

Assessment in the Major Workspace 2017-18

Health Care Management Program

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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

Relationship to Institutional, School, and Program Mission

The institutional mission and BS Healthcare Management Program's mission share a common goal of providing high quality, career-driven, and quality applied learning for students. Students vary in skill set, age, experience, career interest, and educational pursuits. The program offers opportunities for students to explore various occupations through courses offerings, academic minors, guest speakers, internships, campus and community engagement.

The program supports all students, as does the College mission, in achieving personal and professional success, despite 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.1. Program Mission Statement

The mission of the Bachelor of Science, Healthcare Management program is to prepare students for an ever-changing healthcare sector by providing them with the theoretical and practical skills necessary to thrive in a challenging environment and attain successful careers.

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.

We Value...

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

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

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

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

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

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

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

Vision and Mission Narrative

Relationship to Institutional, School, and Program Mission

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The program supports all students, as does the College mission, in achieving personal and professional success, despite 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

BS Healthcare Management - Operational Program Goals

1. Increase student retention and graduation rates
2. Maintain current program enrollment levels
3. Obtain IACBE accreditation
4. Provide quality academic advising and support services to students enrolled in the program
5. Enage students in the online support service opportunities and/or relevant internship opportunity.
6. Faculty, teaching within the BS Healthcare Management program, will ensure the coursework align with current practices and policies, engage in appropriate scholarly and professional activities on an annual basis, and incorporate innovative instructional methodologies in the classroom and online.
7. Use relevant technological resources to promote a student-centered learning environment

A.5 Program Learning Outcomes

Health Care Management Student Learning Outcomes

Health Care Management Student Learning Outcomes

Outcome	Mapping
<p>PSLO 1: Demonstrate effective oral and written communication skills</p> <p>ISLO 1: Communication - Both</p>	<p>HSMB 101 INTRO HEALTH SERVICES MGMT Outcome Set: Course Objective #1, Course Objective #3, Course Objective #4, Course Objective #5,</p> <p>HSMB 301 PUBLIC HEALTH ISSUES Outcome Set: Course Objective #2-Context of U.S. Health Care System,</p> <p>HSMB 302 LEGAL & ETHICAL ISSUES IN HLTH Outcome Set: Course Objective #3, Course Objective #5,</p> <p>HSMB 304 U.S. HEALTH CARE SYSTEM Outcome Set: Course Objective #2-Roles of the varying facilities in Healthcare, Course Objective #3-Current system dilemmas/issues,</p> <p>Institutional Student Learning Outcomes: Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions</p>
PSLO 2: Compare and contrast	HSMB 302 LEGAL & ETHICAL ISSUES IN

theories and practices of ethics and professionalism in the healthcare setting.
ISLO 4: Social Responsibility - Ethical Reasoning

HLTH Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #5,
Institutional Student Learning Outcomes: Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation

PSLO 3: Analyze alternative management solutions in healthcare related problems and challenges
ISLO 2: Critical Thinking - Problem Solving

HSMB 101 INTRO HEALTH SERVICES
MGMT Outcome Set: Course Objective #2, Course Objective #5,
HSMB 301 PUBLIC HEALTH ISSUES
Outcome Set: Course Objective #1-Public Health; Orgins, Course Objective #3-Epidemiology, Course Objective #4-Disease Prevention and Promotion, Course Objective #5-Global Health Issues,
HSMB 302 LEGAL & ETHICAL ISSUES IN
HLTH Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #5,
Institutional Student Learning Outcomes: Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 4: Demonstrate how to apply state and federal healthcare policies
ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

HSMB 302 LEGAL & ETHICAL ISSUES IN
HLTH Outcome Set: Course Objective #1, Course Objective #2,
HSMB 304 U.S. HEALTH CARE SYSTEM
Outcome Set: Course Objective #2-Roles of the varying facilities in Healthcare,
Institutional Student Learning Outcomes: Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 5: Compare and contrast

Institutional Student Learning Outcomes:

governance, executive roles, marketing procedures, and value in managed care organizations.
ISLO 2: Critical Thinking - Critical Analysis

Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 6: Discuss how global health issues affect the U.S. healthcare system
ISLO 4: Social Responsibility - Global Learning

HSMB 301 PUBLIC HEALTH ISSUES
Outcome Set: Course Objective #1-Public Health; Origins, Course Objective #2-Context of U.S. Health Care System, Course Objective #3- Epidemiology, Course Objective #4-Disease Prevention and Promotion, Course Objective #5-Global Health Issues,
HSMB 304 U.S. HEALTH CARE SYSTEM
Outcome Set: Course Objective #1-U.S. Healthcare System/Interrelationships, Course Objective #2-Roles of the varying facilities in Healthcare, Course Objective #3-Current system dilemmas/issues, Course Objective #4- Role of the Health Service Manager,
Institutional Student Learning Outcomes:
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 7: Demonstrate an understanding of healthcare financial management
ISLO 2: Critical Thinking - Critical Analysis

HSMB 101 INTRO HEALTH SERVICES
MGMT Outcome Set: Course Objective #1,
Institutional Student Learning Outcomes:
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional

standards

PSLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed
ISLO 1: Communication - (Both Oral & Written)

Institutional Student Learning Outcomes:
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 9: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization
ISLO 2: Critical Thinking - Critical Analysis

HSMB 101 INTRO HEALTH SERVICES
MGMT Outcome Set: Course Objective #4, Course Objective #5,
Institutional Student Learning Outcomes:
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 10: Demonstrate knowledge of strategic planning and decision making in the healthcare organizations
ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

HSMB 101 INTRO HEALTH SERVICES
MGMT Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3,
HSMB 304 U.S. HEALTH CARE SYSTEM
Outcome Set: Course Objective #2-Roles of the varying facilities in Healthcare, Course Objective #4- Role of the Health Service Manager,
Institutional Student Learning Outcomes:
Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 11: Describe the role of

HSMB 101 INTRO HEALTH SERVICES

organizational and human resource management in the healthcare field
ISLO 1: Communication - (Both Oral & Written)

MGMT Outcome Set: Course Objective #1, Course Objective #2, Course Objective #3,
Institutional Student Learning Outcomes:
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions,
Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities,
Professional Competence - Demonstrate knowledge and ability to apply professional standards

PSLO 12: Demonstrate an understanding of healthcare quality and outcomes measures
ISLO 2: Critical Thinking - Inquiry and Analysis

Health Care Management Student Learning Outcomes: PSLO 12:
Demonstrate an understanding of healthcare quality and outcomes measures

Section B: Program Description

Program Description Narrative

Healthcare Management is a Bachelor of Science degree, which includes study in health, business, and management. Students will be prepared to enter private and public service jobs with theoretical and practical skills necessary for a lifelong career in an ever changing technological society.

B.1. Degree Requirements Specified

Admission Requirements:

- Students must be prepared to take Composition and the Spoken Word (ENGL 101) and Statistics (MATH 141).
- Transfer students must have a GPA of 2.0 or better.

Students who do not meet necessary prerequisites may be admitted to the College. However, completing the program may require more than four years.

B.2 Congruence Between Course Goals

The connection between course level learning objectives and program level learning objectives and institutional level learning objectives is evident in each course outline that maps course, program, and institutional learning objectives. Below is a table that shows such mapping as an example from HSMB 302 Legal and Ethical Issues in Healthcare.

Course Objective	Program SLO	Institutional SLO
1. Recognize potential legal issues during situations which commonly arise in health care organizations.	Compare and contrast theories and practices of ethics and professionalism in the healthcare setting	2.Critical thinking • Inquiry and analysis
2. Address legal problems directly or effectively define legal issues to support utilization of legal counsel.	Demonstrate how to apply state and federal healthcare practices.	5.Industry, professional, discipline-specific knowledge and skills
3. Define a personal code of medical ethics to enhance the ethical decision making process.	Demonstrate effective oral and written communication skills	1.Communication • Written
4. Analyze the commonly occurring legal and ethical situations including identification of the problem, options for solving the problem and defending his/her choice of solution.	Compare and contrast theories and practices of ethics and professionalism in the healthcare setting	2.Critical thinking • Problem solving

B.3. Congruence Curricular Goals

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

Our program ensures that students develop proficiency both in discipline-specific and intellectual capacities. In order to do this, students work through a series of SUNY's General Education Requirements (GERs) and discipline-specific courses each semester. Beginning in the third year, almost all of the courses are upper-division, discipline-specific courses. By staggering the course load in this capacity, we align with SUNY's seamless transfer endeavor while also meeting our curricular goals, which strive to ensure students demonstrate knowledge in the following specific areas:

- U.S. healthcare system and its functions
- Healthcare facility administration
- Managed care
- Healthcare finance
- Public health
- Legal and ethical issues in healthcare

- Business fields such as accounting, finance, HR, marketing, and economics
- Internship experience

Our curriculum map, included in B.2, illustrates how courses align with these curricular goals.

File Attachments:

1. **Curriculum map.pdf** (See appendix)

B.4. Balance Between Breadth/Depth

In terms of breadth, our program outcomes (included in section A.5) have dictated our breadth. Currently, we have 12 program outcomes. Since we are currently under review for accreditation, the outcomes are fixed. We hope to cut down the number of goals to a more manageable amount, but this won't compromise our breadth. Rather, it will just be a neater consolidation of outcomes. But I'm digressing.

In terms of depth, our program assessment plan requires that students are introduced to a concept, then are assessed for competency, and finally mastery. Additionally, students then apply their learned skills in an internship. As such, the depth with which our concepts are explored include a four-point tracking system. At each point, depth of exploration increases, culminating in the application component (usually covered in internship).

B.5. Methods Used Multiple Sections

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

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 checksheet and the college catalog to insure that all of the courses listed in a particular semester are being offered. The draft schedule is checked against the previous two semesters to ensure accuracy. The draft schedule is forwarded to the Business Department Director for review. If needed, the Director 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

File Attachments:

1. **Affiliate Contract 2017 Version JF.xls** (See appendix)
2017 Version- Affiliate Contractual Internship sites
2. **Internship Culminating EXP policy2014-2 revision 07-1-15.doc** (See appendix)
HSMB 408 - Internship Culminating Policy

Students have an opportunity to complete between 3 and 12 credit hours of internship. They can complete internship or some combination of internship and upper level program electives. Majority of the working professionals in the program opt out of internship and complete upper level courses instead. This alternative is suitable for those professionals who are employed full time. Students who lack healthcare field experience are encouraged to complete at least a minimum number of internship credits to gain experience and start creating networking opportunities.

B.8. Research Opportunities

Our students are online, so in the past we have not offered as many local opportunities for research. However, we have sought funding for students to come and present at the scholarly activities presentation we host here on campus.

In the meantime, our students do engage in research through their health care organizations, lobby, etc.

B.9. Departmental procedures

Departmental Procedure for Course Evaluation and Review

During the process of converting the Healthcare Management program from the Bachelor of Technology to the Bachelor of Science, several new courses were developed to ensure that students are best prepared for the recent changes in healthcare and remain competitive in the job market. Faculty

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

The Healthcare Management Program's 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 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; school 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 Healthcare Management program. All faculty teaching within the program (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 and 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 Healthcare Management 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

Student advisement is shared between the full-time faculty members.

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

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

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

Section C: Program Outcomes

C.1. Program Effective., Discipline

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

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

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

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

The SUNY GER (General Education Requirements) include mathematics, natural sciences, social sciences, American history, western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication. The Applied Psychology program requires all 10 to graduate. This has proven to be unpopular among students, and also limiting to their freedom to choose more program electives. As a result of this AIM, we are in discussions to change our requirements back to 7 of 10 GERs. Faculty and students may be required to participate in General Education tests, exercises and surveys aimed at assessing student progress and opinions regarding SUNY Canton's General Education program. Participation in academic assessment is part of a faculty member's professional obligation. The website for GER Assessment can be found here: <http://www.canton.edu/provost/assessment/ger.html>.

C.3. Program effect., Intellectual

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

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

and learning.

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

The College has identified five Institutional Student Learning Outcomes (ISLOs) with relevant sub-categories to address intellectual development. You can find our ISLOs at the following link: <http://www.canton.edu/provost/assessment/documents/ISLOs-Spring2017.pdf>

C.4. Student Activities

For our program specifically, we have a Facebook group page that sustains a high level of activity throughout the year. It serves as a support network and also a network to share information in our field.

Because our program is primarily online, we don't have as many on-campus activities as on-site programs. However, recently SUNY Canton developed RooLife, an online platform to further involve online students with the campus community.

More information on student activities at SUNY Canton can be found at the following website: http://www.canton.edu/student_activities/

C.5. Community Needs

Students serve in internships through hospitals and health systems often located in their home towns, home health, nursing homes, assisted living facilities, hospice, and more. Attached is the internship handbook with more information related to the students' eligibility for internships and the responsibilities.

File Attachments:

1. HSMB Management INTERNSHIP HANDBOOK (WORD FORMAT)2019-1.docx (See appendix)

Section D: Description of Faculty

D.1. Faculty Summary

Marela Fiacco



Dr. Fiacco is a Health Care Management Instructor at SUNY Canton and the Curriculum Coordinator for the Healthcare Management Program. She graduated from Freed-Hardeman University in Tennessee with a Bachelor of Business Administration and then, attended Middle Tennessee State University, graduating with a Master's in Business Administration. She earned her Ph.D. in Business, with a concentration in Healthcare Administration.

Teaching in program since Spring 2014.

Jennie Flanagan



Ms. Flanagan is a Health Care Management Lecturer at SUNY Canton, as well as the HSMB Internship Coordinator. Jennie started out at SUNY Canton in 1990 studying Hotel and Restaurant Management. She returned soon after to pursue an Associate's Degree in Nursing which she received, along with the Virginia McAllister Nursing Award, in 1993. In 2006, Jennie received her Bachelor's Degree in Health Care Management, and her Master's Degree in Health Care Administration from Seton Hall University in 2011. Jennie continues to work in the healthcare field in various management/leadership positions throughout St. Lawrence County.

Teaching in the program since 2012; Internship and Minor HSMB Coordinator; Courses taught: HSMB 301-Public Health Issues, HSMB 305- Managed Care, HSMB 310- Quality and Patient Safety, HSMB 308- Internship Orientation, HSMB 408- Internship, HSMB 200- Medical Terminology and Coding Classification, BSAD 200- Business Communication and HLTH 200- Medical Terminology.

Stephanie Petkovsek



Ms. Petkovsek was born and raised in Middleville, NY and graduated from Syracuse University with a degree in history and a minor in French. She then received my master's degree in history from SUNY Buffalo and completed her French major. Stephanie has lived and studied in France and Quebec and loves to travel, taking students on trips to Europe and Quebec and most recently Costa Rica, Panama, Slovenia, Croatia, France and Spain. Stephanie teaches Early American History, Modern US History, Modern European History and African American History. She is also a board member for Cinema 10, a local non-profit that screens independent, foreign and documentary films each semester.

Advisor in the HSMB Program since 2015.

Vicki Perrine

Ms. Perrine is an adjunct instructor at SUNY Canton. She has worked in the healthcare field for 33 years. She is currently the Chief Operating Officer for a 130 bed healthcare facility in New York State. Vicki is a Registered Nurse who holds a Masters in Business Administration (MBA), with a Healthcare Concentration, a Masters in Healthcare Administration (MHA), and a Bachelor's of Science in Nursing (BSN). Ms. Perrine is a New York State licensed Nursing Home Administrator (LNHA), is a Fellow in the Advisory Board Company (FABC) and is a Fellow in the American College of Health Care Executives (FACHE). She has held a variety of titles in her career – Co-Chief Executive Officer, Vice President for Patient Care Services, Vice President for Clinical Services and Director of Mental Health Services. She also is an Executive and Behavioral Health Consultant for healthcare facilities in New York State and California. She is active member of the Health Care Association of New York States Chief Operating Officers forum, member and past Chair of the St. Lawrence County Community Services Board and Mental Health Subcommittee, and a member of the Health Care Association of New York States Behavioral Health task force.

Teaching in the program since 2014; Courses taught: HSMB 306 -Healthcare Finance, HSMB 309 Nursing Home Administration, HSMB 307- Healthcare Facility Administration, and HSMB 304- US Healthcare System.

Patricia Outhouse

Ms. Outhouse is an adjunct instructor at SUNY Canton. She has worked in the health care field for 45 years and is licensed as a Nursing Home Administrator in New York State. Her healthcare career has included positions of leadership in the hospital, long term care, home care-hospice arenas. Ms. Outhouse has taught courses on the college level for the past 18 years. Her areas of instruction have included health care policy, social policy, health care management and the study of US health care systems. She earned both a Bachelors in Community and Human Services, with a concentration in geriatric social work services and a Masters in Social Policy, with a concentration in Health Care Administration, from SUNY Empire State College. Ms. Outhouse is an active member of the New York State Association of Long Term Care Administrators and is a past board member of the Hospice and Palliative Care Association of New York State.

Teaching in the program since 2016; courses taught: HSMB 301- Public Health Issues

William Myers

A.A.S., B.S., M.S., Ph.D.
Business, Assistant Professor

- A.A.S., SUNY Canton
- B.S., Robert's Wesleyan College
- M.S., Rochester Institute of Technology
- Ph.D., Prescott College

Dr. Myers teaches in the Management program; however, he has extensive healthcare experience. He teaches Legal and Ethical Issues in Healthcare.

D.2. Hiring Procedures

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 recruits 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

File Attachments:

1. **Quick_Guide_for_New_Faculty.pdf** (See appendix)
2. **SBLA_FPD_Guidelines_Application.docx** (See appendix)

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 full-time 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 three years is provided below:

Summer

Summer 15-\$38,032

Summer 14-\$34,592

Summer 13-\$28,913

Winter

Winter 15-\$26,533

Winter 14-\$23,874

Winter 13-\$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 full-time 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.

Online Training

Interactive and online training opportunities are available to college faculty and staff on a variety of topics.

- **AREAS FOR IMPROVEMENT**

1. Training for faculty in instructional design and new technology that can be used online or in the class; virtual courses should be developed for those faculty who are not on campus or would like to participate in an online training forum.
2. In depth training on the assessment process and use of the Taskstream system is greatly needed. In Fall 2015 SUNY Canton's administration mandated the use of the new Taskstream system. Although a comprehensive tool is needed to coordinate all assessment activities, many faculty remained untrained on how to best utilize the system.

D.4. Teaching Loads

The teaching load is 4/4. Most HSMB courses are 3-credit hours. All courses with the exception of HSMB 101 Intro to Healthcare Management course are offered online. HSMB 101 is offered as a flex class. The enrollment cap is 30 with the exception of the writing intensive courses; the cap for those is 25. We only have two full time faculty members teaching in the program and four adjuncts. We rely heavily on adjuncts who often teach three courses or three sections of one course per semester. We also offer HSMB course in the winter and summer terms.

In fall 2018, the College approved the hire of a full-time tenure-track faculty. We failed the search and are currently in the process of searching again. We are understaffed and are in dire need of another full time faculty member. The enrollments grew from 119 students in spring of 2014 to 265 in spring of 2019 without additional staffing.

D.5. Faculty Innovation in Teaching

Faculty in the Healthcare Management program constantly look for ways to innovate and provide real world examples to students. Majority of the faculty in the program are working professionals who bring the most current issues and challenges into the classroom. Aside from online delivery, we offered Intro to Healthcare Management class in a flex class delivery format to create a greater connection with students and provide students with the flexibility to attend either in class or online with the access to live streaming and access to the videos post class time. The faculty also have been developing upper level program electives that pertain to the current healthcare environment so that students are better prepared for the ever changing healthcare careers and industry demands. Faculty use the assessment rubrics that are regularly updated in all of the courses. AACU rubrics are used for the assessment along with the grading rubrics that provide students with detailed feedback. Both assignment and discussion board rubrics are used.

D.6. Evaluating Teaching Effectiveness.

D.2.e Evaluation of Teaching Effectiveness

Every fall, faculty are required to complete a Faculty Information Form. This form highlights the previous academic year accomplishments, achievements, outcomes, and future short-and-long term goals of the faculty

member. Areas are divided into the following sections:

- Teaching Effectiveness
- Mastery of Subject Matter
- University Service
- Continuing Professional Growth
- Future Goals and Plans

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

D.7. Scholarly Ability

The scholarly pursuits of the faculty at SUNY Canton do not mirror that of the faculty at research institutions. Again, there is only one full time faculty member on tenure track in the Healthcare Management program, while the rest of the faculty hold the rank of a lecturer or an adjunct. Therefore, the expectations are different. Our adjunct faculty are not required to engage in scholarly activities. Although, based on the rank matrix, the lecturer is not required to engage in the scholarly activities, she often attends professional conferences and presentations, and engages in professional development. Faculty members also acts as online course developers/reviewers and attend and present at various professional conferences. Attached are the CVs of the full time Assistant Professor, Lecturer, and the full time Assistant Professor who teaches in the Business program, but is also teaching HSMB courses.

Below is the example of scholarly activities:

Conferences and Workshops:

Conversations in the Disciplines: Best Use of Technologies in Healthcare
Education and Practice Conference, Upstate Medical University
Associated Colleges Teaching Effectiveness Workshops
Pedagogical Enhancement Workshops
SUNY Summit
Conference on Instructional Technology

Research and Presentations:

"Engaging Students through Flex Classes", SUNY Student Success Summit
"A Correlational Study of Patient Satisfaction with Patient Health Portals On Rural Hospitals' Websites", Academy of Business Research
"Reducing Student Isolation: Developing a Campus Life Model to Improve Retention Rates of Students in Online Degree Programs", SUNY Conference on Instruction Technology
"A Correlational Study of Patient Satisfaction Effected by E-Health Tools on Rural Teaching Circles, "Panopto Lecture Capture Technology", SUNY Canton
Hospitals' Websites" at Academy of Business Research
"U.S. – Russia Joint/Dual Degree", Eurasia Program Center for Civic Engagement, Bard College
Round Table II: Curriculums Degree requirements, curricular development, merging vs. importation of curricula, course development, Bard College
"Crossing Global Boundaries", SUNY Conference on Instruction Technology

File Attachments:

1. **FiaccoM CV Fall18.pdf** (See appendix)
2. **J. Flanagan CV.pdf** (See appendix)
3. **Myers_William_CV_2018.pdf** (See appendix)

D.8. Faculty Service

The level of commitment and involvement of SUNY Canton faculty in campus and community affairs/events is extraordinary. Over the past 12 months, Healthcare Management program full-time faculty have served the campus in the following capacities; th table is not all inclusive but representative:

Dr. Marela Fiacco (full time Assistant Professor)	Business Department Director Curriculum Coordinator Online Learning Review Committee (Governance) Enrollment Management Working Group Golden Key Honors Society Primary Advisor Learning Spaces Technician Search Committee Faculty Search Committee Scholarship Committee
Jennie Flanagan (full time Lecturer)	OER Taskforce Bridges to Wellness Committee member Alumni Association Board Member SBLA student retention taskforce Roo Booster member
Dr. William Myers (faculty shared between HCM and Business)	Faculty Affairs Committee member (Governance) Campus Safety Committee Sustainability Taskforce
Dr. Anthony Signorelli (faculty shared between HCM and Business)	Appointment and Promotions Committee member

D.9. Relation of Prog. to Community

See. C.5 for details on our program's relationship to the community.

It is worth noting that lack of staffing and the level of time commitment required of faculty for university service and regular teaching responsibilities make it difficult for instructors to find the time or resources to develop or participate in endeavors that would benefit the community and the campus. Despite the limited time the faculty have been involved in the following:

- Women Supporting Women Community membership
- Women's Leadership Initiative
- Bridges to Wellness Committee
- Sustainability Committee
- Climate Smart Planning Committee

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. Most importantly the lecturer teaching in the program is employed full time as a Compliance Officer at the local hospital; one of the adjuncts is a Chief Operating officer at the local hospital; the second adjunct teaching Public health is the retired Public Health Director.

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

This item is already discussed in section D.6 entitled Effectiveness in Teaching. However, to add to that, HCM program faculty participate in several professional development opportunities that include webinars, workshops, seminars and conferences:

- Associated Colleges Teaching Effectiveness Conferences
- Conferences in their respective fields
- Conference on Teaching Instruction
- SUNY Summit
- Teaching Circles
- Assessment Workshops
- SUNY Compliance Training (required)
- College Coursework
- Membership in Professional Organizations
- Subscriptions to Professional Journals

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

Enrollment Trends	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Full-Time	171	130	97	83	68	59
First-Time, Full-Time	5	1	3	4	1	2
External Transfer	44	32	22	7	5	6
Continuing	122	97	72	72	62	51
Part-Time	60	48	36	13	16	16
Total	231	178	133	96	84	75

Demographic Information	Fall 2018 - Program		Fall 2017 - Program		Fall 2016 - Program	
	N	%	N	%	N	%
% Female	235	86%	201	87%	157	88%
Age						
Under 18	1	0%	0	0%	0	0%
18-21	42	15%	34	15%	39	22%
22-25	50	18%	55	24%	50	28%
26-40	127	47%	104	45%	64	36%
41+	52	19%	38	16%	25	14%
Residency						
St. Lawrence County	60	22%	54	23%	38	21%
North Country (besides St. Lawrence County)	24	9%	20	9%	14	8%
New York City	40	15%	44	19%	45	25%
Other New York	143	53%	112	48%	76	43%
Outside New York	5	2%	1	0%	5	3%
Economically Disadvantaged	175	64%	150	65%	114	64%
First-Generation College Student	133	49%	118	51%	95	53%
Single Parent	50	18%	41	18%	23	13%
Limited English Proficiency	37	14%	31	13%	24	13%
Total	272		231		178	

E.2. Credit Hours Taught

There are 125-127 credit hours required for graduation. Of those, 46 credit hours are program specific healthcare management courses. It is worth noting that 60 credit hours are in the area of liberal arts and sciences per Department of Education requirement for the Bachelor of Science degree to be awarded. Additionally, 37 credit hours are in the area of business, accounting, finance, economics, and social sciences. In the academic year 2017-18, the faculty taught a total of 122 credit hours: 49 in spring and fall respectively, 18 credit hours in the summer, and 6 in the winter.

E.3. Diversity of Students

Demographic Information	Fall 2018 - University		Fall 2018 - Program	
	N	%	N	%
Race/Ethnicity				
African American/Black	462	15%	35	13%
American Indian/Alaska Native	37	1%	4	1%
Asian	46	1%	10	4%
Hispanic	350	11%	35	13%
Multiracial	75	2%	6	2%
Native Hawaiian/Pacific Islander	1	0%	0	0%
White	2041	65%	179	66%
NRA	43	1%	0	0%
Unknown/Unreported	72	2%	3	1%

For Fall 2018, the diversity of the students in the program closely matched that of SUNY Canton. SUNY Canton has a much higher rate of racial and ethnic diversity compared to St. Lawrence County. U.S. Census Bureau estimates for 2018 indicate that 92% of the St. Lawrence County population is White, Non-Hispanic, compared to 65% for SUNY Canton. SUNY Canton more closely matches with the demographics of New York State, with the Census Bureau estimating 55% of the state population is White, Non-Hispanic, 18% Black/African American, and 19% Hispanic. The only area of large divergence between SUNY Canton and New York state is that we enroll a small percentage of Asian students compared to the New York state population (9% in New York for 2018).

E.4. Retention Rates

Retention Rates (Fall to Fall)	17-18	16-17	15-16	14-15	13-14
First time, full time students					
In Program	80%	100%	33%	75%	100%
At University	80%	100%	100%	75%	100%
Cohort Size	5	1	3	4	1
All full time students					
In Program	81%	76%	73%	82%	78%
At University	85%	79%	81%	88%	87%
Cohort Size	171	130	97	83	68

For the Health Care Management program, it isn't as useful to evaluate the retention rates of just first-time, full-time freshmen as this program appeals to internal and external transfer students more than first-time freshmen. For Fall 2017, only 5 first-time, full-time freshmen were enrolled in the program. As such, the program is more focused on the persistence rates for all full-time freshmen in the program. For the Fall 2017 cohort of full-time students enrolled in the program, 85% returned to SUNY Canton for Fall 2018. This is compared to 78% for SUNY Canton overall. When looking at students returning to the Health Care Management program rather than to SUNY Canton, the Health Care Management program had a persistence rate of 81%, compared to 62% for SUNY Canton overall.

E.5. Other Student Characteristics

Course Enrollment by Campus	Fall 2018		Fall 2017		Fall 2016	
	N	%	N	%	N	%
Entirely Face to Face	1	0%	6	3%	5	3%
Entirely Online	241	89%	200	87%	138	78%
Mix of Face to Face and Online	30	11%	25	11%	35	20%
Total	272		231		178	

The Health Care Management program, as a fully online program, has a very high percentage (89%) of students taking all of their courses entirely online.

Demographic Information	Fall 2018 - University		Fall 2018 - Program	
Age				
Under 18	71	2%	1	0%
18-21	1804	58%	42	15%
22-25	524	17%	50	18%
26-40	545	17%	127	47%
41+	183	6%	52	19%

This program enrolls a much higher percentage of non-traditional students compared to SUNY Canton (68% for HCM and 23% for SUNY Canton). The fully online format of the program is highly attractive to working professionals in the health care industry, and explains why the average age of a student in the program is 31 compared to 23 for SUNY Canton overall. In addition, the Health Care Management program has a larger population of single parents compared to SUNY Canton (18% of Health Care Management students compared to 6% of SUNY Canton students.) Again, the fully online format of the program provides the flexibility to working professionals with families to allow them to pursue their education while juggling their other responsibilities.

E.6. Annual Graduates

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Number of Graduates from Program	41	29	18	18	15

The total number of graduates from the program is expected to continue to increase as the program has grown by 183% over the last five years.

E.7. Program Completion Rates

This program currently does not have meaningful graduation rates for first-time freshmen, as the 2012 cohort only had 2 full-time, first-time freshmen enrolled in the program. Even when adding transfer students to the cohort, the program size of new students was very small in 2012 (2 freshmen, 6 transfers.) It wasn't until Fall 2015 that the program had significant new student enrollment. Looking at the 201 cohort of transfer students, 9 (38%) have completed their Health Care Management degree and 7 (29%) are still enrolled at SUNY Canton. 8 students left the program without completing the degree, and 2 of those students are looking to re-enroll for the Spring semester.

E.8. Graduate Characteristics

	2017- 2018	2016- 2017	2015- 2016	2014- 2015	2013- 2014
Graduate Characteristics					
Number of Graduates from Program	41	29	18	18	15
Average Time to Degree (years)	4.7	3.9	5.1	5.7	4.6
Mean Cumulative GPA	3.27	3.24	3.01	3.18	3.25

E.9. Recruitment Strategies

There are several recruiting strategies employed that have proven to be successful in sustained enrollment. The Curriculum Coordinator (CC) and the faculty regularly attend Open House presentations and Admitted Students' Days. Also, the CC works closely with the Admissions office, specifically with the Enrollment Management Transfer student subcommittee, to streamline processes for the transfer students and look at the ways to attract transfer students into the program. The CC also communicates with prospective students in a timely manner when students reach out for the information and/or transcript evaluations. It is worth noting that in the last 4 years, the CC evaluated over 200 transfer transcripts. Many of the students whose transcripts get evaluated end up applying into the program. The growth of the program is also attributed to the word of mouth among students who work in the field. There are also over 30 articulation agreements with the SUNY Community Colleges that are utilized by the community college transfer coordinators. Also, the CC works closely with the College's PR department to strategically promote the program. Majority of the advertising is done in the major cities (NYC area, Central Region, and Western NY). Lastly, it is important to note that PROMPT communication and response is crucial in attracting students into the program. Future recruiting strategies to consider are attendance at the community college transfer fairs and internal transfer fair.

E.10. Program Minimum Requirements

PROGRAM REQUIREMENTS (Curriculum 0253)

- All students will complete a minimum of 120 credits, maintaining a GPA of 2.0.
- In order to advance to junior level status all graduates will complete 60 credits, maintaining a GPA of 2.0.
- Course work from Certificate and Associate degree programs with a minimum grade of C may be accepted to permit advanced standing.
- In order to maintain junior and senior level status and to advance to the final semester, all students must maintain a GPA of 2.0.
- In order to advance to the final semester and begin an internship, all students must obtain a passing grade in Health Services Management Internship Orientation (HSMB 308).
- In order to graduate, all students must successfully complete an Internship (HSMB 408) and/or an Internship Alternative and Senior Seminar (HSMB 410).

E.11. Acceptance Ratio

Admissions Data:	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014
First-Time Freshmen					
Applications	34	35	17	19	25
Acceptances (to program)	16	15	4	7	6
Enroll (to program)	5	5	0	2	2
Accept Rate	47%	43%	24%	37%	24%
Yield Rate	31%	33%	0%	29%	33%
External Transfers					
Applications	88	99	73	59	19
Acceptances (to program)	78	87	69	55	16
Enroll (to program)	53	55	46	31	6
Accept Rate	89%	88%	95%	93%	84%
Yield Rate	68%	63%	67%	56%	38%

The acceptance rate for freshmen in the Health Care Management program is lower than that of SUNY Canton (47% for HCM, 78% for SUNY Canton). This rate is based on few students, though, as transfers make up a much larger percentage of the new students to the program. For transfer students, the accept rate to the program is very similar to that of SUNY Canton (89% of HCM, 87% for SUNY Canton), but the yield rate of the program (68%) is higher than that of SUNY Canton transfers overall (56%).

E.12. Enrollment Patterns

File Attachments:

1. [National_Student_Clearinghouse_CurrentTermEnrollment-Fall2015.pdf](#) (See appendix)

October 2017	University	Program						
		Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Enrollment Trends								
Full-Time	2657	171	130	97	83	68	59	61
First-Time, Full-Time	690	5	1	3	4	1	2	0
External Transfer	259	44	32	22	7	5	6	3
Continuing	1708	122	97	72	72	62	51	58
Part-Time	410	60	48	36	13	16	16	8
Total	3067	231	178	133	96	84	75	69
Undeclared with Concentration	254	10	10	5	4	4	10	5

the spring of 2014, the enrollments have increased due to transfer student transcript evaluations, newly added articulation agreements, a word of mouth among transfer students, and greater promotional reach and efforts. Increased or maintained program enrollment will most likely be attributed to online and transfer students over the next few years.

The BS Healthcare Management Program is marketed on Open SUNY. This affiliation provides a greater exposure to a much wider audience. According to the report entitled *Term Enrollment Estimates for Fall 2015* (National Student Clearinghouse, 2015), there has been a 1.7% decline in post-secondary enrollments, nationally in Fall 2015. Based on the Department of Labor projections healthcare field will experience an increase of 20% by 2020. The program has experienced a tremendous growth (from 61 students in fall of 2011 to 231 students in fall of 2017). Since the new leadership and faculty were appointed in

E.13. Student Needs

A. Primary Goal: A.) Employment Upon Graduation and/or B.) Career Advancement

The relevant demographics provide a context for the discussion of our students' needs. The primary goal for all of our students is to find relevant employment upon graduation. Approximately 85% of the Healthcare Management students are transfer students who work in some type of healthcare field. Majority of those students look to advance in their careers and positions. Some seek advanced management positions within the same organization. Majority of the students are residents of New York City (25%) and outside of the North Country (Syracuse, Albany, and Buffalo regions) (43%). Employability of those students outside of the North Country region is more favorable than that of the students in living in St. Lawrence county. Having said that, many local students have gained employment that resulted out of the internships that we offer in the last semester. We have been successful in establishing relationships with employers based on the practicum that is generally done locally and across New York State. This helps students from St. Lawrence County and other counties to connect to future employers.

B. Need: Preparation for College Life

As a result of the number of students who come from poor townships and who are first generation college students, we do have a significant proportion of students who are underprepared for college. About 535 of our students are first generation college students and about 64% of students are economically disadvantaged. This is an issue for the college as a whole. Approximately ten years ago, SUNY Canton introduced an improved First Year Experience (FYEP 101) course that met once a week to assist students in acclimating to college life, campus services and resources, tips on note taking, studying, time management, prioritizing, independence, and taking responsibility.

Institutional data has been collected about how FYEPs contribute to student retention.

C. Need: Nontraditional Students

Our faculty continuously consider the needs of our nontraditional students. The entire Healthcare Management program can be completed online, and we also offer courses in a flex format to create greater connection and flexibility for the commuter and on campus students as well as our online students. Program specific courses are all available in an online format. Liberal arts and general education requirements are offered online and in class; these offerings accommodate both on campus and online students.

D. Need: Connection to Campus

Because our faculty advise the students in our program, we are able to build strong relationships with our students. Regardless of whether students are true first years, or nontraditional students, we establish a connection and build a personal relationship so that students feel like they have people in their corner. Our students are residential, commuters, transfers, partially online, non-matriculated, and other statuses in between. We have continually worked to ensure that all students have someone to mentor them regardless of their individual needs. Faculty advisors go above and beyond to address students' needs and questions related to job placements, internship opportunities, and graduate school applications.

E. Need: Transfer Students

The Curriculum Coordinator works closely with the Provosts' office to ensure that appropriate articulation agreements are in place. We are strong believers in the "seamless transfer" model, and want our students to gain as many program credits as possible to be successful and graduate within 4 years.

E.14. Special Student Services

The Organizational Chart for Student Affairs can be found at the following link: http://www.canton.edu/student_affairs/pdf/OrgChart-SA.pdf

Many of the services for our special student populations fall under this arm of the campus administration, including:

Personal Counseling Services

Davis Health Center

Diversity Affairs

New Student Orientation

Campus Life Coordinator

Among others (see attached)

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

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

Special Student Services

All school services, activities and programs of study are available to nontraditional students, or students who delayed college entry. Increased online course offerings and online tutoring greatly convenience the nontraditional commuter student. The college offers various housing options including a floor for age 21 and older students. Many nontraditional students use the Commuter Lounge, which is a center for meeting, finding transportation and studying. Computers are available in the Lounge.

International students are welcomed at SUNY Canton and are growing in numbers. Through various clubs and activities international students have an opportunity to

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

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

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

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

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

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

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

E.15. Academic Placement Procedures

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

For more information, visit our web site: http://www.canton.edu/admissions/assessment_testing.html

Additionally, information regarding our degree prerequisites can be found at the following link: <http://www.canton.edu/academics/prerequisites.html>

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.

E.17. Diverse Learning Styles

All Health Care Management courses are taught in a multi-modal format to engage students. It is required that students read the text and take their own notes in addition to notes provided by faculty, thus supplementing the read/write learner. Visual and auditory learners are supplemented with online video and auditory streaming. Online courses are evaluated using a course review rubric, which accounts for diverse learning in the following category:

IV.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software - are consistent in organization, and level of detail throughout. (1 pt.)

Online courses often use multiple types of instructional materials, each of which may be organized differently: a textbook divided into chapters, video segments ordered by topic, the course website organized in lessons, and a tutorial CD-ROM with functional units such as "quizzes", "images", and "Internet Links." Are such diversely formatted course materials integrated to the point where they are useful to the uninitiated student?

E.18. Orientation Activities

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

Currently there is no specific orientation activity designed to introduce students to the program, outside of what the college offers.

E.19. Attrition Patterns

Our faculty share the burden of helping to retain students. We all participate in Admitted Student Days and Open Houses.

Otherwise, faculty sit on various governance committees with retention in mind, and we work as a group to continually meet our students' needs. Attached is the most recent report of those students who are either denied access to the Healthcare Management program or have chosen different institutions. As evident a small number of students choose programs other than SUNY Canton's Healthcare Management program.

File Attachments:

1. Health Care Management Summary - Did Not Enroll Fall 2017.pdf (See appendix)

E.20. Support Services

Tutoring and Learning Labs

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

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

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

Southworth Library Learning Commons

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

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

IT Services

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

Advising

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

Student and Academic Affairs

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

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

The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.

The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.

Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.

The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.

E.21. General Student Life

Socioemotional Health

Health Care and Counseling

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

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

Behavioral Intervention Team

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

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

VP for Student Affairs/Dean of Students: Chair of Behavioral Intervention Team

Chief of University Police/ Deputy Chief of Police

Director of Student Conduct

Director of Counseling

Director of Health Services

Director of Residence Life

Director of Diversity Affairs

Provost / Chief Academic Officer

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

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

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

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

Online reporting form on the BIT webpage

Report/referral from a BIT member

Resident Assistant incident report

University Police referral

Report/referral from any campus or community member

Step 1. Assessment Process

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

Step 2. Information Gathering

Once an Incident Report has been received by the BIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.

In general, the BIT will gather preliminary information regarding the concern, and then a team member may interview the referred person as part of the initial assessment process. The interview will provide the opportunity for the individual to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:

Interviews with all available parties with information about the situation

Interviews with the person alleged to have displayed inappropriate/concerning behavior

Assessment by a mental health professional

Interview with any identified potential targets of inappropriate/concerning behavior

Contacting a student's parents or family members if threat to self or others is apparent

Review of a student's academic and disciplinary history

Legal/criminal background check

Step 3. Levels of Risk and Meeting

Based on all data gathered, the BIT will determine the level of risk that the behavior/situation poses to the individual and to others.

Once the situation has been assessed and the levels of risk have been determined, a Case Manager will be assigned and will meet with persons involved.

Career Services

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

Advising and Student Affairs

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

Financial Needs of Students

Student Service Center

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

TRiO Student Support Services Program

The TRiO Student Support Services (SSS) Program is federally funded and provides enhanced academic assistance to 200 students or more who meet federal guidelines. The goal of the program is to help students successfully complete their post-secondary education. TRiO provides a variety of support services each year, including access to

online textbooks, net book loans and tutorial assistance in Math, Science and computer-based courses. Students in the program are required to take a 1-credit hour Freshman Seminar course designed to help with transition into college.

E.22. Satisfaction with Services

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

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

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

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

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

The most recent survey from 2015 is attached.

File Attachments:

1. **F.3 Student_Opinion_Survey_2015_Summary (2).pdf** (See appendix)

E.23. General Campus Environment

The office of Institutional Effectiveness administers the Student Opinion Survey, National Survey for Student Engagement (NSSE) and the HERI Faculty Survey. Results for these surveys can be found on the Academic 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.

E.24. Student Affairs

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

The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.

The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.

Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.

The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.

Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.

Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

Section F: Data from Assessment

F.1. Description Learning Outcomes

Our Institutional Student Learning Outcomes (ISLOs) can be found at the following link: <http://www.canton.edu/provost/assessment/documents/ISLOs-Spring2017.pdf>

Our Program Student Learning Outcomes (PSLOs) and their corresponding ISLOs are below:

PSLO 1: Demonstrate effective oral and written communication skills.

ISLO 1: Communication - Both

PSLO 2: Compare and contrast theories and practices of ethics and professionalism in the healthcare setting.

ISLO 4: Social Responsibility - Ethical Reasoning

PSLO 3: Analyze alternative management solutions in healthcare related problems and challenges.

ISLO 2: Critical Thinking - Problem Solving

PSLO 4: Demonstrate how to apply state and federal healthcare policies.

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

PSLO 5: Compare and contrast governance, executive roles, marketing procedures, and value in managed care organizations.

ISLO 2: Critical Thinking - Critical Analysis

PSLO 6: Discuss how global health issues affect the U.S. healthcare system.

ISLO 4: Social Responsibility - Global Learning

PSLO 7: Demonstrate an understanding of healthcare financial management.

ISLO 2: Critical Thinking - Critical Analysis

PSLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.

ISLO 1: Communication - (Both Oral & Written)

PSLO 9: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization.

ISLO 2: Critical Thinking - Critical Analysis

PSLO 10: Demonstrate knowledge of strategic planning and decision making in the healthcare organizations.

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

PSLO 11: Describe the role of organizational and human resource management in the healthcare field.

ISLO 1: Communication - (Both Oral & Written)

PSLO 12: Demonstrate an understanding of healthcare quality and outcomes measures.

ISLO 2: Critical Thinking - Inquiry and Analysis

F.2. Programmatic Assessment

In this section, you'll find several attachments that will guide you through our programmatic assessment process.

First, you'll see our program assessment map. Our assessment map includes both our program student learning outcomes (PSLOs) and our PSLO alignment to our institutional student learning outcomes (ISLO).

Below the PSLOs, our courses are listed on the left-hand side.

Courses assessed for each PSLO are identified with either a "C" or an "M." C denotes a competency point. M denotes a mastery point. We then assess our program goals on a three-year cycle.

The program outcomes assessed are determined by their alignment to the ISLOs (reflected in the assessment map). Our institutional cycle is linked below:

http://www.canton.edu/provost/assessment/documents/Full_Assessment_Cycle.pdf

We enter our findings on Taskstream, and then the data is aggregated and shared at a Deans' Symposia at the end of each calendar year. (Symposia Slides Attached).

File Attachments:

1. Health Care Management Assessment Map.pdf (See appendix)

F.3. Student Satisfaction Data

SUNY Canton administered the ACT Student Opinion survey in Spring 2018. Compared to the 2015 administration of the survey, SUNY Canton saw great improvements in student satisfaction with college services, facilities, their educational experiences. One of the few indicators on the survey where SUNY Canton underperformed was students reporting that they collaborate with other students. This is consistent with prior survey findings (from the 2015 administration of the Student Opinion Survey and the 2017 administration of the National Survey of Student Engagement) that found that students are reporting they are not working with other students as frequently as their SUNY technology school and other SUNY peers. For that item, there was a difference between Health Care Management students with respect to how frequently they participated in these types of learning activities.

"How frequently have you ... collaborated with other students on class assignments?"	Mean	Number of respondents
Health Care Management students	3.32	50
Non-Health Care Management students	2.28	472

Scale: 1 - Very frequently, 2 - Frequently, 3 - Sometimes, 4 - Rarely, 5 - Never

This is a pretty significant difference between Health Care Management students and students at SUNY Canton in other majors. The fully online format, coupled with the higher percentage of older students, may play a role in these findings.

F.4. Graduate Survey Results

File Attachments:

- 1. Health Care Management 2013.pdf** (See appendix)
- 2. Health Care Management 2014 Summary.pdf** (See appendix)
- 3. Health Care Management 2015 Summary.pdf** (See appendix)
- 4. Health Care Management 2016 Summary.pdf** (See appendix)
- 5. Health Care Management 2017 Summary.pdf** (See appendix)
- 6. Health Care Management Program Evaluation F17.docx** (See appendix)
- 7. Health Care Management Program Evaluation S17 - Summary.docx** (See appendix)
- 8. Health Care Management Survey - Spring 2018.docx** (See appendix)
- 9. Health Care Management_Summary2012.pdf** (See appendix)

The attached are graduate survey summaries for the following years: 2012, '13, '14, '15, '16, and '17. Although the response rate seems low for the past years (in 2016 the response rate was 22% and in 2015 the response rate was 39%), we are making efforts to contact the students personally and ask them to complete the survey (so, in 2017 the response rate was 48% which was a result of the individual calls and e-mails by the faculty). For the total number of student responses, percentage employed in the field, percentage employed elsewhere, percentage seeking employment, and percentage continuing education please refer to the individual graduate survey summary. It is also worth noting that starting in the spring of 2017, we started administering surveys in HSMB 410 Senior Seminar class due to low response rate on the graduate surveys. Essentially, the students are asked the same questions related to the program learning outcomes, quality of advising, and overall quality of education. Please see attached surveys for more information

F.5. Alumni and Employer Surveys

Although we have not conducted any employer and alumni surveys in the past, we are going to start conducting them starting in the spring 2019.

Section G: Use of Assessment

G.1. Dissemination of Results

The Curriculum Coordinator will gather completed evaluations, and create a summary report highlighting the identified strengths and weaknesses of the review. The Program Review, evaluations, and summary will be shared with the Health Care Management Faculty, Department of Business Director, Dean, Provost, and President. This report will be delivered within a month of the completion of the evaluation process.

The summary report will also be disseminated to our Advisory Board members. As meetings are generally in April or May, this report may be delivered almost a year after it has been completed.

G.2. Planning Process

We are anticipating strong feedback from our reviewers, which will inform our plan to implement any changes necessary. This section cannot be completed until that point.

G.3. Most Recent Evaluation

The program underwent a change in leadership in 2014. This AIM report-while encompassing time that pre-dates this shift-is the first meaningful program assessment we have had since the program's inception.

Section H: Conclusions

H.1. Reviewers' Comments

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

File Attachments:

1. **Program Reviewer Rubric C. Smith Sp19.docx** (See appendix)
2. **Program Reviewer Rubric T. Amo Sp19.docx** (See appendix)

H.2. Discussion of Conclusions

The greatest growth in student enrollment at SUNY Canton is in online programs. The BS in Healthcare Management is one, if not the most successful of those offered by the college. It is certainly the largest program in the academic year 2018-19. The sustained growth of this program, in particular, will depend on the college's commitment to fund online initiatives, and support online students and endeavors critical to the program's sustainability.

CRITICAL IMPROVEMENTS NEEDED

1. Fill faculty vacancies (search will be underway to hire the additional tenure-track healthcare management faculty)
2. Obtain IACBE accreditation
3. Review/update program course outlines, course-level learning objectives, and applicable institutional learning objectives based on the industry needs
4. Review/update direct and indirect learning measures for all course learning outcomes
5. Add new program electives based on the relevancy to the field.
6. Include online learning orientation to the introductory level course to familiarize students with the online course delivery including the assessments and expectations.
7. Develop strategic relationships with employers/organizations in the local, regional, state, and national level to promote greater student participation in service learning and internship programs.
8. Encourage greater communication between the disciplines of Accounting, Business Administration, Economics, Finance, and Management to ensure that discipline level skills are being reinforced throughout the curriculum
9. Re-examine how writing and research skills are introduced and reinforced throughout the program.
10. Seek new articulation agreements with the Masters level programs.
11. Develop an employer survey.

We have only begun the process of meaningful assessment. This assessment in the major is the first assessment of this kind for the BS in Healthcare Management. It is a good foundation to build upon.

H.3. Decisions Made

- - ◊ We are currently searching for a full time, tenure track faculty member to join the program in order to address the growth of the program/increased enrollments. The reviewers were correct in identifying the issue and express their concern over the number of students versus the number of staff.
 - ◊ Ms. Smith is on point in identifying the issue related to the lack of course content related to human resource management and conflict

resolution. Before we converted the degree to the Bachelor of Science from the Bachelor of Technology, BSAD 310 HR Management course was a required course in the program. However, once we switched to the Bachelor of Science, we had to delete many of the business and management related courses due to the 60 credit hours of arts and sciences. Having said, we need to strongly consider putting an HR course back into the curriculum. This conversation is going to take place at the next Advisory Board meeting on April 26th.

- ◊ We have recently signed an articulation agreement for a 4+.5 Healthcare Management MBA with Clarkson University providing qualified Healthcare Management graduates the opportunity to seamlessly transfer and enroll in a nationally recognized graduate business degree program.
- ◊ With approximately 80% of our current students taking the program online, our exposure as a part of the Open SUNY online consortium has been integral to the ongoing success of the program.

H.4. Evaluation of Evaluating

The assessment process was time consuming, but nonetheless, very necessary. The process was somewhat lengthy and complex mainly in part because the assessment of this type did not exist for the Healthcare Management program. Two major takeaways from the evaluative process and reviewers comments are:

- The program has grown tremendously since 2014 and is understaffed, which is a concern.
- This evaluation has shown that the BS in Healthcare Management program continues to be successful despite lack of resources to one of the few academic programs offered by the college that generates revenue per student.

Creating goals to improve the program without having the faculty necessary to see those goals to fruition is presumptuous. Listed below is a suggested timetable to address items needing attention that can be accomplished with the existing faculty:

Academic year 2019-20

1. Distribute a final copy of the program assessment to program faculty and solicit their feedback for improving the assessment process and the program
2. Distribute a summary of the program assessment to all advisory board members to solicit feedback on programmatic changes and discuss program curriculum, enrollment, and the future of the program
3. Obtain the International Assembly for Collegiate Business Education (IACBE)
4. Review and revise all course outlines, course level learning outcomes, and institutional learning objectives

Appendix

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- A. **Curriculum map.pdf** (Adobe Acrobat Document)
 - B. **Affiliate Contract 2017 Version JF.xls** (Microsoft Excel)
 - C. **Internship Culminating EXP policy2014-2 revision 07-1-15.doc** (Microsoft Word)
 - D. **HSMB Management INTERNSHIP HANDBOOK (WORD FORMAT)2019-1.docx** (Word Document (Open XML))
 - E. **Quick_Guide_for_New_Faculty.pdf** (Adobe Acrobat Document)
 - F. **SBLA_FPD_Guidelines_Application.docx** (Word Document (Open XML))
 - G. **FiaccoM CV Fall18.pdf** (Adobe Acrobat Document)
 - H. **J. Flanagan CV.pdf** (Adobe Acrobat Document)
 - I. **Myers_William_CV_2018.pdf** (Adobe Acrobat Document)
 - J. **National_Student_Clearinghouse_CurrentTermEnrollment-Fall2015.pdf** (Adobe Acrobat Document)
 - K. **Health Care Management Summary - Did Not Enroll Fall 2017.pdf** (Adobe Acrobat Document)
 - L. **F.3 Student_Opinion_Survey_2015_Summary (2).pdf** (Adobe Acrobat Document)
 - M. **Health Care Management Assessment Map.pdf** (Adobe Acrobat Document)
 - N. **Health Care Management 2013.pdf** (Adobe Acrobat Document)
 - O. **Health Care Management 2014 Summary.pdf** (Adobe Acrobat Document)
 - P. **Health Care Management 2015 Summary.pdf** (Adobe Acrobat Document)
 - Q. **Health Care Management 2016 Summary.pdf** (Adobe Acrobat Document)

- Document)
- R. **Health Care Management 2017 Summary.pdf** (Adobe Acrobat Document)
 - S. **Health Care Management Program Evaluation F17.docx** (Word Document (Open XML))
 - T. **Health Care Management Program Evaluation S17 - Summary.docx** (Word Document (Open XML))
 - U. **Health Care Management Survey - Spring 2018.docx** (Word Document (Open XML))
 - V. **Health Care Management_Summary2012.pdf** (Adobe Acrobat Document)
 - W. **Assessment in the Major External Reviewer Recommendations** (Form)
 - X. **Program Reviewer Rubric C. Smith Sp19.docx** (Word Document (Open XML))
 - Y. **Program Reviewer Rubric T. Amo Sp19.docx** (Word Document (Open XML))
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