	0.12	small	*	3.75	^	16/27	2/7	3.54	**^
Classroom facilities	3.91	8/27	3/7	3.82	0.09	0.30	small	*^	3.61	**^	21/27	5/7	3.78	
Course-related laboratories (not including studios)	4.05	2/27	1/7	3.83	0.22	0.35	small	*^	3.70		19/27	5/7	3.92	*^
Athletic and recreational facilities	4.19	3/27	1/7	3.76	0.43	-0.20	medium	*^	4.39	*^	2/27	1/7	2.79	**^
Fine and performing arts studios	3.38	22/27	6/7	3.69	-0.31	0.44	medium	*^	2.94	**^	25/27	6/7	2.87	**^
Financial aid	*3.63*	*13/27*	*5/7*	*3.61*	*0.02*	*0.01*			*3.61*		*13/27*	*2/7*	*3.51*	
Financial aid services	3.66	7/27	4/7	3.56	0.10	-0.08	none	*	3.74	*^	5/27	1/7	3.57	
Billing and payment process	3.59	18/27	6/7	3.65	-0.06	0.11	none	^^	3.48	**	20/27	3/7	3.44	**

Course Related Issues	3.91			3.65	0.26	0.20			3.71				3.69	
College tutoring services	4.05	1/27	1/7	3.78	0.27	0.16	small	*^	3.89	*^	8/27	3/7	3.84	*^
Quality of instruction	3.97	4/27	3/7	3.79	0.18	0.23	small	*^	3.74	**	19/27	4/7	3.87	^
Availability of general education courses	3.83	5/27	3/7	3.67	0.16	0.18	small	^	3.65		12/27	4/7	3.65	
Availability of courses in your major	3.91	3/27	2/7	3.56	0.35	0.11	medium	*^	3.80	*^	3/27	1/7	3.69	*^
Class size considering the type of class	4.23	10/27	5/7	4.09	0.14	0.14	small	^	4.09		18/27	5/7	4.01	^^
Course registration process	3.70	4/27	2/7	3.42	0.28	0.13	small	*	3.57	*^	8/27	3/7	3.47	**^^
Availability of online courses	3.98	2/27	1/7	3.42	0.56	3.98	large	*^						
Availability of internships (co-ops, and practicums - 2015)	3.62	3/27	3/27	3.45	0.17	0.36	small	*^	3.26		15/27	3/7	3.29	^
Library/Computer	4.01	3/27	2/7	3.74	0.27	0.03			3.98		6/27	2/7	3.75	
Availability of computers														
Computing support services	3.89	5/27	2/7	3.67	0.22	0.01	small	*^	3.88	*^	7/27	2/7	3.69	
College computer network (wireless access, web services, etc.)	3.58	6/27	2/7	3.18	0.40	-0.25	medium	*^	3.83	*^	2/27	1/7	3.77	*^
Library facilities									4.04		10/27	2/7	3.71	**^^
Library resources and services									4.18		4/27	1/7		
Library resources	4.28	1/27	1/7	4.06	0.22	-	small	*^					3.80	**^^
Library services	4.28	1/27	1/7	4.06	0.22	-	small	*^					3.76	**^^
Student Life Services/Programs	3.65	17/27	4/7	3.72	-0.07	0.39			3.26		22/27	5/7	3.25	
Opportunities for community service	3.69	19/27	5/7	3.73	-0.04	0.27	none		3.42	**	22/27	5/7	3.47	**^
Student government	3.41	14/27	3/7	3.41	0.00	0.31	none		3.10	**	20/27	5/7	2.98	**^^
Clarity of rules for student conduct					0.00	0.00								
New student orientation	3.79	11/27	4/7	3.73	0.06	0.23	none		3.56	**	20/27	4/7	3.58	
Religious/spiritual activities and programs	3.49	11/27	1/7	3.46	0.03	0.40	none	*	3.09	**	21/27	3/7	3.27	^
Opportunities for involvement in campus clubs/activities	3.83	20/27	5/7	3.98	-0.15	0.15	small	*	3.68	**	23/27	5/7	3.65	**
College social activities	3.57	20/27	5/7	3.67	-0.10	0.20	none		3.37	**	23/27	5/7	3.30	**
Student radio station					0.00	-2.61			2.61	**^^	26/27	7/7	3.12	**
Recreation and intramural programs	3.94	9/27	2/7	3.86	0.08	0.19	none	^	3.75	**	19/27	3/7	3.44	**^^
Purposes for which student activity fees are used					0.00	-3.09			3.09	^	13/27	1/7	2.77	**^^
Student newspaper					0.00	-2.87			2.87	**^^	26/27	7/7	3.01	**^^
Opportunities for leadership development	3.68	22/27	5/7	3.79	-0.11	0.30	small	*	3.38	**^^	24/27	5/7		
Cultural programs	3.42	25/27	6/7	3.76	-0.34	0.34	medium	*	3.08	**	24/27	6/7	3.08	**
Guest speakers outside of class	3.65	22/27	3/7	3.80	-0.15	0.33	small	*	3.32	**^^	24/27	6/7	3.37	**

* represents a positive significant difference between SUNY Canton and the State Ops

** represents a negative significant difference between SUNY Canton and the State Ops

^ represents a positive significant difference between SUNY Canton and the Tech Sector

^^ represents a negative significant difference between SUNY Canton and the Tech Sector

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. The Advising Survey can be found administered in spring 2016 can be found in
https://www2.canton.edu/effectiveness/Advising_Survey_S16.pdf

Residence Life Survey

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. The **Residence Life Pulse Survey** administered in fall 2015 can be found in
https://www2.canton.edu/effectiveness/survey/ResidenceLifePulse_F15.pdf

In addition, Residence Life administers a comprehensive survey at the end of the spring semester. The **Residence Life Pulse Survey** administered in spring 2015 can been found in
https://www2.canton.edu/effectiveness/survey/ResidenceLifePulse_S15.pdf

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. The **Post-Graduation Survey** (Class of 2015) can be found in
https://www2.canton.edu/effectiveness/Graduate_Survey_Executive_Summary_Class2015.pdf

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. The **Comprehensive Surveys** administered in spring 2013 and spring 2014 can be found in https://www2.canton.edu/effectiveness/Comprehensive_Survey_Analysis_S13_S14.pdf

F.4. Graduate Survey Results

SUNY Canton administers 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 administers 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. The **Post-Graduation Survey** (Class of 2015) can be found in

https://www2.canton.edu/effectiveness/Graduate_Survey_Executive_Summary_Class2015.pdf

Six Month Post-Graduation Survey of Graduates: Class of 2015

Class of 2015 Graduates: Finance

	N	% of Graduates
Total Survey Respondents	7	16%
Additional Graduates with Continuing Education Information from National Student Loan Clearinghouse	0	0%
Total Reported	7	16%

Employment/Continuing Education Status *(select all that apply)*

	N (duplicate)	% of Reported
Employed, in my field of study	1	14%
Employed, not in my field of study	1	14%
Continuing education	0	0%
Not employed, seeking employment	5	71%
Not employed, by choice	0	0%
Other: *Looking for a Master's program*	1	14%
Total Responses, duplicate count	8	

Employment Details (N=2)

*percentages are based on the number employed	N	%
Full-time	2	100%
Part-time	0	0%
Job is related to degree	1	50%
Job is not related to degree	1	50%
Skills required match skills learned	1	50%
Skills required do not match skills learned	1	50%

Job Titles Held and Employer
  Phoenix Life Insurance; Suitability Analyst
  Akwesasne Mohawk Casino; Financial Accountant

Average annual salary (N=2):	$37,050

May we contact your employer for information regarding the strengths and/or weaknesses of SUNY Canton?

	N	%
Yes	0	0%
No	2	100%

Office of Institutional Effectiveness   1/22/2016

58

Six Month Post-Graduation Survey of Graduates: Class of 2015

Class of 2015 Graduates: Finance

Future Education Plans (N=7)

If you are not currently enrolled, do you, at some point, plan to continue your education?

	N	%
Yes	7	100%
No	0	0%
Unsure	0	0%

If yes, when do you plan to return?

	N	%
Less than 1 year	0	0%
1-3 years	6	86%
4-6 years	1	14%
More than 7 years	0	0%

Program Specific Questions (N=3)

Did you possess a degree before joining the SUNY Canton finance program?

Yes (AAS; AAS in Business Admin)	2	67%
No	1	33%

To what degree do you feel each of the following areas prepared you for employment or further education? (Excellent: 4, Very Good: 3, Adequate: 2, Unacceptable: 1)

	Mean	N
Communication skills	2.66	3
Ability to analyze financial statements	2.33	3
Employ concepts from accounting, finance, and economics	2.66	3
Ability to utilize computer applications	3.00	3
Use math to handle practical financial problems	3.00	3
One semester internship experience	3.00	1
Career Service program at Canton	3.00	1
Prepare you for further studies (if applicable)	3.00	1
Develop your managerial abilities	2.00	3

Based on your work or school environment, is there additional information, skills, or experience you feel would be beneficial to current students?
using Accounting/Finance systems

Based on your post-graduate experience, are there curriculum items (e.g. special topics, courses, etc.) that you feel important to the improvement of the Finance program?
Accounting systems that are used in the working environment

Office of Institutional Effectiveness   1/22/2016

F.5. Alumni and Employer Surveys

The institution has not conducted Alumni Surveys and Employer Surveys on a regular basis.

Recommendation

The Alumni Office should be charged with the collection and maintenance of a database containing graduate contact and employer information. Surveys should be administered to graduates and related employers, annually, from that office and data made available to the Dean of each school for program assessment purposes.

Section G: Use of Assessment

🖋 G.1. Dissemination of Results

The Coordinator of the Finance Program Programs will gather the external reviewers' completed evaluations, and create a summary report highlighting the identified strengths and weaknesses of the program. The Program Review, evaluations, and summary will be shared with the Business Department faculty, Department Chair, Dean, Provost, and President of SUNY Canton. A copy of the summary report will be disseminated to Finance Program Advisory Board members.

🖋 G.2. Planning Process

Beginning fall 2015, in accordance with the standards for assessment by the Middle States Commission on Higher Education, SUNY Canton expanded its assessment efforts to include all academic programs within the University using Taskstream. Taskstream is an assessment management software application that helps manage accreditation, assessment, planning, and quality improvement processes for many colleges and universities. Faculty, department chairs, deans, and administrators meet regularly to discuss the results and strategies for improvement.
We currently use Taskstream to collect and manage program level data for each of the following areas during the academic year/semester: Mission/Purpose; Goals; Outcomes/Objectives; Measures and Achievement Targets; and Finding and Action Plans. We generate various assessment, audit, and other reports from the system necessary to monitor student progress. Each semester, the data is reviewed, and suggestions are made to enhance individual programs. This review ensures that SUNY Canton is continually monitoring, assessing, and improving all programs the University offers.

Recommendations

1. Purchase licensing to use Taskstream's Learning Achievement Tools (LAT), which provides expanded reporting and analytical capabilities.

2. Purchase licensing to use the Blackboard building block that allows assignment grades to be electronically transferred into Taskstream streamlining the assessment reporting process.

🖋 G.3. Most Recent Evaluation

The State University of New York (SUNY) mandates that each academic program undergo a program assessment, which includes an external review, every five years. Depicted is a copy of the recommendations made by the external review team for the 2011 2012 review cycle and the progress made on those recommendations.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN THE MAJOR**

SUMMARY REPORT

*Use this form to provide a summary report on campus-based assessment
of student learning outcomes in undergraduate degree majors*

Note: Campuses may wish to include the assessment of student learning outcomes in their undergraduate majors as part of a broader cyclical program review process. The Provost's Advisory Task Force on the Assessment of Student Learning Outcomes recommends that campuses consider engaging in this process within the broader framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs*.

Name of Institution: SUNY Canton
{ Specify name of branch campus, if relevant }

Registered program title: Finance Program
{ See: www.nysed.gov/heds/irpsl1.html *}*

Registered award: B.B.A.   **HEGIS:** __

Date of Previous Assessment: May 2013   **Date of Current Assessment:** June 2018

External Reviewers (name, institution, title):

Note: The report of the external reviewers should be attached to this summary report.

Campus contact person for this assessment: Provost Douglas Scheidt

Program improvements made as a result of the previous assessment of this major:

- Full-time Institutional Research position was filled.
- Advisory Board was formed.
- Diversity of student body has increased.

Major learning outcomes for this program: Measures used to assess these learning outcomes:

1. Employ concepts from business related subject areas of accounting, finance, law, marketing, and economics.	Assessment is accomplished on a course by course basis using student performance as evaluation.
2. Demonstrate competency in the use of computers and software, including communication such as e-mail and internet.	Finance Program 632 and 671 programs both draw on the same sequence of specific skill building courses which enable the student to enter the job market or transfer to a Baccalaureate program upon graduation. Those common courses include, ACCT 101, BSAD 200, BSAD 201, ECON 101, and FSMA 210.

3. Employ communication skills to read and present oral and written materials. Demonstrate mathematical skills to handle Finance Program 632/671 coursework and practical applications expected in business settings.	BSAD 200 is a mandatory course that students in both the 632 and 671 programs take to ensure competency in oral and written areas. This course requires students to demonstrate oral and written communication skills through the use of impromptu speeches, PowerPoint presentations in the classroom, for those students working online, a PowerPoint with voiceover components are employed to achieve the speaking aspect, along with multiple written assignments mirroring industry communication standard. Mandatory course work in Gen Ed math; Accounting, Finance, & Economics. Students in both 632 and 671 are required to take a Gen Ed math course, ACCT 101, ECON 101, and FSMA 210 as part of their requirements. Successful completion of all courses is required to progress in the degree programs.
4. Demonstrate some aptitude to make managerial decisions. Develop financial statements, and perform accounting functions for an organization.	Assessment is accomplished on a course by course basis using student performance as evaluation. Course which assess these components are ACCT 101, BSAD 200, ECON 101, and FSMA 210.

Major findings of this assessment: Action to be taken in addressing these assessment findings:

1. Strategic Plan: Institutionalize a standing Strategic Planning Committee to develop a strategic planning protocol and implement across both programs. Protocol to include: Mission/Vision/Core Values crafting, internal and external environmental scanning (both qualitative and quantitative data across all stakeholder groups) with comparisons to regional and state data.	The Finance Program programs are in-line with the strategic plan of the College. The 2012-13 Goals and Objectives for the Finance Program degree **Goal #3** is to begin assessment in student learning outcomes for the 632/671 program. • Convene the Finance Program/Finance Advisory Board once during the academic year. • Explore employer needs for employees via a survey distributed at the Advisory Board meeting to better understand employer need. • Review course offerings in BSAD in order to stay current to meet the needs and demands of the business world. A separate Finance Program Advisory board should be instituted for the program. A wide selection of employers should

be tapped to help shape the needs of graduates.

2.	**Assessment Plan**: Institutionalize a standing Assessment Committee to develop and implement a comprehensive assessment protocol for both programs.	The 2012-13 Goals and Objectives for the Finance Program degree **Goal #4** is to begin assessment in student learning outcomes for both 632 and 671 programs. • Creation of an assessment tool to measure student learning outcomes. • Meet and consult with faculty who teach courses for the 632/671 program to generate a comprehensive exam for students that encompasses all areas of the 632/671 program. • Launch comprehensive exam via Angel that is required of all graduating seniors. • Compile results to assess student achievement.
3.	**Data Plan**: Both programs need to clarify and acquire the types and level of data needed to support strategic planning and assessment.	• A plan to collect assessment data on current students will be instituted in 2012-2013. • Collection of graduate data is needed. Sarah Todd of Institutional Research is working on a process to survey graduates. • Surveys pertaining to the needs of employers could help to shape the curriculum needs • Institutional Research Director Sarah Todd is working to bring the campus up to new standards. Departmental Score Cards are being created to better understand the data.
4.	While the faculty is clearly committed to the success of the students through extensive **mentoring/advising** the changing nature of the delivery of the program warrants a re-examination of these programs. The program attrition rates suggest students are not getting the necessary support as they make the adjustment to SUNY Canton. Is this because of the focus on on-line delivery? Central advising with full-time advisors could be a long term solution. Central advising will help identify troubled students earlier and free up faculty to provide career advice. In addition, how do tutoring services co-exist with on-line classes? Are students really getting the necessary support?	• All faculty teaching courses delivered in the 632 and 671 degrees are highly encouraged to use the MTS – early detection/warning system to identify students who are not engaged in their courses. • All students who are 632/671 majors are assigned to a specific Business faculty member for advisement and mentoring. • The Curriculum Coordinator for 632/671 advises students who declare the major at the time they sign into the program. • The Office of Advising and First Year Programs is also available to assist students who need assistance. • Those students who take online classes are provided with recourses to assist them such as the online tutoring services which are available.
5.	No discussion of the troubling issue of faculty deployment and workload/course load.	• The issue of faculty deployment is now being carefully scrutinized by the new Interim Dean of Business & Liberal Arts and the new Chair of the Business Department. Steps are being taken collaboratively to

	cancel under-enrolled classes and reassign faculty to meet the needs of the students. • Requests for additional full-time faculty will be generated to deal with the ever increasing number of students enrolled and to allow for faculty to have normal teaching loads.
6. Repeat of programs and lack of suggestions for review – programs appear to be drifting, simply relying on what has worked in the past to move into the future.	• We must re-evaluate why we have two programs for the same degree. Students would be better served by only completing degree requirements for 671 [AS degree], allowing them the opportunity to transfer to 4-year programs upon graduation [or 3-years down the road], if they so choose to. By offering only the 671 degree students will be better prepared either to transfer to 4-year college or have better knowledge base for employment. • By eliminating the duplication of degree programs to only the Finance Program A.S. [671] degree, it would result in well-educated and better prepared graduates. Allowing for students to take courses routed in Finance Program and at the same time taking required SUNY General Education courses. Thus resulting in a stronger program delivery.
7. No substantive program, student, recruitment, attrition assessment – some data, but limited attempts at actually using that data.	• Improvement in understanding where students come from is needed. Instituting a tracking system of where students are internally transferring from [what degree were they before] would assist in collecting data for this purpose.
8. No discussion of student graduation characteristics including where they go if they transfer (who are the feeder institutions – cannot simply assume/rely on SUNY Potsdam), where they are employed if they are AAS graduates.	• No data was available from Career Services or Institutional Research. Improvement in this area is needed. • Attempts at surveying recent graduates with a mail survey yielded minimal responses. An exit survey during the graduate check sheet process could help to ascertain what our graduate's future plans are.

What has been learned that could be helpful to others as they conduct assessment of their majors:

- Information pertaining to graduates needs to be collected on a consistent basis.
- Collection of data from outside sources is needed [ie: statewide, employer needs]
- Assessment of student learning outcomes in the major needs to be instituted. Assessment through course completion is not an appropriate measure of assessment.

Chief Academic Officer: _____   **Date:** _

Section H: Conclusions

🖋 H.1. Reviewers' Comments

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

What are the major strengths of the Program?
1. Finance student learning outcomes are clearly specified. The course curriculum is carefully designed to achieve the desired outcomes. 2. Financial Literacy Center & Investment Club expose students to more of the real-world experiences and help them connect with the community members. 3. The online program is expanding and looks promising. 4. Have the strong support from the office of Advising & First Year Programs in terms of advisement.
What are the major weaknesses of the Program?
1. When it comes to the curriculum design, an intermediate accounting or financial statement analysis course will supplement a finance degree very nicely. According to a very recent analysis (2017 – 2018) of nearly 800,000 finance and accounting jobs by Burning-Glass.com, the most highly-desired skills for finance students are as follows:

In-demand finance skills
Financial analysis
Accounting
Budgeting
Forecasting
Financial reporting
Economics
Statutory accounting principles (SAP)
Financial modeling
Variance analysis
Financial planning

*More details can be found at:

https://www.rasmussen.edu/degrees/business/blog/accounting-vs-finance-which-degree-is-right-for-you/

- The above-table shows that Financial Analysis is the most-desired skill for finance students. However, a finance student will not become a strong financial analyst unless he/she is able to perform an in-depth analysis of the company's Financial Statements and understand the accounting related issues.
- Financial analysis is also highly dependent on Excel Financial Modeling skills. A financial modeling course should be very helpful.

2. The Finance Program started to offer online programs in Spring 2017. Digital learning initiative provides both opportunities and challenges. What should the faculty do to better embrace the new teaching model in terms of using the new technology to deliver the lectures, perform the authentic assessments, and make interactions with students etc.?
3. Yes however a student should have more upper level finance courses if he chooses not to take internship. Courses in Finance, Accounting and Economics are recommended if students take higher-level program electives instead of the 15-credit internship, Courses in other areas are not closely related to finance. Also, it seems that a 15-credit internship is too much. Other universities require only 3-6 credits.

Faculty should be released from the teaching loads to conduct more reseraches and do publications. The faculty should be given resources and time to do more research.They

should be given time and data resources to make the programs more effective. *Te*aching load seems to be high considering finance course demand more time and energy to prepare for the classes. The faculty should be provided with the time and resources to keep pace with the changing requirement of the program.

The major weakness is online courses for all upper level courses. The finance program has to be face to face for the students. Entire curriculum online is too much.

Retention of students are delineated properly.

Need courses that specialize in financial planning.

Institutional support for internship not clear

H.2. Discussion of Conclusions

The greatest growth in student enrollment at SUNY Canton is in online programs. The Finance Program Programs have been approved by SUNY Central as online programs in Spring 2017. The online offering of both programs will eventually increase enrollment and make the programs sustainable.

Critical Institutional Level Improvements Needed

1. Dedicated institutional Research Staff that can collect, analyze and disseminate the data needed for effective assessment.
2. Provide faculty with training in the curriculum assessment process.
3. Revision of institutional policies regarding the assessment process and expectations.
4. Provide funding for accreditation of the Business Programs with the International Accreditation Council for Finance Program (IACBE).

Critical Program Level Improvements Needed

1. Review/update program learning outcomes, course student learning outcomes, and institutional student learning outcomes.
2. Encourage greater communication between the disciplines of Accounting, Business, Economics, Finance, and Law to ensure that discipline level skills are being reinforced throughout the programs.
3. Re-examine how writing and communication skills are introduced and reinforced throughout the programs.

We have only begun the process of meaningful assessment at SUNY Canton. It is beneficial for the Finance Program Programs to undergo the accreditation process with International Accreditation Council for Finance Program (IACBE). Program level accreditation will promote recruitment efforts going forward.

H.3. Decisions Made

1. With the approval of the Business Programs as online programs, our exposure as part of the Open SUNY online consortium will be integral to the ongoing success of the programs.
2. We have approved in the Business Department the merging of both Finance Program Programs.
3. We have reduced the number of Program Learning Outcomes that will be assessed in Fall 2017 and Spring 2017 for the IACBE accreditation as follows:

   a. Program Learning Outcome 1 – Students will be able to describe the forms of ownership and the major functional areas of a business organization.
   b. Program Learning Outcome 2 – Students will be able to demonstrate professional communication by creating and formatting documents.
   c. Program Learning Outcome 3 - Students will be able to demonstrate knowledge of basic business law.
   d. Program Learning Outcome 4 - Students will be able to analyze basic financial statements of a business.
   e. Program Learning Outcome 5 – Students will be able to discuss economic principles and policies that may affect a business.

Program Learning Outcome 6 - Students will be able to discuss finance concepts and theories applied to a business.

H.4. Evaluation of Evaluating

Program review and self-assessment should be an ongoing activity. In many ways, Business programs are reviewed during the spring Advisory Board meeting. Annual successes, failures and concerns for the future are documented and discussed with the Advisory Board. The requirement of submitting a report every five years should not be confused with the ongoing nature of self-evaluation. The two person staff of the Institutional Research Office cannot possibly handle the workload necessary to collect and analyze the level and quality of data needed to complete a thorough assessment of programs' strengths and weaknesses. To improve the process of evaluating the program, the following steps must be followed:

1. <u>Month of March</u>: Distribute a final copy of the program assessment to all program faculty and solicit their feedback for improving the assessment process and program.
2. <u>Month of March</u>: Distribute a final copy of the program assessment to all reviewers and solicit their feedback.
3. <u>Month of March</u>: Distribute a summary of the program assessment to all advisory board members to solicit feedbacks on programmatic changes.
4. <u>Month of May</u>: Conduct an advisory board meeting to discuss program curriculum, enrollment, community reach and public relations efforts.
5. <u>Month of September</u>: Create a report that identifies the common data set needed to complete the existing program assessment template in Taskstream and submit to the Dean of the School of Business and Liberal Arts.

Appendix

A. **Curriculum Map - Courses and Activities Mapped to Finance Program Student Learning Outcome Set.pdf**
(Adobe Acrobat Document)