Monitoring Report to the

Middle States Commission on Higher Education

From

The State University of New York at Canton (SUNY Canton)

Canton, New York 13617

Dr. Zvi Szafran, President

March 31, 2016

Subject of the Follow-Up Report:

To request a monitoring report, due April 1, 2016, further documenting an organized, systematic and sustainable process to assess the achievement of student learning goals in all programs, including in general education, that fosters student learning and development and that uses results to improve teaching and learning (Standard 14).

Table of Contents

I. Introduction 3
A. Overview of SUNY Canton 3
B. Status of Assessment of Student Learning in spring 2015 4
II. Progress on Assessment of Student Learning since spring 2015....5
A. Meaningful Improvements in Assessment of Student Learning: ISLOs, PSLOs & CSLOs ..5
B. Closing the Loop 7
C. PSLO Assessment Results: An Example....7
D. ISLO Assessment Results....8
E. Assessment of General Education (GSLO Assessment) 9
1. 2014-2015: Humanities, Information Literacy, Math & Science 10
2. 2015-2016: History, Social Science, Other World Civilizations, Western Civilization 12
F. Assessment in the Major 13
G. Assessment of Student Learning in Connection with Program Specific Accreditation 14
III. Continuing to Improve the Assessment Process 16
IV. Conclusion....17
V. Supporting Documents....19
A. Sample Program Closing the Loop Report (Early Childhood)....19
B. General Education Closing the Loop Report....24
C. Institutional Student Learning Outcomes Closing the Loop Report 26
D. Closing the Loop Financial Allocation Reports 28
E. Assessing the Assessment Process Report 29
F. Guiding Principles for Assessment at SUNY Canton 30
G. Sample Course Level Assessment Documents (Health and Fitness Promotion)....31
H. Sample General Education Assessment (Information Management) 41
I. Sample Assessment in the Major (Management)....44

I. Introduction

The State University of New York at Canton (SUNY Canton) presents the Middle States Commission on Higher Education with a report to document further evidence of an organized, systematic and sustainable process to assess the achievement of student learning goals in all programs, including in general education, that fosters student learning and development and that uses results to improve teaching and learning (Standard 14 of the Characteristics of Excellence). Although this report, with supporting documents, is intended to completely document this work, it does include embedded links as supplemental information.

A. Overview of SUNY Canton

The State University of New York at Canton (SUNY Canton) is one of 64 member campuses of the State University of New York (SUNY) and one of the Colleges of Technology within the system with a focus on cutting-edge, hands-on training for in-demand careers. Given the College's focus on applied learning, the majority of the programs at SUNY Canton include internships and/or on-the-job training where students learn by doing.

There are currently 3040 degree-seeking students enrolled at SUNY Canton, with another 143 non-degree seeking students taking classes, bringing the total number of students to 3,183. Of the total student enrollment, 83% of students are enrolled full-time; 56% are female; 3% of students are seeking one year Certificates, 41% Associate's degrees, and 52% Bachelor's degrees. In terms of method of course delivery, 42% of students take all of their classes face to face, 22% take all online courses, and 35% take a mix of face-to-face and online classes. The student/faculty ratio is 17:1 based on 162 FTE faculty and 2821 FTE students (full-time plus 1/3 part-time).

The College presently offers 5 Certificate Programs, 21 Associate Degree Programs, and 23 Bachelor Degree Programs. A career-oriented laddered curriculum offers students various pathways to completing their studies based on program level and individual professional choice.

The SUNY system is based in Albany, New York, and is governed by a 14-member Board of Trustees and administered by a Chancellor. The Chancellor and the Board of Trustees determine system-wide academic policies, advocate for an annual budget allocation from the State Legislature, and are actively engaged in administrative planning for the university system as a

whole. Each SUNY campus includes a state appointed College Council, which advises the local President on long-term planning initiatives. The College President, College Council, and Faculty Assembly share governance on the local level.

B. Status of Assessment of Student Learning in spring 2015

At the time of SUNY Canton's 2015 Middle States progress report, the College had already made significant improvements in the assessment of student learning (See Progress on Assessment of Student Learning and Academic Program Effectiveness from the 2015 Progress Report). The College had reorganized its Academic Assessment Committee (AAC) to facilitate better decision-making with respect to assessment of student learning and provide for more meaningful input from faculty and staff. This was an intentional and wide ranging effort to assure that assessment of student learning is first and foremost faculty driven and results in sustained conversation and collaboration to strengthen the culture and process of assessment across campus, and particularly in academic areas without program specific accreditations. In addition, upon the recommendation of the AAC, and upon a further detailed vetting by IT staff and the President, the College purchased the Taskstream assessment data management and reporting system, and implemented the software solution for all campus programs and academic disciplines.

With the Taskstream software implemented in-house, and using the academic structure process described above, the AAC, with the support of each academic Dean, then asked each academic program on campus to revise and update all course outlines to refine and streamline the course level student learning outcomes (CSLOs) and review their connections to the College's four Institutional Student Learning Outcomes (ISLOs). At the same time, the program faculty were asked to update all program specific student learning outcomes (PSLOs) and prepare an updated curriculum map. Each updated map explicitly links each newly revised course in the particular program to one or more program outcomes to assure that the updated course serves a specific program purpose and that all program outcomes are supported by at least one or more courses. Updating and mapping at the course, program, and institutional student learning outcome levels, and keeping them current and managed within Taskstream, was undertaken, in part, so that intellectual linkages between course, program and institutional outcomes would allow course level assessment results to inform improvements in student learning at all academic levels at the institution.

As the significant work to link CSLO to PSLO to ISLO was proceeding, SUNY Canton's President simultaneously tasked each academic area with assessing each student learning outcome in each course retroactively for the spring 2015 semester. A template was created in Taskstream to facilitate reporting the assessment results for each student learning outcome by course and faculty had electronic access to input their spring 2015 course level student learning assessment results using the Taskstream template.

In addition to CSLO, PSLO and ISLO assessment work, during 2014-2015 SUNY Canton began the next cycle of assessment of four General Education areas (i.e., GSLOs). In 2014-2015, Humanities, Information Literacy, Math, Natural Sciences were assessed. The results and closing the loop decisions of these GSLO assessment are described later.

It was at this point in spring 2015 that we submitted our Middle States Progress Report.

II. Progress on Assessment of Student Learning since spring 2015

A. Meaningful Improvements in the Assessment of Student Learning: ISLOs, PSLOs & CSLOs

Continuing to work diligently from the point of the spring 2015 Middle States progress report to build an improved student learning assessment infrastructure, and tasked by our President with assessing every CSLO in each course in each semester retroactively, the SUNY Canton Faculty, the Academic Assessment Committee, and the Office of Institutional Effectiveness grappled with the significant amount of work required to accomplish all parts of the assessment improvement plan by the end of the spring 2015 semester and achieved most parts of the plan.

Faculty completed the update of all course outlines and their embedded CSLOs and simultaneously reviewed and revised all CSLO linkages to the ISLOs. This project was completed in May 2015. During this process, program faculty also successfully remapped all PSLOs to CSLO's and by doing so, also leveraged the existing links between the PSLOs and ISLOs based upon the already established connections between the CSLOs and ISLOs in each course outline.

As a result of these efforts, the structure of the academic assessment process at SUNY Canton is now a top-down hierarchy of connected learning outcomes, from Institutional Student Learning Outcomes (ISLOs) to Program Student Learning Outcomes (PSLOs) to Course Student Learning Outcomes (CSLOs), but the collecting and reporting student learning assessment results is accomplished in a bottom-up fashion. Each course has a set of CSLOs that are common across each section or semester of a course, but faculty members are free to measure that CSLO using whatever student artifact/assignment and whatever measurement strategy that faculty member decides represents the levels of student learning on the SLO on that artifact in that discipline. Student learning is rated, regardless of measurement strategy, as having Not Met, Met, or Exceeded Expectations. The student assessment system includes a curriculum map that links CSLOs to the PSLOs and ISLOs. Functionally, then, each PSLO is measured by aggregating the CSLOs mapped to it and examining the number of CSLOs that met a pre-set benchmark. (e.g., "at least 70% of the students met or exceeded expectations") Similarly, each ISLO is measured by aggregating the CSLOs mapped to it and doing a similar analysis.

With the updated structure, the resulting processes complete, and the work entered into Taskstream, the faculty turned their attention to designing the specific course level measures and rubrics to be used in the new assessment system for the campus CSLOs. As this was a new procedure for many faculty, particularly those who teach courses not directly tied to a program specific accreditation, many faculty felt they needed additional time, training and support, both in using Taskstream to report course level assessment, and in developing appropriate measures for their CSLOs, to successfully implement the new assessment process. For these reasons faculty asked informally, and then formally, to implement the new CSLO assessment process in two phases (See Faculty Resolution on the Course SLO Assessment Directive from the President, dated March 26, 2015), with the first phase in May 2015 (updating the course outlines and creating measures for each CSLO in Taskstream) and the second in 2015-2016 (using the measures to assess each CSLO and then use the findings to make course and program improvements to enhance student learning).

After significant discussion between the academic administration at the College and the SUNY Canton Faculty, it was decided that faculty would use the rest of the spring 2015 semester and summer 2015 to finalize their new measures in Taskstream for each CSLO (complete Phase I) so that phase II of the new CSLO assessment process could take place in fall 2015.

With the timeline for implementation settled, a specific structure was then created in Taskstream to facilitate reporting the assessment results for each student learning outcome by course and

faculty were provided electronic access to input their assessment results using the Taskstream template. Faculty then focused on the task of completing their CSLO measures by September 15, 2015. From there, all faculty proceeded to use the measures they had designed to assess each course level student learning outcome in each course offered during the fall 2015 semester and reported the results in Taskstream at the end of the fall 2015 semester.

B. Closing the Loop

Subsequently, with the fall 2015 results of this revised full course based assessment process in hand, faculty met by program and/or discipline at the start of the spring 2016 semester to review their assessment results from each course taught in fall 2015 and use those results to make changes and improvements at both the course and program level to further student learning. A standard template for reporting out results was used. This template, submitted for each program or discipline, asked faculty to list the CSLOs assessed, how they were assessed, what data resulted from the assessment, what the data indicated with respect to student learning, what course or program/discipline changes to improve student learning should be contemplated, and what resources are needed to make the suggested changes. The results were then shared with faculty in other academic areas within each school at the College to promote cross-discipline conversations about the assessment results and issues related to student learning. The last part of the template asked the faculty to briefly assess the modified assessment process and make suggestions for changes or improvements to the process going forward.

Shortly after faculty completed their closing the loop process, the results were shared with the academic dean in each school. The deans used the reports to aggregate resource requests across the campus stemming from the assessment results and actions plans. The deans and the Provost then met, reviewed all of the requests for resources, and used the reports to allocate resources mid-semester in high need areas directly tied to improvements in student learning. The deans and Provost also shared the results with the AAC to discuss and make improvements in the CSLO assessment process going forward to streamline the process and provide better coordination with the existing Assessment in the Major (AIM) and General Education assessments.

C. PSLO Assessment Results: An Example

An illustrative example of program student learning outcome results and the closing the loop decisions and accompanying funding allocations comes from the Health Care Management

program. In that program, based on the student learning outcome assessment in the Health Care Finance course (HSMB 306), the faculty concluded that students were struggling to meet the learning outcomes in the course (only 40% demonstrated an understanding of health care financial management). Faculty requested an allocation of resources to aid students in better understanding the course material and thereby meet the student learning outcomes successfully in the future. After review of the assessment results at the program and school levels, and upon approval of the Deans' Cabinet, the Health Care Management program is purchasing a series of interactive simulation video case studies that provide students with a realistic, immersive experience that reinforce lessons gathered from a collection of textbooks on Health Care Finance. The program findings were made by aggregating the Health Care Management CSLO data to inform the PSLOs mapped to each CSLO. Based on CSLO benchmarks in the Health Care Finance course, faculty identified that certain PSLOs were not being met. This CSLO data, the aggregated PSLO results, and proposed closing the loop activities were presented to the entire School of Business and Liberal Arts faculty and the Dean on January 15, 2016. The program faculty will proceed with implementing curricular changes and supporting services. In addition, the Provost and Deans' Cabinet reviewed all program closing the loop proposals and allocated a total of $9,542.95 for approved action plans that required additional financial resources. In the case of the Health Care Management program, $1,000.00 was allocated for the purchase of the interactive simulation case studies.

D. ISLO Assessment Results

The CSLO data from fall 2015 was aggregated upward to inform assessment of the PSLOs, described above. They were also aggregated upward to inform assessment of SUNY Canton's ISLOs as follows:

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

Institutional SLO	# Courses Assessed	# Measures Assessed	% Meeting or Exceeding Benchmark	Institutional Target
Critical Thinking	372	2413	75%	70%
Communication Skills	285	1450	77%	
Professional Competence	326	2025	74%	
Inter/Intrapersonal Skills	155	498	72%	

These results were reviewed by the AAC and Deans' Cabinet and the following closing the loop actions were proposed:

- A planned revision of ISLOs and subsequent mapping.
- A planned revision of ISLOs to reference The Essential Learning Outcomes of AAC&U.
- Incorporating the VALUE Rubrics of AAC&U.
- Considering revisions to the benchmark in the future.
- Deploying additional faculty and staff resources to support assessment and closing the loop activities.
- Funding for faculty to attend AAC&U Institute on Assessment of General Education.

These findings will require faculty time to support this action plan and the College has a search underway for two half-time internal faculty assessment and teaching and learning positions to support the ongoing assessment and closing the loop activities related to student learning.

E. Assessment of General Education (GSLO Assessment)

In addition to the specific processes described in sections II.A and B above, SUNY Canton's General Education Assessment process has continued with cyclical assessment of student learning outcomes in each General Education category. These assessments are conducted pursuant to the General Education Assessment schedule and another round of assessments have been completed with assessments in Humanities, Information Management, Math, and Science completed in 2014-2015. Assessments in History, Social Science, Other World Civilizations, Western Civilization, are in progress for 2015-2016. These assessments are conducted using a random representative sample of 30% of the courses in the particular General Education category as selected by the Office of Institutional Effectiveness. The sample is pulled from all sections of courses, including those taught

by both full-time and adjunct faculty, as well as a mix of face to face and online courses, to ensure that a true representation of student learning is assessed. Faculty whose courses are selected for these assessments may not opt out of the process.

1. 2014-2015: Humanities, Information Literacy, Math & Science

For Math, there were five GSLOs assessed. Of these five, two met or exceeded the 70% target as follows:

Math GSLOs	% Meeting or Exceeding Benchmark	Target
SLO 1: Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics	75%	70%
SLO 2: Represent mathematical information symbolically, visually, numerically and verbally	69%	
SLO 3: Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems	74%	
SLO 4: Estimate and check mathematical results for reasonableness	69%	
SLO 5: Recognize the limits of mathematical and statistical methods	52%	

Given these results, attention was focused on Math GSLO #5. (i.e., recognize the limits of mathematical and statistical methods) It should be noted that performance on this measure increased from 45% in 2011-2012 to 52% in this assessment cycle. Nevertheless, the results were reviewed by the Math faculty and their action plan focused on revising the assessments and rubrics, making changes in teaching to better address SLO #5 and then reassessing the outcomes after the changes have been made, but in advance of the next scheduled assessment. Therefore, the resource being allocated in this case is faculty time to make the recommended adjustments and then reassessing.

For Science, there were two GSLOs assessed. Both GSLOs approached, but fell below the 70% target as follows:

Science GSLOs	**% Meeting or Exceeding Benchmark**	**Target**
SLO 1: Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	66%	70%
SLO 2: Application of scientific data, concepts, and models in one of the natural sciences	62%	

Analysis of these results demonstrated that more students met or exceeded expectations in upper level (300/400 level) courses at the rate of 80% and 68%, meeting or exceeding expectations on Science GSLOs 1 & 2, respectively. Lower level courses yielded only a 47% and 51% met/exceeded rate on Science GSLOs 1 & 2 respectively. As a result, faculty decided to revise the assessment measures and the content and teaching methods in these science classes with the resource needed being faculty time.

For Humanities, there were two GSLOs assessed with both GSLOs exceeding the 70% target as follows:

Humanities GSLO	**Sub-objectives**	**% Meeting or Exceeding Benchmark**	**Target**
SLO 1: Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge	Objective A: argue for specific interpretations of course materials	80%	70%

areas required by the General Education program	Objective B: apply terms common to the humanities	72%	

The faculty reviewing this data have decided to examine the courses with an eye toward increasing the rigor of the course content.

For Information Management, there were three GSLOs assessed in a single required course (ENGL 101). All three GSLOs assessed fell below the 70% target as follows:

Information Management GSLOs	**% Meeting or Exceeding Benchmark**	**Target**
SLO 1: Perform the basic operations of personal computer use	34%	70%
SLO 2: Understand and use basic research techniques	41%	
SLO 3: Locate, evaluate and synthesize information from a variety of sources	46%	

As a result of these findings, faculty plan to revise the assessment methods and instruments and immediately moved to improve teaching outcomes through the purchase of information literacy modules (i.e., Credo) for faculty to use in their courses. Because of the importance of these skills, the Provost and Deans' Cabinet allocated $9,000.00 toward the purchase of Credo and the modules are now available for incorporation into existing courses. The longer term plan is to embed the modules as appropriate in English 101 and/or the College's First Year Experience Program.

2. 2015-2016: History, Social Science, Other World Civilizations, Western Civilization

Assessments in History, Social Science, Other World Civilizations, and Western Civilization are in progress for 2015-2016, and are proceeding appropriately. Some results have been submitted. The complete set, including closing the loop action plans, will be in place by the

conclusion of the academic year in May 2016 and will be available for review subsequently.

Specific forms, including a newly revised form for reporting the outcomes, and a form for creating a summary report for faculty and the ACC to review, are provided to faculty conducting the assessments. The General Education Assessment process will be informed for the first time in 2015-2016 by the CSLO process described in sections II.A and B above and the College is transitioning General Education Assessment from a paper-based process to Taskstream. This change will be implemented for all General Education Assessments starting in fall 2016.

F. Assessment in the Major

SUNY Canton has a long history of assessing programs in a holistic manner, on five-year cycle, as mandated by the SUNY System. Local procedures are outlined in the campus Policies and Procedures Manual, The Guide for the Evaluation of Undergraduate Academic Programs and the Strategic Plan 2010 under the goals and objectives of the College for promoting academic excellence.

At the program level, the College continues to review all academic programs on a rotating five-year cycle and all matters regarding these assessments are addressed in the Guidebook for Conducting Assessment in the Major. According to the Guidebook, for all program assessments in the major, the self-study, strengths and weaknesses form, reviewer reports, and the state summary report are filed with the College and used as an overall measure to assess and improve student learning across campus. Since the College's last report to Middle States, Assessments in the Major have been conducted, as scheduled, in Industrial Technology Management, Information Technology, Dental Hygiene, Funeral Services Administration, Air Conditioning Engineering Technology, Civil Engineering Technology, Mechanical Engineering Technology, and Electrical Engineering Technology. Assessments in the Major for 2015-2016 are in progress in Criminal Investigations, Health and Fitness Promotion, Legal Studies, and Management. The College has also transitioned the Assessment in the Major process from a paper-based process to one that is managed in the Taskstream electronic assessment management system. This process was accomplished with a pilot in spring 2015 and followed by full implementation in fall 2015.

SUNY Canton believes program review to be an ongoing process and not one confined to the external review cycle mandated by national professional accreditation agencies or the five-year SUNY cycle. To that end, and as part of the Assessment in the Major process, SUNY Canton requires an annual program review each year between the 5-year full program self-study. Each year, all academic departments on campus are required to submit goals and objectives, which track whether or not the previous year's goals and objectives were met, and establish new goals and objectives for the coming year, as well as the needed resources to accomplish these goals. These goals are now informed by the CSLO assessment process described in sections II.A and B above. If the academic program also completed an Assessment in the Major for that specific year, the results and deficiencies noted by the outside reviewers must be addressed in the goals and objectives of the program for the following year. The resulting goals and objectives for each program and an annual report of the results of all assessments in the major conducted across programs in a particular academic year are made available campus- wide. This process for setting and reporting goals by program was also transitioned to Taskstream in fall 2015. The College continues to maintain a schedule of pending external reviews/assessments in the major several years into the future to facilitate planning and to eliminate surprises.

Finally, most academic programs on campus have an Advisory Board that is appointed by the College Council upon recommendation of the faculty in each program. The Advisory Boards are comprised of employers, graduates and employees in the field. They are charged with providing feedback to the program on the efficacy of its curriculum in meeting the demands of the workforce. Each program also takes part in the annual graduate survey to inform student learning and other program changes. These indirect measures of student learning will be informed for the first time in 2015-2016 by the CSLO described in sections II.A and B above.

G. Assessment of Student Learning in Connection with Program Specific Accreditation.

Since the last Middle States evaluation team visit, the College has maintained all existing program-specific accreditations and added several new ones. These accreditations are awarded only for programs that demonstrate a robust process for assessment of student learning. Specifically, the College's two-year programs in Air Conditioning Engineering Technology, Civil and Environmental Technology, Electrical Technology, and Mechanical Technology were reaccredited by the Accreditation Board for Engineering and Technology (ABET). Our two-year Dental Hygiene and Physical Therapy Assistant and our

four-year program in Funeral Services Administration were recently reaccredited. In addition, the College's Bachelor of Science in Nursing program recently earned its initial five-year accreditation from the Accreditation Commission for Education in Nursing (ACEN). The complete list of program-specific accreditations is as follows:

SUNY Canton Program	**Accrediting Body/Organization**
Funeral Services (B.Tech)	American Board of Funeral Service Education
Dental Hygiene (A.A.S.)	American Dental Association Commission on Dental Accreditation
Physical Therapy Assistant (A.A.S.)	American Physical Therapy Association Commission on Accreditation in Physical Therapy Education
Veterinary Science Technology (A.A.S.)	American Veterinary Medical Association Council on Education
Nursing (B.S.) Nursing (A.A.S.)	Accreditation Commission for Education in Nursing, Inc.
Civil and Environmental Engineering Technology (B.Tech) Electrical Engineering Technology (B.Tech) Mechanical Engineering Technology (B.Tech) Air Conditioning Engineering Technology (A.A.S.) Civil Engineering Technology (A.A.S.) Electrical Engineering Technology (A.A.S.) Mechanical Engineering Technology (A.A.S.)	ABET
Alternative and Renewable Energy Systems (B.Tech)	Interstate Renewable Energy Council Accreditation
Automotive Technology (A.A.S.)	National Automotive Technicians Education Foundation

III. Continuing to Improve the Assessment Process

SUNY Canton faculty across campus are continuing to use the modified assessment process described above during the spring 2016 semester to assess each CSLO in each course offered and will close the loop in the same way they did for fall 2015 semester to maintain momentum and allow faculty to refine and improve the process. However, the faculty, the AAC, and the academic administration of the College looked carefully at the faculty's assessment of the assessment process implemented in the two phases (spring 2015 and fall 2015). Specifically, in the presentations of PSLO assessment results to the faculty and Dean of each school, there was a place to include feedback on the assessment process. (e.g., assessing the assessment) The Provost and Dean's Cabinet reviewed all of the feedback in March 2016. It was clear from the feedback that faculty felt overwhelmed by trying to assess every CSLO in every course every semester, particular light of the ongoing process of Assessment in the Major, General Education Assessment, and assessment connected with program specific accreditations and the lack of clear linkages between these assessment processes. In addition, there were consistent calls for additional support and professional development with regard to assessment of CSLOs.

Therefore, the AAC recommended a series of improvements to the process starting in fall 2016. These changes are based upon the lessons learned in phases I and II of the modified assessment process and a new set of guiding principles and policies for assessment of student learning that also resulted from the experience. A newly created Phase III of the assessment process addresses the recognized need to make our current assessment process sustainable by assessing CSLOs on a cycle rather than every CSLO every semester and providing coordination of CSLO assessment with ISLO and General Education assessment. To that end, in Phase III, ISLOs and General Education Outcomes (GEROs) will be assessed on a predictable 3-year cycle with a combination of five ISLOs and/or GEROs each year with only those CSLOs linked to the ISLOs assessed in particular year also assessed in that year. This will result in every CSLO being assessed at least once every three years (in many cases more often), but not every semester as contemplated by our current process.

For the 2016-17 academic year, the ISLOs to be assessed include Critical Thinking and Communication, and the GEROs to be assessed include Basic Communication, Arts, and Foreign Language to coordinate with the current GER assessment cycle. All CSLOs mapped to any of these ISLOs or GEROs, and only those CSLOs will be assessed in the fall 2016 semester. Standard rubrics based on the VALUE rubrics of the American Association of Colleges and Universities (AAC& U) have been approved by the AAC and will be provided to faculty for

assessment of student learning with respect to the ISLOs and GEROs. As part of this evolution of assessment of student learning, the AAC has also identified the need to revise the campus' current set of ISLOs. While the AAC anticipates that Critical Thinking and Communication will remain as core ISLOs (and why they will be the first ISLOs assessed as part of Phase III), our assessment results, particularly in areas like Math and History, indicate that the other ISLOs should be modified to better represent the outcomes we collectively want each student to achieve while attending the College. Nevertheless, until those revisions occur, which necessarily will involve a broader faculty conversation and approval by campus governance, the assessment cycle of current ISLOs will continue as planned.

With regard to feedback on the assessment process regarding the need for greater support and professional development around assessment of SLOs, and to close the loop for the current assessment cycle, the AAC and the Provost proposed, and the President approved, the creation of the SUNY Canton Center for Academic Excellence (CAE). The center will be staffed by two faculty members with 0.5 time releases to serve as co-directors. Each co-director will have a different focus. One, the Co-director of the CAE/Coordinator for Academic Assessment & Continuous Improvement would specifically focus on professional development and consultative support of faculty assessment work. The other, the Co-director of the CAE/Coordinator for Academic Professional Development would focus on faculty development in three primary evaluative areas of teaching, scholarship & service, advising for student success: retention, graduation & placement. It is intended that the center will facilitate the sharing of assessment results from across the campus to inform all areas of academic professional development. The search for the two co-directors is underway and the CAE is expected to be up and running in the fall 2016 semester. The Provost has allocated $30,000 annually to support this work to cover the cost of backfilling faculty release time, providing a budget for professional development for the two faculty co-directors, and an establish an operating budget for the CAE.

IV. Conclusion

The College has continued to advance rapidly in the area of assessment of student learning since our last reaccreditation visit in fall 2013 and also our last report to Middle States in April 2015. The faculty and staff has continued to work hard on the Middle States evaluation team's recommendation in March 2013 that we assess our process of student learning assessment and make changes to further promote a culture of assessment and accomplish the following:

- **Improve the collection and use of data in the assessment of student learning outcomes.**
- **Create a better system for analyzing and assessing student learning data to generate recommendations useful in decision making and of particular relevance to individual programs and functional areas.**
- **Assure that the results of our Assessments in the Major, General Education assessments, and other assessments of student learning are formally reported with use of data in forming recommendations accompanied by budget/resource allocation implications.**

SUNY Canton now has a far more comprehensive and rapidly improving program to assess student learning at the course, program/discipline, and institutional level then we did at the time of the last self-study. We are collecting meaningful data regarding each student learning outcome in every course pursuant to this program. We report this data out, analyze it in collaborative groups in an effort to improve student outcomes, and allocate resources to support the changes and improvements suggested by the assessment findings.

In terms of allocating resources based upon assessment results, the faculty has identified that they will need to spend time on revisions of teaching/course content, assessment instruments, and assessment methods, as we move forward in future assessment cycles. The College has also invested approximately $20,000 annually in the Taskstream subscription, and an additional $10,000 toward closing the loop on PSLOs. In addition, $9,000 has been committed to closing the loop on GSLOs, and another $30,000 to close the loop to support the identified need for assistance with professional development and the assessment of student learning.

At the same time that the College is allocating resources to support assessment, we are also assessing this process itself, coordinating it with our Assessment in the Major, General Education assessment, and program specific accreditation processes to promote better student outcomes at the course, program and institutional levels. This process is constant, iterative, and ongoing, and allows us to make significant improvements in the assessment of student learning and thereby improve overall institutional effectiveness. More importantly, SUNY Canton has worked hard to build a culture that will sustain these processes and continue to improve upon them to ensure continuing compliance with current Standard 14 of the ***Middle States Characteristics of Excellence*** as well as revised Standard V of the ***Middle States Standards for Accreditation and Requirements of Affiliation*** that will be effective for SUNY Canton at the time of our next institutional self-study.

V. Supporting Documents

A. Sample Program Closing the Loop Report (Early Childhood)

Early Childhood Program
School of Business and Liberal Arts
Fall 2015 Assessment Report

SUNY CANTON

Curriculum Coordinator: Maureen Maiocco
Date of Presentation: January 15, 2015

What Outcomes [PLO] Were Assessed in Fall 2015 Courses:

PLO	Courses	Defined
1	ECHD 101 ECHD 250	Apply the systems approachto studying and understanding children in the context of the family, community, society, and environment and culturein which the child lives.
2	ECHD 125 ECHD 201	Identify, create andimplement developmentallyappropriatelearning activities related to pre-k standards.
3	ECHD 101 ECHD 125	Understand the sequence of typical milestones of development for children birth- 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.
4	ECHD 250	Understandthe significanceof the caregiver-familyrelationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.
5	ECHD 101 ECHD 250	Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the pre-school child.
6	ECHD 101 ECHD 201 ECHD 250	Develop and demonstratethe knowledge, skills, and attitudes necessary to be an effective teacher/caregiverinanearly childhood program.
7	ECHD 125 ECHD 201	Discussand demonstratedifferencesin curriculum for infants, toddlers, preschoolers and children in the early primary levels.
8	ECHD 101 ECHD 201	Apply principles of developmentallyappropriatecurriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.
9	ECHD 101 ECHD 201 ECHD 250	Identify and apply ways to advocate on behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience.

How was the assessment accomplished?

Measurement Strategy:

- Rubrics utilized for all listed assessment assignments
- Questions/Responses on Quiz, Mid-Term, Final Exams

Sample Size:

- 69 students

(total all ECHD fall 2015 courses)

ECHD 101	24
ECHD 125	14
ECHD 201	15
ECHD 250	16

What was assessed? ECHD Program Learning Outcomes

PLO	Defined
1	Apply the systems approachto studying and understanding children in the context of the family, community, society, and environment and culturein which the child lives.
2	Identify, createandimplementdevelopmentallyappropriatelearning activitiesrelated topre-k standards.
3	Understandthe sequence of typical milestones of developmentfor children birth- 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.
4	Understandthe significance of the caregiver-familyrelationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.
5	Evaluate and demonstratevarious methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the pre- school child.
6	Develop and demonstratethe knowledge, skills, and attitudes necessary to be an effectiveteacher/caregiver in an early childhood program.
7	Discuss and demonstratedifferences in curriculumfor infants, toddlers, preschoolers and children in the early primary levels.
8	Apply principles of developmentallyappropriatecurriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.
9	Identify and apply ways to advocateon behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience.

How was the assessment accomplished?

Assessments Utilized:

- Quiz
- Mid-Term and Final Exam
- Written Assignments
- Written Lesson and Activity Plans
- Lesson Plan and Activity Implementation
- Mentor Evaluations, Observations [Weekly, Mid-Semester, Final]
- Individual and Group Oral Presentations
- Reflective Journal Writing
- Portfolio Submission
- Cumulative Poster/Oral Presentation

PLO Assessment Findings

PLO 1: Apply the systems approach to studying and understanding children in the context of the family, community, society, and environment and culture in which the child lives.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	29	12	41%	6	21%	11	38%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 250	17	7	41%	3	18%	7	41%

PLO 2: Identify, create, and implement developmentally appropriate learning activities related to pre-k standards.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	26	4	15%	10	38%	12	46%
ECHD 125	15	4	27%	8	53%	3	20%
ECHD 201	11	0	0%	2	18%	9	82%

PLO 3: Understand the sequence of typical milestones of development for children birth – 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	27	9	33%	11	41%	7	26%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 125	15	4	27%	8	53%	3	20%

PLO 4: Understand the significance of the caregiver-family relationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses							
ECHD 250	*Data Needed*						

PLO 5: Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the preschool child.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	29	12	41%	6	21%	11	38%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 250	17	7	41%	3	18%	7	41%

PLO 6: Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	40	12	30%	8	20%	20	50%
ECHD 125	12	5	42%	3	25%	4	33%
ECHD 201	11	0	0%	2	18%	9	82%
ECHD 250	17	7	41%	3	18%	7	41%

PLO 7: Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers, and children in the primary levels.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	26	4	15%	10	38%	12	46%
ECHD 125	15	4	27%	8	53%	3	20%
ECHD 201	11	0	0%	2	18%	9	82%

PLO 8: Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	23	5	22%	5	22%	13	57%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 201	11	0	0%	2	18%	9	82%

PLO 9: Identify and apply ways to advocate on behalf of children and families within the context of the personal and professional experience they bring to the course as a result of ECHD study and personal/professional experiences.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	34	9	26%	8	24%	17	50%
ECHD 101	6	2	33%	3	50%	1	17%
ECHD 201	11	0	0%	2	18%	9	82%
ECHD 250	17	7	41%	3	18%	7	41%

PLOSummary

PLO	Total Measures	Measures Not Met	Measures Met	*Identified as Needing Improvement
1	29	12 or 41%	17 or 59%	Yes
2	26	4 or 15%	22 or 84%	
3	27	9 or 33%	18 or 67%	Yes
4	NoData	NoData	NoData	
5	29	12 or 41%	17 or 59%	Yes
6	40	12 or 30%	28 or 70%	Yes
7	26	4 or 15%	22 or 84%	
8	23	5 or 22%	18 or 79%	
9	34	9 or 26%	25 or 74%	Yes

*Future Target Goal: Achieve 75-79% [C+] or Higher Measures

Course Outcome Assessment Findings

ECHD 125: Curriculum Development [PLO 2,3,7]			
Course SLO's	Target / MeasureUtilized	Actual%	Outcome
1: Learning Standards	80% or higher on Final Exam	88.79	Met
2: Curriculum Dev. Strategies	80% or higher on DAP Assignment	70.57	Not Met
3: Developing Lesson Plans	80% or higher on Lesson Presentation	84.93	Met
4: LessonPlan Writing	80% or higher Creative Art Lesson Plan	87.5	Met
	80% or higher Drama. Play Lesson Plan	78.57	Not Met
	80% or higher Language Lesson Plan	88	Met
	80% or higher L. Game Lesson Plan	82.93	Met
	80% or hgher Math Lesson Plan	75.71	Not Met
	80% or higher Music Lesson Plan	75.71	Not Met
	80% or higher Science Lesson Plan	83	Met
	80% or higher Sensory Lesson Plan	85.21	Met
	80% or higher Soc. Studies Lesson Plan	83.43	Met
	80% or higher Storytelling Lesson Plan	81.57	Met
	80% or higher 10 Lesson Plans combined	82.52	Met
5: Content Plan. & Instruction	80% Cumulative Presentation & Binder	86.36	Met

ECHD250: Children with Special Needs [PLO 1,5,6,9]			
Course SLO's	Target / MeasureUtilized	Actual %	Outcome
1: Spec. Ed.Policies	80% or higher Quiz Chapter 1	76.06	Not Met
	80% or higher Quiz Chapter 2	87.44	Met
	80% or higher Key Contributor Assign.	95	Met
	80% or higher Mid Term Exam	87	Met
2: T. /A-T. Behavior	80% or higher Quiz Chapter 4	73.63	Not Met
	80% or higher Mid Term Exam	87	Met
3:Assessments	80% or higher Quiz Chapter 4	73.63	Not Met
	80% or higher Mid Term Exam	87	Met
4: Adapting Environ.	80% or higher ADA Assign.	87.5	Met
	80% or higher Quiz Chapter 7	83.13	Met
	80% or higher Final Exam	78.69	Not Met
5: TeachingModif.	80% or higher Quiz Chapter 5	78.44	Not Met
	80% or higher Quiz Chapter 6	80.07	Met
	80% or higher Quiz Chapter 9	77.38	Not Met
	80% or higher Final Exam	78.69	Not Met
	80% or higher Mid Term Exam	87	Met
	80% or higher Teacher Interview Assign.	88.07	Met

ECHD 101: Introduction to Early Childhood [PLO 1,3,5,6,8,9]			
Course SLO's	Target / MeasureUtilized	Actual%	Outcome
1: Growth Stages Birth-5	80% or higher Whole Child Quiz	67.88	Not Met
	80% or higher Language Dev. Quiz	88.25	Met
	80% or higher Physical Dev. Quiz	88.58	Met
	80% or higher Social/Emo. Dev. Quiz	88.96	Met
	80% or higher Cognitive Dev. Quiz	78.96	Not Met
	80% or higher Whole-Child Presentations	79.38	Not Met
2: Historian Study	75% or higher Historian Research Paper	69.25	Not Met
	80% or higher Historian Quiz	77.54	Not Met
	80% or higher Historian Presentations	90.63	Met
3: EC Environment	75% or higher Observation Paper	76.96	Met
	80% or higher ECEPrograms Quiz	80.46	Met
4:DAP,Teaching	80% or higher Final Exam	87.79	Met

ECHD 201: Student Teaching Experience I [PLO 2,6,7,8,9]			
Course SLO's	Target / MeasureUtilized	Actual%	Outcome
1: Engagement, Observation	76% or higher Daily Journal Submissions	90.67	Met
	90% or higher will complete Practicum	93	Met
2: SelfReflection	76% or higher Reflective Journal Entries	81.68	Met
3: Expectations, Policy Adherence	80% or higher on Portfolio Submission	88.67	Met
4: Collaboration, Professionalism	80% or higher on Eval. Assessment	88.06	Met
	90% or higher on Phase IPortfolio	93	Met
5: ProfessionalGrowth, Standards	80% or higher on Evaluations	86.07	Met
6: Learning Activities	80% or higher Learning Game Activity	88.63	Met
	80% or higher Math Activity	84.61	Met
	80% or higher Music Activity	84.93	Met
	80% or higher Storytelling Activity	83.02	Met

ECHD Course Level Assessment Problems Identified-General

- Students were less successful with quiz and exams in all courses. For example: Students do not have the requiredtextbook, or share textbooks – which impacts their preparedness for class and exams. An average 7-9 students disclosed not having textbooks due to affordability. Textbooks are on reserve at the library.
- Students do not utilize, consistently, student support services. For example: Students utilize Accommodative Services inconsistently, and/or do not utilize the Writing Center.
- Students do not have a clear understanding of plagiarism or reputable resources. For example: Studentsoftencite Wikipedia.
- Students lack time management skills for submitting written work, specifically papers. For example: In ECHD 101, six studentsdid not submit paper #1; four were given extensions to do so (a 3-4 page, double-spaced paper). Five students did not complete a classroom observation, extensionswere also granted tocomplete this 4-5 page paper.

Data Driven Decisions
How will the ECHD Program "Close theLoop"

Course SLO Results: Data Specific

Courses: ECHD 101 , ECHD 125, ECHD 201 ECHD 250	Action [summary] Refer to Taskstreamfor detailed Actionsbasedon Outcomes *Requiresbudgetary allocation
Outcome Identified*[problem]*	***Action to Be Taken*** *[possiblesolution]*
Quiz Grades [ECHD101] [ECHD250]	• Emphasize needfor obtaining requiredcourse materials; specificallytextbooks • Informstudents of textbookreserve andrentaloptions • Recommend participation in Smart Steps workshops to improve study skills and time management; form / offer study groups, peer tutoring initiative • Futurequizzes will includeless in-class writing responses • Continue use of in-class fill-in studyguides • For some topics; plan additional lecture time • Utilize Classroom Response Systemfor skill & drill instruction, improved classroom engagement*
Papers [ECHD101]	• Will implementseveral steps to improve submission #. *Refer to Taskstream for detailed Action Plan*
Lesson PlanFormat Lesson Planning [ECHD125]	• Consider guestspeakersfor 3 problematic curriculum focus areas [math, dramatic play, music] • Allow draft 1st submission of initial lesson plan to address basic formattingissues
DAP Understanding [ECHD125]	• Increase in-class lecture to assist students understanding of the principles of DAP; createindividual assignmentandomit the group presentation • Require conference following inclass lesson presentations to share constructive feedbackin a privatesetting
JournalReflection/Self Evaluations Improved Rubrics [ECHD201]	• Develop seminar on reflective teaching practices; its purpose, importance, impact on teacher and professional development • Exploretraining opportunities forfaculty* • Research rubric utilizedin ECprograms to best evaluate student teacher professionalism
E-Portfolio [ECHD201]	• ResearchE-Portfoliosystemsfor studentteacherportfoliosubmissions • Investigate Taskstream E-portfolio capabilities andcost

ECHD Program Resources: Utilized andRequested

Faculty Support	**Budgetary Need**
Designate Assessment Meetingtime bi-weekly toexamine appropriatemeasures, follow-upon action plans, etc.	No
Review/ reviseas warranted curriculum,PLO's,Course SLO's	No
Develop, as warranted, new courses or revise existing to meet PLO,CourseSLO's	No
Seek professional development opportunities; participation in NAEYCAnnual Conference and NYSAEYC Conference	$5,000.00Total ($2,000 -$2,500 per faculty)
Student Support & ClassroomInstruction	
PurchaseClassroomResponseSystem 30 at $45-55 per clicker Quote #1: Turning Point Technologies www.turningtechnologies.com	$1350-1650.00
Total Budget Request	$5,350- $6,650.00

ECHD Program Assessment Results: General

- Examine PLO's and align with the 6 goals as defined by the National Association for the Education of Young Children Professional Preparation Standards.
- Align the 6 NAEYC standards with individual course learning outcomes.
- Map revised PLO's to Course SLO's for next assessment cycle.
- Ensure measures are specific and direct (specify questions on quiz, exams, etc.) that pertain to the measure.
- Ensure stated measures are not repetitive. If utilizing a mid-term or journal submission, ensure the measure clearly states what specifically regarding that assignment will meet the SLO[do not "double-dip"].
- Examine and revise, as warranted, course SLO's.
- Examine and review the ECHD curriculum to ensure courses offered meet the PLO's.
- Create new course(s) if warranted to meet NAEYC standards and revised PLO's.

ECHD Course Level Assessment Faculty Recommendations

- Quiz: Less essay responses and increase in short answer, T/F, multiplechoice,fill-in,matching
- Require outline for all paper submissions
- Allow for draft submissions for papers
- Develop system for increasing use of student support services [tutoring, writing center,Smart Steps workshopattendance, study skills]
- Ensure students understand the value of having the required materials for course success, specifically having the textbook, utilizing all supplemental materials on Bb. Track usage by students.
- Continue to create alternative methods for students to demonstrate knowledge[beyondexams], considerincreasingoral presentations,team/groupprojectsadcollaborative assignments.

Overall Assessment Reflections

Taskstream has been a relatively easy program to utilize.

The support, assistance (and patience) Sarah Todd has extended has been outstanding.

The process of examining, in full, program outcomes and course learning objectives has been extremely valuable.

The data will assist greatly in improving program goals, selecting future measures for achieving academic goals and expectations, and provide a platform for collaboration and dialogue with colleagues to share best practices, teaching methods, and instructional strategies.

This assessment has required ECHD faculty to think critically about learning outcomes and the mechanisms for which we assess such learning activities, and the relevance (or non-relevance) of course outcomes to the overall course and program goals. This has been a beneficial learning experience and opportunity to reflect and examine teaching methods and instructional practices.

Maureen Maiocco
Christina Martin

Overall Assessment Recommendations
[included at the request of Sarah Todd]

1. Faculty ProfessionalDevelopment
   Provide formal workshops, seminars, a full-day conference to assist with assessment process, best practices, developingrubrics, formulating PLO, SLO, measures, target, etc. If offered, ensuredistance faculty can participate(via Skype, video recording).

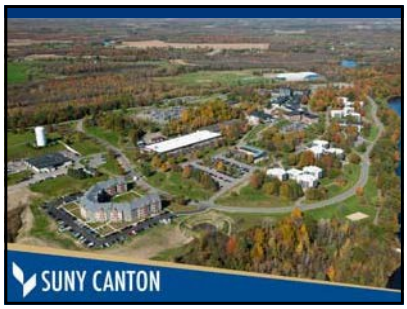
2. Considera Point Person / Campus Resource[Assessment Coordinator]
   We commend and appreciatethe time and effort Sarah Todd has provided since the adoption of Taskstream, but sheis overworked.

3. Clear,Well-Defined Expectations & Compensation:
   Clear expectationsforfaculty obligations regarding Academic Assessment. Specify theresponsibilities, and examineif the timing for completing such assessment tasks falls within the period of obligation; specifically for adjuncts. Explore increasing adjunct compensation due to an increase in the job responsibilitiesand expectations, and addition of assessment tasks.

4. Best Practices
   Provide exemplary Taskstream examples for faculty (on and off campus) to utilize as a reference.
   Having the sample PPT for this report was helpful for example.

5. Use Consistent Abbreviations
   PLO = Program Learning Outcomes SLO = Student Learning Outcomes (courselevel)

B. General Education Closing the Loop Report



General Education Assessment Report
2014-15 Assessment Cycle

SUNY CANTON

What was assessed?
Student learning outcomes list:

- *Math*
  - *SLO 1:* Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics
  - *SLO 2:* Represent mathematical information symbolically, visually, numerically and verbally
  - *SLO 3:* Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems
  - *SLO 4:* Estimate and check mathematical results for reasonableness
  - *SLO 5:* Recognize the limits of mathematical and statistical methods
- Natural Sciences
  - SLO 1: Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
  - SLO 2: Application of scientific data, concepts, and models in one of the natural sciences

What was assessed?
Student learning outcomes list (cont.):

- *Humanities*
  - *SLO 1:* Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program
- Information Management
  - SLO 1: Perform the basic operations of personal computer use
  - SLO 2: Understand and use basic research techniques
  - SLO 3: Locate, evaluate and synthesize information from a variety of sources

How was the assessment accomplished?

- Student work assessed:
  - Math: Course embedded questions on hourly and final exams for each designated math course
  - Natural Sciences: Multiple choice tests on scientific method and questions embedded on the final exam.
  - Humanities: Instructor-designed comprehensive exam, essay, or short answer responses coredusing common rubric
  - Information Management: One of two multiple choice exams concerning Information Management (outcome1) or Information Literacy (outcome2 and outcome3)
- Measurement strategy:
  - Math: % of questions correct by SLO, 20% sample of students in all GER math courses sampled
  - Natural Sciences: % of questions correct by SLO, 683 students assessed SLO 1, 770 students assessed for SLO 2
  - Humanities: Standardized rubric used, 231 students assessed for SLO 1, 205 students assessed for SLO 2 (30%)
  - Information Management: % of questions correct by SLO

Assessment Results: Math

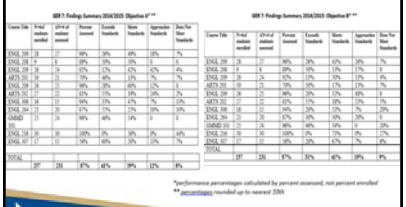
In order to meet the standard for the SLO, 70% or more of the students must score a 2 or 3 on the assessment criteria.

	Did Not Meet Standard	Met Standard
SLO 1	25%	75%
SLO 2	31%	69%
SLO 3	26%	74%
SLO 4	31%	69%
SLO 5	48%	52%

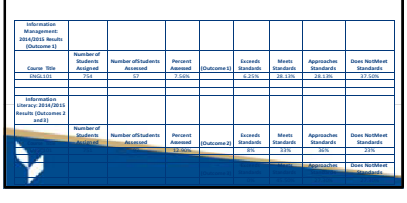
SLO 5 continues to be a concern. The 2014-15 performance on that SLO did improve relative to the performance on the previous assessment (45% in 2012-13).

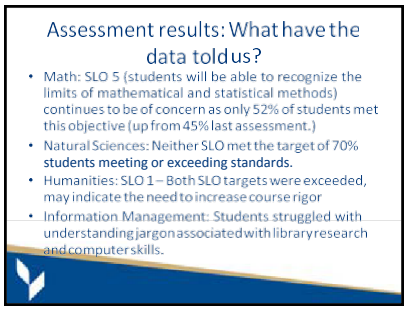
Assessment Results: Natural Sciences

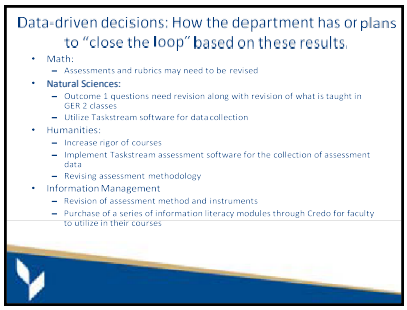
Assessment Results: Humanities

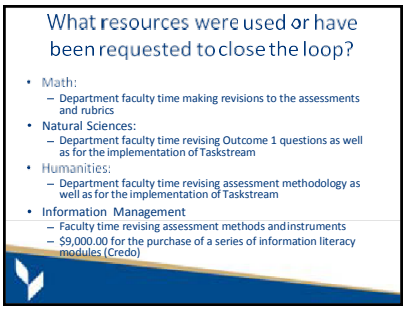


Assessment Results: Information Management

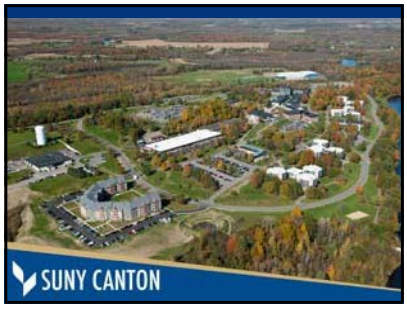



Assessment results: What have the data told us?
• Math: SLO 5 (students will be able to recognize the limits of mathematical and statistical methods) continues to be of concern as only 52% of students met this objective (up from 45% last assessment.)
• Natural Sciences: Neither SLO met the target of 70% students meeting or exceeding standards.
• Humanities: SLO 1 – Both SLO targets were exceeded, may indicate the need to increase course rigor
• Information Management: Students struggled with understanding jargon associated with library research and computer skills.


Data-driven decisions: How the department has or plans to "close the loop" based on these results.
• Math:
– Assessments and rubrics may need to be revised
• Natural Sciences:
– Outcome 1 questions need revision along with revision of what is taught in GER 2 classes
– Utilize Taskstream software for data collection
• Humanities:
– Increase rigor of courses
– Implement Taskstream assessment software for the collection of assessment data
– Revising assessment methodology
• Information Management
– Revision of assessment method and instruments
– Purchase of a series of information literacy modules through Credo for faculty to utilize in their courses


What resources were used or have been requested to close the loop?
• Math:
– Department faculty time making revisions to the assessments and rubrics
• Natural Sciences:
– Department faculty time revising Outcome 1 questions as well as for the implementation of Taskstream
• Humanities:
– Department faculty time revising assessment methodology as well as for the implementation of Taskstream
• Information Management
– Faculty time revising assessment methods and instruments
– $9,000.00 for the purchase of a series of information literacy modules (Credo)

C. Institutional Student Learning Outcomes Closing the Loop Report



Institutional Student Learning Outcome Assessment Report
Fall 2015 Assessment Cycle

SUNY CANTON

What was assessed?

- Critical Thinking
  Demonstrate the ability to interpret/analyze to provide a conclusion orrecommendation
- Communication Skills
  Demonstrate the ability to effectively present, organize, and articulate
- Professional Competence
  Demonstrate knowledge and application of key professional standards
- Inter/Intrapersonal Skills
  Demonstrate an ability to address professional and ethical responsibilities

How was the assessment accomplished?

- Student work assessed:
  - Course embedded assignments, exams, essays, and projects
- Measurement strategy:
  - Every faculty member assessed every student learning outcome in each course and mapped course-level SLOs to the Institutional SLOs

Assessment Results: Critical Thinking

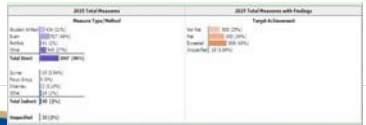
- 372 courses mapped one or more course SLOs to the Institutional SLO of Critical Thinking with a total of 2,413 measures assessed.

Assessment Results: Communication Skills

- 285 courses mapped one or more course SLOs to the Institutional SLO of Communication Skills with a total of 1,450 measures assessed.

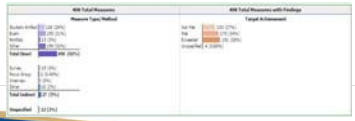
Assessment Results: Professional Competence

- 326 courses mapped one or more course SLOs to the Institutional SLO of Professional Competence with a total of 2,025 measures assessed.



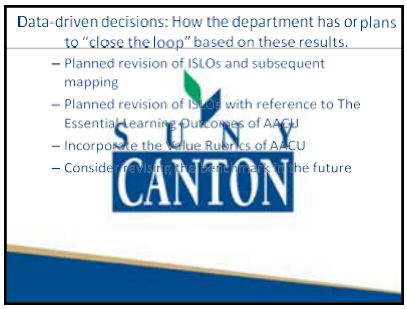
Assessment Results: Inter/Intrapersonal Skills

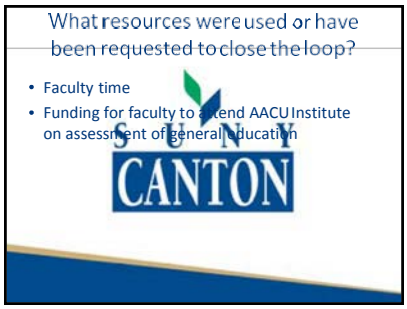
- 155 courses mapped one or more course SLOs to the Institutional SLO of Inter/Intrapersonal Skills with a total of 498 measures assessed.



Assessment results: What have the data told us?

- At the most global level current data meets benchmark


Data-driven decisions: How the department has or plans to "close the loop" based on these results.
– Planned revision of ISLOs and subsequent mapping
– Planned revision of ISLOs with reference to The Essential Learning Outcomes of AACU
– Incorporate the Value Rubrics of AACU
– Consider revisions to assessment in the future
SUNY
CANTON


What resources were used or have been requested to close the loop?
• Faculty time
• Funding for faculty to attend AACU Institute on assessment of general education
SUNY
CANTON

D. Closing the Loop Financial Allocation Reports

Department	Data	Request	Amount Allocated	
Criminal Investigation	JUST 301	Henry Magnifiers - lines faded on old magnifiers	$754.95	
Dental Hygiene		* Funding to compensate radiology faculty to attend 3 hours of calibration with the lead radiology instructor to review the final exam as well as all of the process forms distributed to the students during the fall. $200.00 * Funding to purchase study models for students to practice classifying occlusion since many of our current models have chips and fractures. Requested funding: $995.00	$1,195.00	
Physical Therapist Assistant	PHTA 204 - SLO 204.12	* Requesting acquisition of a new intermittent compression pump (approximate cost: $575.00) 12 intervention implementation – subset d – biophysical agents * This outcome was not met due to a broken intermittent compression pump * Competency for implementation of this modality can not be adequately assessed without a working machine	$575.00	
ECM	SLO 1	projector for in lab presentations - Epson EX3212	$800.00	
Civil & Environmental EngineeringTechnology	CONS 304, CONS 324, CONS 370, CONS 375, CONS 477, Steel Bridge Competition, any new design courses	Structural Engineering Code Book: IBC 2012	$111.00	
Civil & Environmental EngineeringTechnology	CONS 304, CONS 324, CONS 370, CONS 375, CONS 477, Steel Bridge Competition, any new design courses	Engineering Code Book: ASC 7-10	$124.00	
Civil & Environmental EngineeringTechnology	CONS 304, CONS 375, CONS 477, Steel Bridge Competition, any new design courses	Reinforced Concrete Code Book: ACI 318-14	$149.00	
Civil & Environmental EngineeringTechnology	CONS 324, CONS 375, CONS 477, Steel Bridge Competition, any new design courses	Stuctural Steel Code Book: AISC Steel Construction Manual, 14th edition	$135.00	
Civil & Environmental EngineeringTechnology	CONS 370, CONS 375, CONS 477	Timber Design Code Book: NDS 2015	$75.00	
Civil & Environmental EngineeringTechnology	CONS 324, CONS 372, CONS 375, CONS 477, Steel Bridge Competition, any new design courses	Steel Bridge Design Code Book: AASHTO LRFD Bridge Design Specifications, 7th edition	$574.00	
Air Conditioning Maintenance and Repair	SLO 2 Equipment Installation	Upgrade mock service entrance panel to include a 6 station remote disconnect installation station	$750.00	
Automotive		Bluetooth microphones and camera (GoPro Hero)	$300.00	
Applied Psychology		1 set of clickers (Classroom Response System)	$1,500.00	
Early Childhood		1 set of clickers (Classroom Response System)	$1,500.00	
Health Care Management		Course specific simulation software (Health Care Finance)	$1,000.00	
			$9,542.95	**TOTAL**

E. Assessing the Assessment Process Report

Changes to Assessment Process
Faculty Feedback

1. Continued Professional Development
   a. Blackboard component (e-portfolio) for ease of documenting outcome measure results *(this is expensive; Aqua instead?)*
   b. Additional training in assessment - Skype or video conference for those not physically on campus *(all day conference?)*
   c. Best Practices (rubric development formulating PLO, SLO, measures, target, etc.)
   d. Clearer part-time adjunct obligations and expectations inassessment
   e. Consistent abbreviations
   f. Create a "dictionary" to relate Taskstream to accredited programs (example, ABET)

2. Access to Assessment Results
   a. Discipline to Discipline Collaboration
   b. Communication and Interaction

3. Help for Sarah – Assessment Coordinator *(Center for Academic Excellence – Co-Director & Coordinator of Assessment and Continuous Improvement)*

4. One indirect measure for every program, every year *(data collection sheet)*

Data Collection Sheet.docx

5. Guidelines for Measures
   a. Multiple sections – Assess every section with artifacts? *(recommend to AAC – future "to do")*

6. 3-5 Goals Set Each Year
   a. Programs should have same goals
   b. Program goal needs outside of student learning resources; if funded, we can close the loop

F. Guiding Principles for Assessment at SUNY Canton

Guiding Principles of Student Learning Outcome Assessment – SUNY Canton

- The purpose of Student Learning Outcome Assessment is to improve the educational outcomes for our students.
    - Assessment results are generated based upon whether or not students are meeting measurable benchmarks determined by faculty.
    - Assessment results assist faculty in creating and identifying clearly-articulated student learning outcomes at the course, program, general education, and institution level to improve student learning.
    - Assessment results are used to evaluate pedagogy, teaching effectiveness, and instructional methods, and to identify professional development needs.
    - Assessment results are used to review and consider changes to the curriculum, student learning outcomes, and the overall assessment process.
    - Assessment results are used to evaluate and examine academic support services and additional academic support needs.
    - Assessment data derived from course SLO measures are for the benefit of the instructor.
    - Assessment results assist the college in making data-driven decisions for resource allocation.

- Student Learning Outcome Assessment is a systematic process for continuous improvement.
    - Student Learning Outcome Assessment is not a sporadic event, but is an on-going, organized process for reflection and improvement.
    - Assessment efforts for gathering, analyzing, and using ~~the~~ data should be reasonable and sustainable and follow a predictable and meaningful cycle.

- Assessment ≠ Evaluation
    - Assessment and evaluation are entirely separate processes. Whereas evaluation can be focused on the performance of individual faculty members using criteria and judgments determined by an external audience, assessment is purely for the purposes of improvement of teaching and learning. As such, measurement criteria are determined by faculty as are recommendations for improvement, as warranted, and are not used to make personnel or promotion decisions.
    - Assessment results are always reported in the aggregate and are never tied to identifying information for students or faculty.
    - Assessment results are never to be used for any personnel decisions.

- Assessment efforts should be recognized and supported by the College
    - Access to adequate training (in person, virtual, video tutorials, group, one-on-one, etc.) should be made available to all faculty, staff, and administration.
    - Faculty participation in assessment activities is recognized by administration as an essential component of the teaching and learning process.

G. Sample Course Level Assessment Documents (Health and Fitness Promotion)

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

HEFI 401 – Fitness Assessment and Exercise Prescription

Prepared By: Deborah Molnar
Janet L. Parcell Mitchell, PT, DPT, ATC, CSCS

SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
Health and Fitness Promotion
MAY 2012
Revised May 2015

HEFI 401 – Fitness Assessmentand Exercise Prescription

A. **TITLE**: Fitness Assessment and ExercisePrescription

B. **COURSE NUMBER:** HEFI401

C. **CREDIT HOURS:** 4

D. **WRITING INTENSIVE COURSE**: No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 hours of lecture, 2 hours of laboratory perweek

H. **CATALOG DESCRIPTION:**
Students acquire the knowledge and skills to assess the physical fitness of apparently healthy individuals. Focus of the course is on the four components of physical fitness: cardiorespiratory fitness, muscular fitness, body composition, and flexibility. Hands-on training in assessment and exercise prescription for these four components is included during laboratory sessions.

I. **PRE-REQUISITES:** HEFI303

J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be ableto:

Course Objective	*Institutional SLO*
a. Demonstrate the ability to effectively screen clientsfor exercise testing and participation.	3. Prof. Competence 4. Inter-intrapersonal
b. Identify the essential elements of physical fitness testing and exercise prescription.	3. Prof. Competence
c. Compare and contrast various tests used to assess cardiorespiratory fitness, muscular fitness, body composition and flexibility.	2. Crit. Thinking 3. Prof. Competence
d. Accurately assess cardiorespiratory fitness, muscular fitness, body composition, and flexibility using standard, evidence-based tests.	3. Prof. Competence
e. Describe essential elements of an aerobicexercise prescription.	3. Prof. Competence
f. Describe the ACSM guidelines for designingresistance training programs for healthyadults.	3. Prof. Competence
g. Compare and contrast methods used toincrease flexibility.	3. Prof. Competence
h. Design and implement a comprehensive exercise program addressing the four components of physical fitness based on assessment of a healthy individual	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-intrapersonal

K. **TEXTS:**
ACSM's Guidelines for Exercise Testing and Prescription 7th Ed., ACSM 2006.
Advanced Fitness Assessment and Exercise Prescription, 5th Ed., Heyward, V.H., Human Kinteics, IL 2006.

L. REFERENCES:
Norms for Fitness, Performance, and Health, Hoffman, J., Human Kinetics, IL 2006.

L. EQUIPMENT: Metabolic cart for exercise assessment. Exercise equipment available in the fitness center will be used for lab sessions. Basic assessment tools from the PTA laboratory or the athletic department will also be utilized. (i.e. blood pressure cuffs, body composition tools)

M. **GRADING METHOD:** A – F.

N. **MEASUREMENT CRITERIA/METHODS:**
Quizzes
Lab exams
Written homework
Exercise program design and evaluationreport/presentation

P. DETAILED COURSE OUTLINE:

I. Physical Activity and Health
A. History and Current Statistics
B. Benefits of Physical Activity
C. Associated diseases and risk factors
D. Obesity

II. Health Screening and Risk Classification
A. Screening Tools/Questionnaires
B. Risk Analysis/classification

III. Principles of Assessment and Prescription
A. Components of Physical Fitness
B. Physical Fitness Testing
B. Elements of Exercise Prescription
C. Exercise Program Adherence

IV. Cardiorespiratory Fitness
A. Graded Exercise Testing
B. Other Cardiorespiratory Assessments
C. Elements of the aerobic exercise program
D. Training methods and modes

IV. Muscular Fitness
A. Strength assessment
B. Muscle Endurance assessment
C. Special assessments for children and elderly
D. Resistance training programs
E. Effects of Resistance Training

V. Body Composition
A. Body composition assessment methods
B. Overweight and obesity trends/causes
C. Weight management principles

VI. Flexibility
A. Flexibility assessment methods
B. Stretching
C. Designing flexibility programs

Q. LABORATORY OUTLINE:

I. Introduction to Physical Activity
- A. Lifestyle self-assessments
- B. Special preventive exercise guidelines

II. Health Screening and Risk Classification
- A. Screening Tools/Questionnaires
- B. Risk Analysis/classification
- C. Introduction to basic CV assessment

IV. Cardiorespiratory Fitness
- A. Submaximal exercise testing
- B. Aerobic Fitness Field tests
- C. Designing Cardiorespiratory Exercise Programs
- D. Special populations

IV. Muscular Fitness
- A. Dynamometers
- B. Dynamic strength tests
- C. Dynamic Endurance Tests
- D. Designing resistance training programs
- E. Special populations

V. Body Composition
- A. Skin fold assessment
- B. Bioelectric impedance assessment
- C. Anthropometric assessment
- D. Designing exercise programs for weight loss

VI. Flexibility
- A. Direct flexibility assessment methods
- B. Indirect flexibility assessment methods
- C. Designing flexibility programs

At-a-Glance - Participating Area Alignment

Show Outcomes Aligned with Institutional Student Learning Outcomes (SUNY, Canton)

Participating Area: HEFI 401 FITNESS ASSESS & EXER PRESCRIP

Summary: 4 of 4 items addressed.

Legend: Mapped Measure Added

HEFI 401 FITNESS ASSESS & EXER PRESCRIP Outcome Set

	Communication Skills Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.	**Critical Thinking** Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.	**Professional Competence** Demonstrates knowledge and the ability to apply professional, industry and ethical standards through the development of skills and knowledge consistent in professional practice within the respective discipline.	**Inter/Intrapersonal Skills** Demonstrates an ability to address professional and ethical responsibilities, which may include a respect for diversity; recognize the impact of societal issues within a global context; function effectively as a member or leader of a team; and/or perform self-reflection of personal growth and achievement.
	Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.	**Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation** Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.	**Professional Competence - Demonstrate knowledge and ability to apply professional standards** Demonstrates knowledge and the ability to apply professional, industry and ethical standards through the development of skills and knowledge consistent in professional practice within the respective discipline.	**Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities** Demonstrates an ability to address professional and ethical responsibilities, which may include a respect for diversity; recognize the impact of societal issues within a global context; function effectively as a member or leader of a team; and/or perform self-reflection of personal growth and achievement.
Outcome				
401A Demonstrate the ability to effectively screen clients for exercise testing and participation.				
401B Identify the essential elements of physical fitness testing and exercise prescription.				
401C Compare and contrast various tests used to assess cardiorespiratory fitness, muscular fitness, body composition and flexibility.				

401D

Accurately assess cardiorespiratory fitness, muscular fitness, body composition, and flexibility using

standard, evidence-based tests.				
401E Describe essential elements of an aerobic exercise prescription.				
401F Describe the ACSM guidelines for designing resistance training programs for healthy adults.				
401G Compare and contrast methods used to increase flexibility.				
401H Design and implement a comprehensive exercise program addressing the four components of physical fitness based on assessment of a healthy individual				
	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**	**Inter / Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities**
	Communication Skills Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.	**Critical Thinking** Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.	**Professional Competence** Demonstrates knowledge and the ability to apply professional, industry and ethical standards through the development of skills and knowledge consistent in professional practice within the respective discipline.	**Inter / Intrapersonal Skills** Demonstrates an ability to address professional and ethical responsibilities, which may include a respect for diversity; recognize the impact of societal issues within a global context; function effectively as a member or leader of a team; and/or perform self-reflection of personal growth and achievement.

created with taskstream

At-a-Glance - Assessment Details

Assessment Measure for 401A

Outcome Set: HEFI 401 FITNESS ASSESS & EXER PRESCRIP Outcome Set

Learning Objective: Outcome

Outcome: 401A
Demonstrate the ability to effectively screen clients for exercise testingand participation.

Mapped to:

in HEFI 401 FITNESS ASSESS & EXER PRESCRIP

Set: Institutional Student Learning Outcomes (SUNY, Canton)

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

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

Assessment Details

Fall 2015 Assessment Cycle:

Course Assessment Plan (Course Assessment Workspace)

Measure: Final Comprehensive Exam
Direct - Exam

Details/Description: Students must complete a comprehensive written final exam that culminates all of the knowledge they have acquired during the semester. Students must individually create their own screening and assessment packets for a standard individual as well as an athletic individual. The packets must include paperwork that includes a basic screen (PAR-Q), past medical history, risk assessment, and assumption of risk forms. Their screening forms must then include all areas of health related physical fitness and wellness (body composition, musculoskeletal, cardiovascular/pulmonary). Students must then create a generalized exercise prescription recommendation for a standard individual as well as an athletic individual. A rubric is used for grading this exam. Rubric components under screening assessment assess students ability to effectively screen clients (106 points).

Target: 70% of students will earn 90/106 points on the paperwork screening and physical screening assessment section of the rubric

Implementation Plan (timeline): Fall2015

Instructor: JPM

CRN: 10648

Supporting Attachments:

Written Final Exam Rubric (Word Document (Open XML))

Findings for Final Comprehensive Exam

Summary of Findings: Goal met. 21/22 students earned 90/106 points on the paperwork and physical screening assessments.

Results: Target Achievement: Met

Recommendations : Possibly have this started earlier as mastery level work so that students are able to receive feedback and correct their screening forms so that they now have a completed tool that they can utilize in their professions.

Reflections/Notes : Students were initially very distraught with this exam, but once they started working on it I think many of them were pleased with their final product and felt that they now had a tool they could utilize when they started working.

At-a-Glance - Assessment Details

Assessment Measure for 401B

Outcome Set: HEFI 401 FITNESS ASSESS & EXER PRESCRIP Outcome Set

Learning Objective: Outcome

Outcome: 401B
Identify the essential elements of physical fitness testing and exercise prescription.

Mapped to:

in HEFI 401 FITNESS ASSESS & EXER PRESCRIP

Set: Institutional Student Learning Outcomes (SUNY, Canton)

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

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

Assessment Details

Fall 2015 Assessment Cycle:

Course Assessment Plan (Course Assessment Workspace)

Measure: Skills Check Offs
Direct - Exam

Details/Description: Students will have skills check offs (a "mini" practical exam) on each applied skill they learn. Skills will take place on a real person.

Target: 80% of students will earn a B or better

Implementation Plan (timeline): Throughout the semester

Instructor: JPM

CRN: 10648

Supporting Attachments:

- Skills 1 (Word Document (Open XML))
- Skills 2 (Word Document (Open XML))
- Skills 3 (Word Document (Open XML))
- Skills 4 (Word Document (Open XML))

Findings for Skills Check Offs

Summary of Findings: Goal met. Consistently there were 19/22 students at each skills check off that earned a B or better.

Results: Target Achievement: Met

Recommendations : Perhaps change the rubrics in the future. Currently they are a 0 or 1 per skill on the rubric, but perhaps change to 0, 1 or 2 for not met, partially met, or completely met per skill.

Reflections/Notes : Some students had a slightly unfair advantage if their participant had already been a volunteer participant for another student...this biased the participants so that they already knew what was required of them, thus not having each skills check off be as in controlled of a setting as others, as the participants may have acted differently for their first student than they did for subsequent students.

At-a-Glance - Assessment Details

Assessment Measure for 401H

Outcome Set: HEFI 401 FITNESS ASSESS & EXER PRESCRIP Outcome Set

Learning Objective: Outcome

Outcome: 401H
Design and implement a comprehensive exercise program addressing the four components of physical fitness based on assessment of a healthy individual

in HEFI 401 FITNESS ASSESS & EXER PRESCRIP

Set: Institutional Student Learning Outcomes (SUNY, Canton)

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

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

Assessment Details

Fall 2015 Assessment Cycle:

Course Assessment Plan (Course Assessment Workspace)

Measure: Project
Direct - Other

Details/Description: Students must accurately design a comprehensive exercise program for a participant based on the results of a fitness assessment. Students must provide screening paperwork (demographics, past medical history, assumption of risk, PAR-Q) first to the participant. Regarding this information, students must perform a thorough evaluation in each of the areas for this person, utilizing their demographic and past medical history to choose appropriate tests from each category. Once the evaluation is complete, students must assess the results of their evaluation in order to create a prescribed exercise program that will improve their weaknesses and maintain/improve their average and strong areas. A rubric will be used (see prescribe section and sample workout section out of 165 points for these 2 sections).

Target: 70% of students will earn 130/165 points

Implementation Plan (timeline): End of the semester

Instructor: JPM

CRN: 10648

Supporting Attachments:

Final Project (Word Document (OpenXML))

Findings for Project

Summary of Findings: Goal met. 20/22 students earned 130/165 points.

Results: Target Achievement: Met

Recommendations : Try to start project earlier in the semester so that students are able to implement the information as they learn the concepts throughout the semester.

Reflections/Notes : Went well for the first time.

H. Sample General Education Assessment (Information Management)

ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

SUMMARY REPORT

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

Name of Institution: SUNY Canton **Academic Year:** 2014-2015
{*specify name of branch campus, if relevant*}

History of GER 12 Assessment at SUNY Canton:

According to the *2008-2009 Assessment of Student Learning Outcomes in General Education Summary Report for GER 12*, during the 2007-2008 academic year, "the assessment was conducted via a pencil and paper multiple choice survey. Information from SUNY Central lead [sic] the campus to collect a sample which was too small to provide any statistically valid insight into student abilities in these areas." In 2008-2009, Outcome 1 (Students will perform the basic operations of personal computer use) was assessed using an online instrument. SUNY Canton defined "Basic operations of personal computer use" as "(1) basic computer operations and application fundamentals (2) Email communication (3) basic word processing (4) basic spreadsheet operations (5) online course participation and (6) presentation graphics."

Outcomes 2 and 3 (Students will understand and use basic research techniques; and Students will locate, evaluate and synthesize information from a variety of sources) "were measured by a 40 question survey which was administered to students in writing intensive classes in all three schools on the campus. Approximately 370 students completed this assessment."

A gap in information exists between the years 2009 and 2012; however, a document from 2010 provides evidence that the same assessment instruments and processes were utilized during this period (Appendix A).

Then, in March 2014, Professor Paul Bowdre provided the GER 12 Task Force with a summary of all activities performed between 2012 and 2014:

> "During the 2012-2013 academic year [SUNY Canton was] presented with the ACRL Information Literacy Competency Standards for Higher Education during several of our meetings and the linkages between the standards, information literacy in general, and information literacy at SUNY Canton had been discussed. On 09/30/2014, the GER 12 Task Force was presented with the information literacy assessment as recommended by the staff of the Southworth Library and provided to the GER 12 Task Force by Michelle Currier and Cori Wilhelm. The assessment was developed by utilizing questions that had been developed by Project SAILS and that aligned with the ACRL Information Literacy Competency Standards for Higher Education. [Michelle Currier] received permission from Project SAILS on 04/25/2013 to use the Project SAILS questions in our information literacy assessment. The GER 12 Task Force approved the use of the Project SAILS questions as the basis of our information literacy assessment pending the development of an information literacy plan/program on campus and the hiring of a librarian with an expertise in information literacy.
>
> "On 10/28/2013, the GER 12 Task Force was presented with the information technology competencies and the assessment that was developed by the Decisions Systems Department. During our meeting on that date, all members of the task force present for the meeting had the opportunity to discuss the assessment. At the conclusion of the meeting the information management assessment was approved by the task force members as the tool that should be used to assess information management. Additionally, the task force members also recommended that both the information literacy and the information technology assessments be delivered through the use of ANGEL.
>
> "[Professor Bowdre] notified all members of the GER 12 Task Force in late 2013 that they were given access to a GER 12 ANGEL shell where the samples of the assessment were available to view and test drive. The information literacy sample assessment (under the Course Documents) includes all 50 assessment questions in question banks [and] links to the information literacy standards. The information technology assessment has many of the 211 questions that were developed included in the question banks by information management competencies and sub-competencies.
>
> "During our meetings, we recommended to Provost Spellacy and Sarah Todd that the assessments be given to the following populations so that GER 12 assessment could resume:
>
> > "a. Information Literacy: Select a sample of students in or who have completed ENGL 101 and 102 since both classes have information literacy course objective(s) and assess their information literacy utilizing the Project SAILS questions.
> >
> > "b. Information Technology: Select a sample of freshman/sophomore students and have them complete the information technology assessment as presented by Eric and members of the Decision Support Department. There were discussions that were future oriented that the information technology assessment may be given to graduating seniors by various departments so that information technology could be assessed over time by segments of the student population."

Provost Spellacy and the Director of Institutional Research, Sarah Todd, recommended that both Information Literacy and the computer competency be assessed during the spring 2014 semester. Professor Bowdre made the following recommendation:

> "I will pull all 200 and 300 writing intensive courses offered this spring. For the 200 level courses, 50% of those courses will take the information literacy component, and 50% will take the computer competency piece. The same will happen for the 300 level courses. This will be treated just like any other GER – it will not be optional, but will be a necessary part of the class for the students to be assessed."

Program improvements made as a result of the previous assessment of General Education:

No report provided for the 2013-2014 assessment of GER 12; therefore, results are undetermined.

In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the campus felt that it was necessary to make these changes and how these changes may have affected the reported results, if at all.

In July 2014, Instruction and Assessment Assistant Librarian, Rachel Santose, was notified of her new duties as GER 12 Information Management Representative.

To streamline the GER 12 process for the 2014-2015 academic year, it was recommended that the English 101 and 102 courses be assessed. All students are required to take either English 101 or English 102, and

information literacy is covered explicitly. Rachel Santose and Library Director Michelle Currier met with the English faculty, who approved the implementation.

The assessment instruments for 2013-2014 were utilized for the 2014-2015 assessment, with half of the English 101 and 102 courses receiving the Information Management assessment and the other half receiving the Information Literacy assessment. The assessments were distributed via Angel, and students were not required the take the assessment. English faculty were asked to have their students complete the assessment, and the GER 12 Information Management Representative delivered weekly reminder emails.

Findings are noted for both Fall 2014 and Spring 2015 semesters.

Major findings of this assessment:	**Action to be taken in addressing these assessment findings:**
a. The assessment instruments need to be revised. There are a number of questions within the Information Management assessment that are too specific for the typical user of a personal computer. Only students studying computer science would be able to answer those questions correctly. This is reflected by low scores on certain difficult questions. Similarly, a few questions from the Information Literacy assessment should be eliminated due to poor wording or confusion. b. The number of student-respondents to the assessment was low. 57 students responded to the Information Management assessment and 97 responded to the Information Literacy assessment. The assessment was not required; however, faculty were encouraged to use class time for their students to complete the assignment, to assign the assessment as extra credit, or to incorporate the assessment into participation grades. c. Students scored low overall. The average question difficulty for the assessment of Information Management was 59.95%, and the average question difficulty for the assessment of Information Literacy was 64.18%. Overall, the percentage of students not meeting the three GER 12 outcomes (37.5%, 23%, and 27.3%) is far higher than the percentage of students who are exceeding standards (6.25%, 8%, and 0%). d. SUNY Canton students have difficulty understanding jargon associated with library research and computer skills. For instance, students scored low on questions that dealt with distinguishing differences between library databases, journals, and articles. Additionally, students scored low when asked to differentiate between a root folder, system file, folder, and user file.	a. The GER 12 Information Management Representative is revising the assessment method and instruments. Revisions will be submitted as a proposal to Academic Assessment Committee at the beginning of fall 2015, and will be implemented accordingly. b. The results of the 2014-2015 assessments will be shared with the Academic Assessment Committee, faculty (especially English 101 and 102 faculty), and the administration. It will also be reviewed by the faculty librarians. It is hoped that the results of the assessments will open a dialogue between faculty, administration, and librarians about ways to improve upon information literacy and information management instruction and curricula infusion. c. The Southworth Library Learning Commons has purchased a series of information literacy modules through Credo, an information skills solutions provider. Faculty may utilize these modules in their courses to improve information literacy skills. d. A discussion should occur that addresses whether or not the GER 12 assessment can be made mandatory.

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

Appendix A

GER Competency 12 InformationManagement

Students will

- Perform the basic operations of personal computeruse.
- Understand and use basic research techniques;and
- Locate, evaluate and synthesize information from a variety of sources.

There are two parts to the assessment of this competency. SUNY Canton now requires students to either take CITA 110 or SOET 110 to be considered proficient in the basic operations of computer use. Those who do not take these courses have to complete an online competency exam as a requirement for graduation. The online exam is designed to measure student ability in the following: (1) computer operations and application fundamentals (2) Email communication (3) basic word processing (4) basic spreadsheet operations (5) online course participation and (6) presentationgraphics.

I. Sample Assessment in the Major (Management)

Assessment in the Major 2015-2016

Management Program

Created on: 03/06/2015 03:26:00 PM EST Last Modified: 03/01/2016 03:00:30 PM EST

Table of Contents

General Information 1

Section A: Vision and Mission 2

Vision and Mission Narrative 2
A.1. Program Mission Statement 2
A.2 Institutional Mission Statement 2
Vision and Mission Narrative 2
A.3 School Mission Statement 3
A.4 Program Goals 3
A.5 Program Learning Outcomes 4

Section B: Program Description 11

Program Description Narrative 11
B.1. Degree Requirements Specified 11
B.2 Congruence Between Course Goals 13
B.3. Congruence Curricular Goals 13
B.4. Balance Between Breadth/Depth 15
B.5. Methods Used Multiple Sections 15
B.6. Scheduling efforts 15
B.7. Internship opportunities 15
B.8. Research Opportunities 16
B.9. Departmental procedures 16
B.10. Advisement Procedures 17

Section C: Program Outcomes 18

C.1. Program Effective., Discipline 18
C.2. Program Effective., Gen. Ed. 20
C.3. Program effect., Intellectual 23
C.4. Student Activities 24
C.5. Community Needs 24

Section D: Description of Faculty 26

D.1. Faculty Summary 26
D.2. Hiring Procedures 27

D.3. Training of Faculty 27
D.4. Teaching Loads 29
D.5. Faculty Innovation in Teaching 30
D.6. Evaluating Teaching Effective. 30
D.7. Scholarly Ability 32
D.8. Faculty Service 32
D.9. Relation of Prog. to Community 32
D.10. Faculty Current in Field 32
D.11. Activities Improve Teaching 33
D.12. Evaluation and Promotion 33

Section E: Description of Students **34**

E.1. Number of Students 34
E.2. Credit Hours Taught 34
E.3. Diversity of Students 34
E.4. Retention Rates 36
E.5. Other Student Characteristics 36
E.6. Annual Graduates 37
E.7. Program Completion Rates 37
E.8. Graduate Characteristics 38
E.9. Recruitment Strategies 39
E.10. Program Minimum Requirements 39
E.11. Acceptance Ratio 40
E.12. Enrollment Patterns 41
E.13. Student Needs 41
E.14. Special Student Services 42
E.15. Academic Placement Procedures 42
E.16. Advisement Policies 43
E.17. Diverse Learning Styles 43
E.18. Orientation Activities 43
E.19. Attrition Patterns 44
E.20. Support Services 45
E.21. General Student Life 47
E.22. Satisfaction with Services 47
E.23. General Campus Environment 48
E.24. Student Affairs 48

Section F: Data from Assessment **50**

F.1. Description Learning Outcomes 50
F.2. Programmatic Assessment 51
F.3. Student Satisfaction Data 55
F.4. Graduate Survey Results 55
F.5. Alumni and Employer Surveys 56

Section G: Use of Assessment **57**

G.1. Dissemination of Results 57
G.2. Planning Process 57
G.3. Most Recent Evaluation 57

Section H: Conclusions **60**

H.1. Discussion of Conclusions 60
H.2. Decisions Made 60
H.3. Evaluation of Evaluating 61

Appendix **62**

General Information (Assessment in the Major 2015-2016)

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

Vision and Mission Narrative

The Bachelor of Business Administration (BBA) in Management prepares students for positions of leadership and responsibility in business, industry and government. Students develop technical and managerial competencies in a practice-oriented, active learning environment.

A.1. Program Mission Statement

Mission

The mission of the BBA in Management is to develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus, and global in orientation.

Vision

Endeavor to offer a baccalaureate degree program in Management nationally and internationally recognized by the Accreditation Council for Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE).

A.2 Institutional Mission Statement

Mission Statement

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

Vision Statement

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

Vision and Mission Narrative

Relationship to Institutional, School, and Program Mission

The institutional mission and BBA 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, and participation in regional, national, and international business competitions.

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.

Goals

1. Offer programs in business and public service that prepare students to enter rewarding and challenging careers and continue their education.

2. Contribute to SUNYCanton's General Education Program by offering courses in economics and when appropriate, reinforcing the general education learning objectives in applied courses.

3. Contribute to a community that encourages intellectual, ethical and cultural growth; develops leadership skills; fosters creativity; promotes an appreciation of a multicultural society; and advocates individual physical and emotional well-being.

4. Promote and support excellence and innovation in learning and teaching,advancement of scholarship and research, and encourage continuous curricular evolution with the integration of technology in the educational experience.

5. Generate greater visibility for the school's programs, faculty and students.

A.4 Program Goals

BBA 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. Increase student participation in degree related community service, discipline-specific academic competition, and/or relevant internship opportunity.
6. Faculty, teaching within the BBA Management program, will ensure the coursework align with current business practices, 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

BBA Management Program Learning Outcomes

1.0 - Critical Thinking and Analytical Competence

Identify, evaluate, analyze, interpret and apply information to address problems and make reasoned decisions in a business context.View Detail

Outcome	Mapping
1.1 Analyze quantitative and qualitative information to compare and contrast alternatives to reach a defensible solution.	**BSAD 215 SMALL BUSINESS MANAGEMENT Outcome Set:** Learning Objective #7, Learning Objective #8, **BSAD 235 BUS & ACCT FIELD EXPERIENCE Outcome Set:** Learning Objective #3, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #12, Learning Objective #4, Learning Objective #5, Learning Objective #6, Learning Objective #9, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #3, Learning Objective #6, Learning Objective #8, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #2, Learning Objective #5, Learning Objective #6, Learning Objective #7, Learning Objective #9, **BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set:** Compare and contrast Kantism, utilitarianism, feminist and virtue based ethical decision making, Compare and contrast the duty of employees and the rights of employers, Use contemporary economic and political theory to solve ethical issues in the workplace and life., Use ethical theory to solve ethical issues arising from everyday experiences, **BSAD 322 ADVERTISING AND PROMOTION OutcomeSet:** Learning Objective #4, **BSAD 340 MANAGEMENT COMMUNICATIONS Student Learning Objective Outcome Set:** Construct sound arguments based on reliable evidence and on audience analysis, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #4, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #12, Learning Objective #5, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 3, Learning Objective # 5, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Analyze financial and accounting statements to make strategic decisions, Evaluate sales report data to make future decisions on marketing company products, Plan research and development of new

	company products., **BSAD 410 SENIOR PROJECT Outcome Set:** Learning Objective #3, Learning Objective #5, **BSAD 411 MARKETING RESEARCH Outcome Set:** Learning Objective #1, Learning Objective #5, **BSAD 420 APPLIED ORGANIZATIONAL MGMT Outcome Set:** Learning Objective #11, **BSAD 425 NEW PRODUCT MARKETING Outcome Set:** Course Objective #3, Course Objective #4, **BSAD 449 STRATEGIC POLICIES & ISSUES Outcome Set:** Course Objective #5, Course Objective #7, Course Objective #9
1.2 Demonstrate the ability to identify and evaluate relevant information for decision-making.	**BSAD 203 MARKETING Outcome Set:** Learning Objective #2, Learning Objective #3, Learning Objective #4, **BSAD 220 PRINCIPLES OF RETAILING Outcome Set:** Learning Objective #3, Learning Objective #4, **BSAD 222 PRINCIPLES OF SELLING Outcome Set:** Learning Objective #3, **BSAD 235 BUS & ACCT FIELD EXPERIENCE Outcome Set:** Learning Objective #3, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #10, Learning Objective #12, Learning Objective #4, Learning Objective #5, Learning Objective #6, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #1, Learning Objective #3, Learning Objective #4, Learning Objective #6, Learning Objective #8, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #3, Learning Objective #4, Learning Objective #5, Learning Objective #6, Learning Objective #9, **BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set:** Use contemporary economic and political theory to solve ethical issues in the workplace and life., Use ethical theory to solve ethical issues arising from everyday experiences, **BSAD 322 ADVERTISING AND PROMOTION OutcomeSet:** Learning Objective #4, Learning Objective #5, Learning Objective #6, **BSAD 325 CONSUMER BEHAVIOR Outcome Set:** Learning Objective #1, Learning Objective #3, Learning Objective #4, **BSAD 330 SALES FORCE MANAGEMENT Outcome Set:** Learning Objective #4, **BSAD 335 ADV BUS & ACCT INTERNSHIP Student Learning Outcome Set:** Execute current business strategy and evaluate its effectiveness, Use appropriate company programs to fulfill customer orders., **BSAD 345 TECH INNOVATNS & ENTREPRENEURS Outcome Set:** Learning Objective #2, Learning Objective #5, Learning Objective #6, **BSAD 355 MANAGEMENT OF TECHNOLOGY Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #3, **BSAD 365 Financial Statement Analysis Outcome Set:** Course Objective #1, Course Objective #5, Course Objective #6, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #8, **BSAD 373 International Business Management Outcome Set:** Course Objective #2, Course Objective #3, Course Objective #4, Course Objective #5, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #11, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 5, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Evaluate sales report data to make future decisions on marketing company products, Explain the rationale for strategic decision making, **BSAD 410 SENIOR PROJECT Outcome Set:** Learning Objective #2, **BSAD 411 MARKETING RESEARCH Outcome Set:** Learning Objective #1, Learning Objective #4, Learning Objective #5,

	Learning Objective #6, **BSAD 420 APPLIED ORGANIZATIONAL MGMT Outcome Set:** Learning Objective #12, Learning Objective #13, Learning Objective #14, Learning Objective #2, Learning Objective #6, Learning Objective #7, **BSAD 425 NEW PRODUCT MARKETING Outcome Set:** Course Objective #2, **BSAD 449 STRATEGIC POLICIES & ISSUES Outcome Set:** Course Objective #1, Course Objective #10, Course Objective #2, Course Objective #3, Course Objective #6, **BSAD 450 BUSINESS INTERNSHIP Student Learning Outcome Set:** Analyze and interpret company data for specified reports (financial, market, etc)., Analyze the demographics of clients/customers served by the company, Evaluate the important market segments served by the company and recommend alternatives, Identify and restructure the key roles and positions within the company., **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 1. Assess project scope and identify key activity milestones, 3. Develop a project plan and schedule, 4. Develop a project budget, 6. Develop project control structure

2.0 - Communication Skills

Communicate in a business context in a clear, concise, coherent, and professional manner.

Outcome	Mapping
2.1 Express ideas clearly, logically, and persuasively in both oral and written formats	**BSAD 200 BUSINESS COMMUNICATIONS Outcome Set:** Learning Objective #3 - Written Material, Learning Objective #4 - Oral Reports, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #11, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #2, Learning Objective #5, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #3, Learning Objective #4, Learning Objective #5, Learning Objective #6, Learning Objective #7, Learning Objective #8, **BSAD 322 ADVERTISING AND PROMOTION Outcome Set:** Learning Objective #1, **BSAD 335 ADV BUS & ACCT INTERNSHIP Student Learning Outcome Set:** Create financial planning documents under appropriate supervision., **BSAD 340 MANAGEMENT COMMUNICATIONS Student Learning Objective Outcome Set:** Construct sound arguments based on reliable evidence and on audience analysis, Explain the communication process, Respond appropriately to questions and opposing views, **BSAD 365 Financial Statement Analysis Outcome Set:** Course Objective #3, Course Objective #7, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #5, **BSAD 373 International Business Management Outcome Set:** Course Objective #1, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #1, Learning Objective #10, Learning Objective #2, Learning Objective #6, Learning Objective #8, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 1, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Explain the rationale for strategic decision making, Justify the execution of a company's operational strategy, **BSAD 410 SENIOR PROJECT Outcome Set:** Learning Objective #3, Learning Objective #4, **BSAD 411 MARKETING RESEARCH Outcome Set:** Learning Objective #6, **BSAD 420 APPLIED ORGANIZATIONAL MGMT Outcome Set:** Learning Objective #10, Learning Objective #11, Learning Objective #2, Learning Objective #3, Learning Objective #4,

	Learning Objective #5, **BSAD 425 NEW PRODUCT MARKETING Outcome Set:** Course Objective #3, Course Objective #4, **BSAD 449 STRATEGIC POLICIES & ISSUES Outcome Set:** Course Objective #3, Course Objective #7, Course Objective #9, **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 8. Effectively communicate project scope and progress status
2.2 Apply the appropriate choice of format and communications medium	**BSAD 235 BUS & ACCT FIELD EXPERIENCE Outcome Set:** Learning Objective #2, Learning Objective #5, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #11, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #2, Learning Objective #5, **BSAD 340 MANAGEMENT COMMUNICATIONS Student Learning Objective Outcome Set:** Produce documents/presentations that are purposeful, clear, concise, and suited to business audiences., **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #5, **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 8. Effectively communicate project scope and progress status

3.0 - Core Business Knowledge

Apply business discipline knowledge in an integrative manner to business problems.

Outcome	Mapping
3.1 Relate and interpret essential concepts of accounting, economics, finance, law and marketing to the discipline of management	**BSAD 100 INTRODUCTION TO BUSINESS Outcome Set:** Course Objective #2, Course Objective #4, Course Objective #5, **BSAD 201 BUSINESS LAW I Outcome Set:** Learning Objective #3, Learning Objective #4, Learning Objective #5, **BSAD 202 BUSINESS LAW II Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #3, Learning Objective #4, Learning Objective #5, **BSAD 203 MARKETING Outcome Set:** Learning Objective #1, **BSAD 215 SMALL BUSINESS MANAGEMENT Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #4, Learning Objective #5, **BSAD 220 PRINCIPLES OF RETAILING Outcome Set:** Learning Objective #1, Learning Objective #2, **BSAD 222 PRINCIPLES OF SELLING Outcome Set:** Learning Objective #1, Learning Objective #2, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #1, Learning Objective #2, **BSAD 322 ADVERTISING AND PROMOTION OutcomeSet:** Learning Objective #1, **BSAD 325 CONSUMER BEHAVIOR Outcome Set:** Learning Objective #2, **BSAD 330 SALES FORCE MANAGEMENT Outcome Set:** Learning Objective #1, **BSAD 355 MANAGEMENT OF TECHNOLOGY Outcome Set:** Learning Objective #1, **BSAD 365 Financial Statement Analysis Outcome Set:** Course Objective #7, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Analyze financial and accounting statements to make strategic decisions, Evaluate sales report data to make future decisions on marketing company products, **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 4. Develop a project budget
3.2 Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to business operations	**BSAD 100 INTRODUCTION TO BUSINESS Outcome Set:** Course Objective #3, **BSAD 120 PRINCIPLES OF BANKING Outcome Set:** Learning Objective #1, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #3,

	BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set: Examine standard understandings of corporate environmental responsibility, **BSAD 325 CONSUMER BEHAVIOR Outcome Set:** Learning Objective #4, **BSAD 365 Financial Statement Analysis Outcome Set:** Course Objective #2, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #6, **BSAD 373 International Business Management Outcome Set:** Course Objective #2

4.0 - Ethical Perspective

Recognize, analyze, and choose resolutions to ethical problems explicit or implicit in decision-making

Outcome	Mapping
4.1 Recognize ethical and social responsibility issues in a business environment	**BSAD 222 PRINCIPLES OF SELLING Outcome Set:** Learning Objective #4, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #3, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #1, **BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set:** Clarify the difference between ethics and the law, Examine standard understandings of corporate environmental responsibility, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #6, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #8, **BSAD 449 STRATEGIC POLICIES & ISSUES Outcome Set:** Course Objective #8
4.2 Conduct a process of ethical inquiry to resolve a dispute	**BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #9, **BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set:** Use contemporary economic and political theory to solve ethical issues in the workplace and life., Use ethical theory to solve ethical issues arising from everyday experiences

5.0 - Global Perspective

Recognize the need to adapt business practices to the opportunities and challenges of an evolving global environment

Outcome	Mapping
5.1 Explain how operating in a global marketplace creates business opportunities and challenges	**BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #1, **BSAD 322 ADVERTISING AND PROMOTION OutcomeSet:** Learning Objective #2, **BSAD 373 International Business Management Outcome Set:** Course Objective #1, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 1, **BSAD 449 STRATEGIC POLICIES & ISSUES Outcome Set:** Course Objective #4, Course Objective #7
5.2 Explain the implications of multicultural issues related to specific business scenarios	**BSAD 365 Financial Statement Analysis Outcome Set:** Course Objective #4, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #10, Learning Objective #9, **BSAD 420 APPLIED ORGANIZATIONAL MGMT Outcome Set:** Learning Objective #9

6.0 - Legal Knowledge

Demonstrate an understanding of the law and its application to business

Outcome	Mapping

6.1 Compare and contrast the characteristics of business structures/legal entities	**BSAD 100 INTRODUCTION TO BUSINESS Outcome Set:** Course Objective #4
6.2 Apply fundamentals principles of tort, contract, agency, intellectual property, and employment law in analyzing business decisions	**BSAD 201 BUSINESS LAW I Outcome Set:** Learning Objective #3, Learning Objective #5, **BSAD 202 BUSINESS LAW II Outcome Set:** Learning Objective #2, Learning Objective #3, Learning Objective #5, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #8, Learning Objective #9, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #4, **BSAD 319 PROFESSIONAL ETHICS-WI Student Learning Outcome Set:** Clarify the difference between ethics and the law, Compare and contrast the duty of employees and the rights of employers

7.0 - Interaction

Demonstrate professional behavior through the use of collaboration, leadership, and communication skills

Outcome	Mapping
7.1 Work cooperatively and effectively in a cross-disciplinary team	**BSAD 200 BUSINESS COMMUNICATIONS Outcome Set:** Learning Objective #5 - Work Collaboratively, **BSAD 235 BUS & ACCT FIELD EXPERIENCE Outcome Set:** Learning Objective #1, **BSAD 340 MANAGEMENT COMMUNICATIONS Student Learning Objective Outcome Set:** Demonstrate effective team/group management and participation skills
7.2 Explain the skills necessary to influence, inspire, and motivate individuals and groups to achieve results	**BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #10, Learning Objective #7, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #2, Learning Objective #7, Learning Objective #8, **BSAD 330 SALES FORCE MANAGEMENT Outcome Set:** Learning Objective #3, **BSAD 335 ADV BUS & ACCT INTERNSHIP Student Learning Outcome Set:** Assist with training of employees., Provide excellent customer service in a dynamic environment, **BSAD 375 LEADERSHIP & CHANGE Outcome Set:** Learning Objective #11, Learning Objective #3, Learning Objective #6, **BSAD 420 APPLIED ORGANIZATIONAL MGMT Outcome Set:** Learning Objective #12, Learning Objective #14, Learning Objective #6

8.0 - Resource Management

Manage resources to implement decisions and maximize the creation of value

Outcome	Mapping
8.1 Identify relevant resources to produce a product or service	**BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #4, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #2, Learning Objective #5, Learning Objective #9, **BSAD 335 ADV BUS & ACCT INTERNSHIP Student Learning Outcome Set:** Create financial planning documents under appropriate supervision., Use appropriate company programs to fulfill customer orders., **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #7, Learning Objective #8, **BSAD 373 International Business Management Outcome Set:** Course Objective #4, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 3, Learning Objective # 5, Learning Objective # 6, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Plan research and development of new company products., **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 5.

	Assemble a resource management structure
8.2 Appropriately manage resources based on their recognized availability	**BSAD 215 SMALL BUSINESS MANAGEMENT Outcome Set:** Learning Objective #8, **BSAD 310 HUMAN RESOURCE MANAGEMENT Outcome Set:** Learning Objective #1, Learning Objective #2, Learning Objective #5, **BSAD 330 SALES FORCE MANAGEMENT Outcome Set:** Learning Objective #2, **BSAD 345 TECH INNOVATNS & ENTREPRENEURS Outcome Set:** Learning Objective #2, Learning Objective #5, **BSAD 373 International Business Management Outcome Set:** Course Objective #4, Course Objective #5, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 3, Learning Objective # 5, **BSAD 406 CUMULATIVE EVALUATION-BBA/MGMT Student Learning Outcome Set:** Control human and material resources., Organize scarce company resources to market company products

9.0 - Technology

Identify opportunities to leverage technology in decision-making and use technology for personal productivity

Outcome	Mapping
9.1 Identify and utilize appropriate computer applications for analysis and data presentation	**BSAD 120 PRINCIPLES OF BANKING Outcome Set:** Learning Objective #5, **BSAD 235 BUS & ACCT FIELD EXPERIENCE Outcome Set:** Learning Objective #4, **BSAD 305 PUBLIC BUDGETING & FISCAL MGMT Outcome Set:** Learning Objective #5, **BSAD 340 MANAGEMENT COMMUNICATIONS Student Learning Objective Outcome Set:** Produce documents/presentations that are purposeful, clear, concise, and suited to business audiences., **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #5, **BSAD 411 MARKETING RESEARCH Outcome Set:** Learning Objective #4, Learning Objective #5, **BSAD 450 BUSINESS INTERNSHIP Student Learning Outcome Set:** Operate and or use specialized equipment, software and tools required within the company., **BSAD/SOET 361 PROJECT MANAGEMENT Outcome Set:** 3. Develop a project plan and schedule, 4. Develop a project budget, 7. Utilize computerized tools to assist with project management, 8. Effectively communicate project scope and progress status
9.2 Analyze operations to identify opportunities and develop plans to leverage digital technologies and innovation in business processes	**BSAD 215 SMALL BUSINESS MANAGEMENT Outcome Set:** Learning Objective #7, Learning Objective #8, **BSAD 301 PRINCIPLES OF MANAGEMENT Outcome Set:** Learning Objective #13, **BSAD 322 ADVERTISING AND PROMOTION OutcomeSet:** Learning Objective #4, **BSAD 345 TECH INNOVATNS & ENTREPRENEURS Outcome Set:** Learning Objective #3, Learning Objective #4, Learning Objective #5, Learning Objective #6, **BSAD 355 MANAGEMENT OF TECHNOLOGY Outcome Set:** Learning Objective #2, Learning Objective #3, **BSAD 372 ELECTRONIC COMMERCE Outcome Set:** Learning Objective #3, Learning Objective #4, Learning Objective #7, Learning Objective #8, **BSAD 400 OPERATIONS/PRODUCT MANAGEMENT Student Learning Outcome Set:** Learning Objective # 4

Section B: Program Description

Program Description Narrative

The Bachelor of Business Administration in Management provides a solid foundation in current management theory and practice. Students are introduced to the principles of accounting, finance, marketing, strategy, operations, human resources, economics, ethics, and communications. Case studies, internships and real world applications in corporate, non-profit, and government settings are integral parts of this exciting four-year program.

B.1. Degree Requirements Specified

SUNY Canton BBA in Management (1645)		Fall 2016		
1st Semester			Term	Grade
FYEP 100	First Year Experience	1		
CITA 110	Intro to Information Technology	3		
BSAD 100	Introduction to Business	3		
	Math (GER)[1]	3-4		
	Western Civilization (GER)[5]	3		
ENGL 101	Expository Writing (GER)[10]	3		
2nd Semester				
ECON 101	Macroeconomics (GER)[3]	3		
	American History (GER)[4]	3		
BSAD 203	Marketing	3		
	Humanities (GER)[7]	3		
ACCT 101	Foundations of Financial Accounting	4		
3rd Semester				
ACCT 102	Foundations of Managerial Accounting	3		
	Art (GER)[8]	3		
	BSAD/ECON/ACCT/SPMT elective (Lower Level)	3		
BSAD 201	Business Law I	3		
ECON 103	Microeconomics	3		
4th Semester				
BSAD 202	Business Law II	3		
FSMA 210	Introduction to Finance	3		
MATH 141	Statistics	3		
	Foreign Lang (GER)9 or Other World (GER)6	3-4		
	Program Business Elective - LL	3		
5th Semester				
	BSAD/ECON/ACCT/MINS/SPMT elective (Upper Level)	3		
BSAD 301	Principles of Management	3		
BSAD 310	Human Resource Management	3		
BSAD 373	International Business Management	3		
	Program Business Elective (Upper Level)	3		
6th Semester				
ECON 314	Managerial Economics	3		
BSAD 340	Management Communications	3		
	General Elective	3		
BSAD 319	Professional Ethics	3		
	Program Business Elective (Upper Level)	3		
7th Semester				
	General Elective	3		
	General Elective (Upper Level)	3		
	BSAD/ECON/ACCT/MINS/SPMT elective (Upper Level)	3		
BSAD 400	Operations Management	3		
BSAD 449	Strategic Policies & Issues	3		
8th Semester				
BSAD 450	Business Internship **OR**	6-12		
BSAD 410	Senior Project **OR** **4 Upper Level Program Electives**	3-12		
BSAD 406	Cumulative Evaluation – BBA in Mgmt.	3		
		3		
		3		
		3		
		3		
			Total 122-124	

Certified for Graduation: _____
Advisor Signature **Date**

Program Electives: (ACCT, BSAD, ECON, FSMA, LEST, GMMD, HSMB, SPMT, CITA and MINS)

2015- 2016 PROGRAM CATALOG DESCRIPTION

The Bachelor of Business Administration in Management provides a solid foundation in current management theory and practice. Students are introduced to the principles of accounting, finance, marketing, strategy, operations, human resources, economics, ethics, and communications. Case studies, internships and real world applications in corporate, non-profit, and government settings are integral parts of this exciting four-year program.

STUDENTS IN THIS MAJOR

- Are educated in all of the functional managerial areas.
- Use cutting-edge case studies to hone analytical skills.
- Are encouraged to pursue a minor for additional skill sets

CAREER OPPORTUNITIES

Graduates plan, organize, and control organizational resources to enhance value to stockholders and stakeholders of the organization. Graduates assume entry managerial roles in:Retail organizations

- Non-profit organizations
- Government organizations
- Manufacturing organizations

ADMISSION REQUIREMENTS

Students must be prepared to take Expository Writing (ENGL 101).

Transfer students must have a cumulative GPA of 2.0 to be admitted into the program.

B.2 Congruence Between Course Goals

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

1. Communication Skills

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

2. Critical Thinking

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

3. Professional Competence

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

4. Inter-intrapersonal Skills

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

B.3. Congruence Curricular Goals

SUNY Canton BBA in Management (1645)		Fall 2016		
1st Semester			Pre-Requisite	Pre-Requisite Course Name
FYEP 100	First Year Experience	1	NONE	
CITA 110	Intro to Information Technology	3	NONE	
BSAD 100	Introduction to Business	3	NONE	
	Math (GER)[1]	3-4		General Education Course List
	Western Civilization (GER)[5]	3		General Education Course List
ENGL 101	Expository Writing (GER)[10]	3	NONE	
2nd Semester				
ECON 101	Macroeconomics (GER)[3]	3	NONE	
	American History (GER)[4]	3		General Education Course List
BSAD 203	Marketing	3	ACCT 101 or BSAD 100 or HSMB 101	Foundations of Financial Accounting Introduction to Business Introduction to Health Care Management
	Humanities (GER)[7]	3		General Education Course List
ACCT 101	Foundations of Financial Accounting	4	NONE	
3rd Semester				
ACCT 102	Foundations of Managerial Accounting	3	ACCT 101	Foundations of Financial Accounting
	Art (GER)[8]	3		General Education Course List
	BSAD/ECON/ACCT/SPMT elective (Lower Level)	3		
BSAD 201	Business Law I	3	NONE	
ECON 103	Microeconomics	3	ECON 101 or GER Math	
4th Semester				
BSAD 202	Business Law II	3	BSAD 201	Business Law I
FSMA 210	Introduction to Finance	3	CITA 110 ***AND*** GER Math or ACCT 101	Introduction to Information Technology General Education Course List Foundations of Financial Accounting
MATH 141	Statistics	3	MATH 111 or MATH 116 or MATH 121 or MATH 123 or with a grade of C or better OR 3 years high school math with a grade of 75 or above on the NYS Regents Exam	Survey of Math Math for Elementary Teachers College Algebra Pre-Calculus Algebra
	Foreign Lang (GER)9 or Other World (GER)6	3-4		General Education Course List
	Program Business Elective - LL	3		
5th Semester				
	BSAD/ECON/ACCT/MINS/SPMT elective (Upper Level)	3		
BSAD 301	Principles of Management	3	BSAD 100 or HSMB 101 or EADM 201 or BSAD 201 or BSAD 200 ***AND*** 30 credits with 2.0 GPA	Introduction to Business Introduction to Health Care Management Introduction to Emergency & Disaster Mgmt. Business Law I Business Communications
BSAD 310	Human Resource Management	3	BSAD 100 or BSAD 201 or EADM 201	Introduction to Business Business Law I Introduction to Emergency & Disaster Mgmt.
BSAD 373	International Business Management	3	ENGL 101 or ENGL 102 ***AND*** ECON 101	Expository Writing Oral and Written Expression Macroeconomics
	Program Business Elective (Upper Level)	3		
6th Semester				
ECON 314	Managerial Economics	3	ACCT 101 ***AND*** GER Math or ECON 103	Principles of Financial Accounting General Education Course List Microeconomics
BSAD 340	Management Communications	3	ENGL 101 or ENGL 102 ***AND*** Junior Status	Expository Writing Oral and Written Expression
	General Elective	3		
BSAD 319	Professional Ethics	3	ENGL 101 ***AND*** Junior Status	Expository Writing
	Program Business Elective (Upper Level)	3		

The BBA Management Program is designed with the flexibility to accept in transfer most two year degrees in

Business Administration or related disciplines. The coursework is sequenced to ensure that students are well prepared for the upper level business requirements and electives within the program as evidenced in the table depicted above. Students are guided by their academic advisors to choose course electives that coincide with their choice in minors or career focus.

B.4. Balance Between Breadth/Depth

Depth reflects the expertise acquired by studying a core program in a major discipline. Breadth results when additional subjects complementing a major area of study are chosen to enhance a student's overall skill set. The program's introductory/core classes, taken within the first four semesters, combine general education requirements that broaden a student's perspective and build communication and critical thinking skills with business courses that present the basic management theories. After students have completed their general education and introductory courses, they move on to upper-division courses that solidify their knowledge of key business areas.

SUNY Canton's BBA Management curriculum provides both breadth of understanding in a core body of knowledge explored in the business core and depth in application through upper division electives. Students can specialize in business-related minors including Accounting, Economics, Finance, Fraud Examination, Legal Studies, Management Information Systems, Marketing, Mathematics, Veterinary Science Management, or Writing and Communication.

B.5. Methods Used Multiple Sections

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

B.6. Scheduling efforts

Curriculum Coordinators (CC) are assigned the task of creating the first draft of the course offerings for any given semester. The first draft of course offerings is compared to the program 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 Chair for review. If needed, the Chair suggests revisions to the CC. Once finalized, the schedule is forwarded to the Dean of the School of Business and Liberal Arts for approval. If approved, the Dean forwards the proposed schedule to the Registrar's Office.

B.7. Internship opportunities

The BBA Management Program was designed as an online program while offering selected courses on campus. The program's course sequence provides the student with the flexibility to participate in an internship, take additional coursework, or complete a senior project. Currently, the student is responsible for securing an internship sponsor and having all parties complete and notarize the non-clinical affiliation agreement (see attached). Specific course requirements for BSAD 450 are provided in the attached course outline.

If in the future SUNY Canton intends to obtain IACBE and/or ACBSP accreditation for the BBA Management program, it would be beneficial for the institution to allocate additional resources for the enhancement of applied learning opportunities. Achieving this goal will require dedicated staff/faculty to better mentor students and monitor their progress during the degree program. Currently, students and faculty wait until the semester before the internship to

initiate a discussion about student interest and the process of securing a sponsor site.

The majority of baccalaureate business programs, accredited by IACBE, ACBSP and AACSB, have developed internship affiliations with local, national, and international employers. SUNY Canton needs to earmark resources and exhibit a commitment to match that of other institutions.

File Attachments:

1. **BSAD 450 Business Internship (Spring 2015).docx** (See appendix)
2. **Non Clinical Affiliation Agreement.pdf** (See appendix)
3. **Notary Form K.pdf** (See appendix)

B.8. Research Opportunities

SUNY Canton is one of five Colleges of Technology within the SUNY system. The Colleges of Technology focus on applied learning versus formal scholarly research. Students in the BBA Management program participate in the exploration of their discipline through alternative methods such as:

- Study abroad
- Community Service
- National and Regional Academic Competitions
  - International Collegiate Business Strategy Competition – University of California - San Diego
  - Inter-Collegiate Business Competition – Kingston ON
  - Free Enterprise Marathon – SUNY Plattsburgh
  - Roo-preneur competition – SUNY Canton
- SUNY Canton Scholarly Activities Celebration

B.9. Departmental procedures

Departmental Procedure for Course Evaluation and Review

Faculty input, insight, and on-going dialogue are critical to ensure that courses are meeting the intended program goals and student learning outcomes. BSAD 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 BBA in 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 BSAD 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 BBA in Management program. All faculty teaching within the program (full-time tenured, tenure-track, and adjunct) participate in the course evaluation process. Course evaluations are administered via UCan Web, 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 BSAD faculty course evaluations. The Dean and the Chair meet with faculty individually, during the faculty member's annual performance review, to discuss the results of the course evaluations as part of on-going professional development and growth. Faculty are encouraged to reflect, make necessary changes to receive positive student input, and assist with meeting student needs, learning outcomes, and course success.

B.10. Advisement Procedures

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

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

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

The College utilizes a computerized early alert system (MTS = Moving Toward Success) through UCan Web. All instructors are encouraged to use this system for tracking students' attendance and performance. When an MTS is sent to the student, the student's academic advisor, financial aid, and other related parties receive an electronic copy. Faculty advisors contact students to address the concerns brought forth in the MTS; meetings are scheduled to discuss any concerns as warranted. Program faculty can make student referrals to the Counseling Center, local community resources, tutoring services, and accommodative services, etc. if the need exists.

File Attachments:

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

Section C: Program Outcomes

C.1. Program Effective., Discipline

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

PLO 1.1 - Analyze quantitative and qualitative information to compare and contrast alternatives to reach a defensible solution.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	30	8	27%	12	40%	10	33%

PLO 1.2 - Demonstrate the ability to identify and evaluate relevant information for decision-making.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	66	23	35%	12	18%	31	47%

PLO 2.1 - Express ideas clearly, logically, and persuasively in both oral and written formats.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	38	11	29%	9	24%	18	47%

PLO 2.2 - Apply the appropriate choice of format and communications medium.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	6	2	33%	0	0%	4	67%

PLO 3.1 - Relate and interpret essential concepts of accounting, economics, finance, law and marketing to the discipline of management.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	46	9	25%	8	22%	19	53%

PLO 3.2 - Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to business operations.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	5	1	20%	2	40%	2	40%

PLO 4.1 - Recognize ethical and social responsibility issues in a business environment.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	4	2	50%	0	0%	2	50%

PLO 4.2 - Conduct a process of ethical inquiry to resolve a dispute.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	1	0	0%	1	100%	0	0%

PLO 5.1 - Explain how operating in a global marketplace creates business opportunities and challenges.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	5	3	60%	2	40%	0	0%

PLO 5.2 - Explain the implications of multicultural issues related to specific business scenarios.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	0	0	0%	0	0%	0	0%

PLO 6.1 - Compare and contrast the characteristics of business structures / legal entities.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	3	1	33%	1	33%	1	33%

PLO 6.2 - Apply fundamentals principles of tort, contract, agency, intellectual property, and employment law in analyzing business decisions.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	11	3	27%	1	9%	7	64%

PLO 7.1 - Work cooperatively and effectively in a cross-disciplinary team.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	5	2	40%	1	20%	2	40%

PLO 7.2 - Explain the skills necessary to influence, inspire, and motivate individuals and groups to achieve results.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	7	1	14%	2	29%	4	57%

PLO 8.1 - Identify relevant resources to produce a product or service.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	14	2	14%	7	50%	5	36%

PLO 8.2 - Appropriately manage resources based on their recognized availability.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	14	6	43%	5	36%	3	21%

PLO 9.1 - Identify and utilize appropriate computer applications for analysis and data presentation.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	11	4	36%	0	0%	7	64%

PLO 9.2 - Analyze operations to identify opportunities and develop plans to leverage digital technologies and innovation in business processes.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All BSAD Courses	14	6	43%	4	29%	4	29%

File Attachments:

1. **Course Measurement Example.png** (See appendix)

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

General Education Requirements

If you enter SUNY in Fall 2010 or later, to earn a SUNY bachelor's degree, you must:

1. Earn 30 SUNY-General Education Requirement (SUNY-GER) credits, which requires you to complete one or more courses in the following areas:		
2 required areas*	Basic Communication	Mathematics
Any 5 of these 8 areas*	American History	Other World Civilizations
	Foreign Language	Social Sciences
	Humanities	The Arts
	Natural Sciences	Western Civilization

BBA in Management Required General Education Courses		General Education Classification	Subject Category
	Math	GER 1	Mathematics
	Western Civilization	GER 5	Western Civilization
ENGL 101	Expository Writing	GER 10	Communication
ECON 101	Macroeconomics	GER 3	Social Sciences
	American History	GER 4	American History
	Humanities	GER 7	Humanities
	Art	GER 8	The Arts
ECON 103	Microeconomics	GER 3	Microeconomics
MATH 141	Statistics	GER 1	Mathematics
	Foreign Language or Other World Civilization	GER 9 or GER 6	Foreign Language Other World Civilization
ECON 314	Managerial Economics	GER 3	Social Sciences

A list of the currently approved General Education courses is attached. If a course is categorized as an approved General Education Course at any other SUNY Campus, it is automatically accepted in transfer for the same subject category at SUNY Canton.

In accordance with the SUNY Board of Trustees Policy on General Education, all entering freshmen must meet specific General Education requirements (GER). Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met. 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. (See individual baccalaureate degree requirements for exceptions to this mandate.) All students will fulfill competency outcomes in Critical Thinking and Information Management, which are infused throughout the curricula.

General Education course assessment occurs on a three year cycle. Course learning outcomes are developed by the faculty specializing in the discipline. The list of current student learning objectives is provided below for all GER courses. Attached are the individual GER course measurements used for the discipline specific assessment and the latest available data from the Office of Institutional Effectiveness for the 2011/2012 cycle.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

IN GENERAL EDUCATION

GER 1 – Mathematics:

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

GER 2 – Natural Sciences:

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

GER 3 – Social Sciences:

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

GER 4 – American History:

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

GER 5 – Western Civilization:

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

GER 6 – Other World Civilizations:

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

GER 7 – Humanities:

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

GER 8 – The Arts:

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

GER 9 – Foreign Language:

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

GER 10 – Basic Communication:

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

Infused – Critical Thinking (Reasoning):

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

Infused – Information Management:

1. Perform the basic operations of personal computer use
2. Understand and use basic research techniques
3. Locate, evaluate and synthesize information from a variety of sources

File Attachments:

1. **approved_courses.pdf** (See appendix)
2. **GER 1.pdf** (See appendix)
3. **GER 11.pdf** (See appendix)
4. **GER 12.pdf** (See appendix)
5. **GER 2.pdf** (See appendix)
6. **GER 3.pdf** (See appendix)
7. **GER 4.pdf** (See appendix)
8. **GER 5.pdf** (See appendix)
9. **GER 6.pdf** (See appendix)
10. **GER 7.pdf** (See appendix)
11. **GER 8.pdf** (See appendix)
12. **GER 9.pdf** (See appendix)
13. **GER-1_Mathematics_Summary_2011-12.pdf** (See appendix)
14. **GER10.pdf** (See appendix)
15. **GER-2_Natural_Science_Summary_2011.pdf** (See appendix)
16. **GER-7_Humanities_Summary_2011-12.pdf** (See appendix)

C.3. Program effect., Intellectual

Recognizing the importance of creating an environment that fosters intellectual growth, faculty teaching within the BBA Management program model their teaching strategies after those proposed by Felder and Brent (2005) as listed below:

A. Variety and choice of learning tasks

1. Varied problem types
2. Varied levels of assignment definition and structure
3. Choice of assignments, tests, and grading policies

B. Explicit communication and explanation of expectations

1. Instructional objectives covering high-level tasks
2. Study guides and tests based on the objectives

C. Modeling, practice, and constructive feedback on high-level tasks

1. Assignment of relevant tasks and modeling of required procedures
2. Practice in assignments followed by inclusion of similar tasks on tests

D. A student-centered instructional environment

1. Inductive learning (problem/project based learning, guided inquiry)
2. Active and cooperative learning
3. Measures to defuse resistance to student-centered instruction

E. Respect for students at all levels of development

1. A sense of caring about students
2. Awareness of and respect for current levels of development while promoting higher levels

Richard M. Felder and Rebecca Brent (2005), Understanding Student Differences, Journal of Engineering Education 94(1), p.57-72, Available on-line at: http://www.arp.sprnet.org/default/inserv/INSERVE05_06/understanding_differences.pdf

Measuring the true intellectual growth of an undergraduate student is unrealistic. Gathering statistical data during an individual program assessment does not provide the level of information needed to conduct a psycho-social evaluation of each student. The data presented in other areas of this document such as graduate surveys, course and program level assessment measures, graduation rates, etc. support the “theory” that a student graduating from this program has improved their ability to think cognitively.

C.4. Student Activities

Clubs & Organizations

The Campus Center is the focal point for extra-curricular and co-curricular activities for the College community. It is part of the educational program as well as the social life of the College. The Campus Center and Activities Office staff encourages students to participate in social, cultural, educational and recreational activities in order to enrich their out-of-class life, to benefit their personal growth and development, and to educate them for the wise use of leisure time.

The college sponsors many clubs and activities. Student groups are easy to organize. Over sixty clubs serve academic, professional and cultural interests, and all clubs welcome students from throughout the college.

Participation in student government comes through the Student Government Association, the College Activities Board and the Residence Hall Councils.

Students publish their own yearbook. There are also many student clubs and organizations, four of which are academic honor societies.

C.5. Community Needs

Between the years of 2009 and 2015, St. Lawrence County has experienced the closing of General Motors, Alcoa East, and a downsizing of the Alcoa West plant(s) in Massena. The BBA Management program offers an opportunity for those displaced workers to retrain and refocus; if an individual does not meet the minimum qualification levels for admission, remedial coursework is available.

Fort Drum, an Army base located approximately 52 miles from the SUNY Canton campus is one of the largest military installations on the east coast of the U.S. According to the Fort Drum Economic Impact Statement of 2014, the combined military/ civilian employees and related population of the installation has grown 58% in the last five years. Repeatedly designated as one of the top "Military Friendly Colleges" our program provides members of the Fort Drum Community with the ability to enroll in an online program they can tailor to their specific needs without affecting their assignment or

employment. If deployed or re-assigned, they can continue in the program without interruption.

Section D: Description of Faculty

D.1. Faculty Summary

	TOTAL PROGRAM SPECIFIC FACULTY	%	Male	Female	RACE		Bachelors Degree	Masters Degree	Beyond Masters Degree or ABD	Terminal Degree	YEARS OF EXPERIENCE (Combined Professional & Teaching)					
					White	African American					0-3	4-7	8-11	12-15	16-24	25+
Adjunct	11	65%	5	6	10	1	1	8	1	1	3			1	2	5
Full-time Tenured	5	29%	3	2	4	1			2	3						5
Full-time Not Tenured	1	6%	1		1				1				1			
TOTALS	17		9	8	15	2	1	8	4	4	3	0	1	1	2	10
% of Total			53%	47%	88%	12%	6%	47%	24%	24%	18%	0%	6%	6%	12%	59%

In Fall 2015, the School of Business and Liberal Arts received approval to hire three new full time faculty members to teach in the BBA program effective Fall 2016. The search process should conclude in February of 2016, with the Search Committee recommendations to immediately follow. This would increase the percentage of full time faculty from 35% to 53%, which would be comparable to the national statistics calculated through the year 2013 by the Deparment of Education as depicted in the table below:

Number of faculty in degree-granting postsecondary institutions by employment status & gender 1995-2013

Year	Total	Employment status		Percent	Percent
		Full-time	Part-time	Full-time	Female
1995\2\	931,706	550,822	380,884	59.1	39.6
1997\2\	989,813	568,719	421,094	57.5	40.7
1999\2\	1,027,830	590,937	436,893	57.5	41.4
2001\2\	1,113,183	617,868	495,315	55.5	42.1
2003\2\	1,173,593	630,092	543,501	53.7	43.4
2005\2\	1,290,426	675,624	614,802	52.4	44.6
2007\2\	1,371,390	703,463	667,927	51.3	45.8
2009\2\	1,439,074	729,152	709,922	50.7	47.1
2011\2\	1,524,469	762,114	762,355	50.0	48.2
2013\2\	1,544,060	791,391	752,669	51.3	48.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), Employees in Institutions of Higher Education, 1970 and 1972, and "Staff Survey" 1976; Projections of Education Statistics to 2000; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014, Human Resources component, Fall Staff section; and U.S. Equal Employment Opportunity Commission, Higher Education Staff Information Survey (EEO-6), 1977, 1981, and 1983. (This table was prepared March 2015.)

The program's current ratio of 47% female is nearly equal to that of the national average presented above. According to the same report, the national average of combined full and part time faculty classified as White is 79%. Room for improvement exists in the recruitment of minority faculty for the program, although this seems to be directly affected by the location and salary ranges of this institution.

******* PLEASE REFERENCE SECTION D.7 & D.8 FOR INFORMATION RELATED TO FACULTY SCHOLARLY ABILITY AND FACULTY SERVICE**

Curriculum Vitae / Resumes of full-time program faculty are attached below.

File Attachments:

1. **FennerCharles.resume15.pdf** (See appendix)
2. **J Robinson CV 2015.pdf** (See appendix)

3. **Kocher, Nick.resume.F'15.pdf** (See appendix)
4. **Mafoua, Ed.resume.F'15.pdf** (See appendix)
5. **Signorelli, Anthony.resume.F'15.pdf** (See appendix)
6. **Spellacy, Karen.resume.F'15.pdf** (See appendix)

D.2. Hiring Procedures

Faculty Hiring Process – Business Department

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

- *Formulation of Search Committee*

Upon approval of the Recruitment Authorization, the Dean of the School of Business and Liberal Arts appoints a faculty member to serve as the Chair of the Search Committee (hereafter referred to as the "Committee"). The Chair 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

Professional Development

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

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

Recommendation for leave for professional development purposes whenever the services of the staff member can be spared;

approval of requests for travel reimbursement for professional purposes within budgetary limitations;

endorsement of grant applications and tuition waivers for course enrollment; and

encouragement of research and individual study and other methods traditionally employed by institutions of higher education for this purpose including periods of 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.

File Attachments:

1. **Quick Guide for New Faculty.pdf** (See appendix)
2. **SBLA_FPD Guidelines_Application.docx** (See appendix)

D.4. Teaching Loads

TEACHING LOAD BY RANK - BSAD DESIGNATED COURSES ONLY
FALL 2015

Credit Hours	% of Credit Hours	# of Students	% of Students	Rank
72	50%	561	51%	Adjunct
9	6%	72	7%	Lecturer
24	17%	216	20%	Assistant Professor
24	17%	140	13%	Associate Professor
15	10%	104	10%	Professor
144	100%	1093	100%	

TEACHING LOAD BY RANK - BSAD DESIGNATED COURSES ONLY
SPRING 2016

Credit Hours	% of Credit Hours	# of Students	% of Students	Rank
57	41%	407	39%	Adjunct
12	9%	87	8%	Lecturer
21	15%	196	19%	Assistant Professor
30	22%	238	23%	Associate Professor
18	13%	108	10%	Professor
138	100%	1036	100%	

D.5. Faculty Innovation in Teaching

- 29 of the 35 or 83% of all BSAD courses were converted to an online format since the inception of the program
- Computer simulations that mimic “real world experiences” have been introduced as a part of the required coursework in many upper-level business courses.
- Over the past five years, BBA Management students have participated in collegiate business competitions such as the International Collegiate Business Strategy Competition in San Diego CA, Intercollegiate Business Competition in Kingston ON, North Country Regional Business Competition, Free Enterprise Competition, and the local campus Roo-Preneur challenge.
- Financial contributions from Alesco Advisors, St. Lawrence Federal Credit Union, and North Country Savings Bank made possible the construction of a new learning space in the recently renovated Cook Hall Room 100. The new classroom features a large interactive touch screen display showing financial indicators, an LED stock ticker displaying real-time stock prices of major companies, and a bank of twenty laptop computers. The classroom was designed specifically for students taking classes in the Finance, Management, Business Administration and Accounting programs.

D.6. Evaluating Teaching Effective.

Processes to Insure Effectiveness in Teaching/Learning: Learning Outcomes

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

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

The BBA/Major in Management program will also utilize existing instruments to assess instructional effectiveness:

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

Processes to Insure Effectiveness in Teaching/Learning: Faculty

Recruiting and Selection of New Faculty

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

Orientation Sessions

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

Reappointment of Tenure and Non-Tenure Track Faculty

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

Promotion and Tenure Evaluations

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

School / Department Meetings

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

File Attachments:

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

D.7. Scholarly Ability

The scholarly pursuits of the faculty at SUNY Canton do not mirror that of the faculty at research institutions. There are individuals who regularly publish in peer-reviewed journals, serve as a dissertation chair for students at other institutions, present at regional/national/international conferences, and act as subject matter textbook reviewers. Designated as one of five SUNY College's of Technology, faculty members also act as coaches/mentors in business related competitions, product-testing experts for computerized simulations, online course developers/reviewers, and act as subject matter experts for trade publication review.

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, BBA Management program full-time faculty have served the campus in following capacities; the table is not all inclusive but representative:

Dr. Charles Fenner	Program Coordinator – BBA Management / 2014-2015 Faculty Senator - 2014/2015 Faculty Grievance Officer - 2014/2015 Mentor / Coach for Student Entrepreneurial Competitions
Nicholas Kocher	Chair, Curriculum Committee
Dr. Edward Mafoua	Program Coordinator – A.S. & A.A.S. Programs in Business Administration Faculty Affairs Committee Member Peer Review Committee Member
Janice Robinson	Program Coordinator – BBA Management / 2015-2016 Faculty Search Committee Chair Faculty Search Committee Member Peer Review Committee Member Online Learning Advisory Committee Member
Karen Spellacy	Interim Provost Faculty Senator - 2015 to Present Faculty Search Committee Member Peer Review Committee Member
Dr. Anthony Signorelli	Appointment and Promotions Committee Member

D.9. Relation of Prog. to Community

SUNY Canton's BBA Management faculty participate as members of local legislative committees, Chamber of Commerce, Rotary Club, Court Appointed Special Advocate Program, Business Mentor NY Program, and coordinate events for the "Roo-Preneur" small business entrepreneurial contest.

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.

D.10. Faculty Current in Field

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

At SUNY Canton, professional development funds come from several sources with the greatest support coming from the Canton College

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

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

D.11. Activities Improve Teaching

This item is already discussed in ITEM D.6 entitled Effectiveness in Teaching

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

File Attachments:

1. **CommonDataSet2014-2015.pdf** (See appendix)
2. **Demographic_Trends Report.pdf** (See appendix)
3. **Enrollment_by_program_Fall.pdf** (See appendix)
4. **Enrollment_by_program_Spring.pdf** (See appendix)
5. **UndeclaredMajorsConcentrations_by_Program_Fall.pdf** (See appendix)

E.2. Credit Hours Taught

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

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

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

E.3. Diversity ofStudents

October 2015	University		Program					
Demographic Information	Fall 2015 - University		Fall 2015 - Program		Fall 2014 - Program		Fall 2013 - Program	
	N	%	N	%	N	%	N	%
% Female	1712	56%	78	51%	74	50%	93	60%
Race/Ethnicity								
African American/Black	438	14%	26	17%	23	16%	23	15%
American Indian/Alaska Native	45	1%	2	1%	2	1%	3	2%
Asian	34	1%	2	1%	2	1%	1	1%
Hispanic	306	10%	10	6%	12	8%	10	6%
Multiracial	59	2%	3	2%	1	1%	3	2%
Native Hawaiian/Pacific Islander	3	0%	0	0%	0	0%	1	1%
White	2030	67%	99	64%	96	65%	105	67%
NRA	48	2%	3	2%	2	1%	3	2%
Unknown/Unreported	77	3%	9	6%	9	6%	7	4%
Age								
Under 18	73	2%	1	1%	0	0%	0	0%
18-21	1798	59%	38	25%	46	31%	34	22%
22-25	527	17%	44	29%	35	24%	46	29%
26-40	484	16%	54	35%	46	31%	57	37%
41+	158	5%	17	11%	20	14%	19	12%
Residency								
St. Lawrence County	1026	34%	48	31%	41	28%	57	37%
North Country (besides St. Lawrence County)	395	13%	9	6%	13	9%	12	8%
New York City	576	19%	24	16%	26	18%	26	17%
Other New York	910	30%	64	42%	60	41%	56	36%
Outside New York	133	4%	9	6%	7	5%	5	3%
Economically Disadvantaged	2083	69%	100	65%	100	68%	-	-
First-Generation College Student	1438	47%	51	33%	45	31%	-	-
Single Parent	102	3%	5	3%	9	6%	-	-
Limited English Proficiency	381	13%	19	12%	21	14%	-	-
Total	**3040**		**154**		**147**		**156**	

Statistics featuring national, state, the State University of New York (SUNY) system are provided as attachments; this data was obtained from the National Center for Educational Statistics, NYS Department of Higher Education, and the SUNY Office of Institutional Research. A comprehensive data set depicting regional and institutional indicators for this category were unavailable at the time of this assessment due to a staffing shortage in the SUNY Canton Office of Institutional Effectiveness.

Caucasian Population Estimates

	SUNY Canton BBA Management Program	SUNY Canton	St. Lawrence County	State University of New York System	State of New York
2014	65%	Publication unavailable at the time of this assessment	93.8%	59.6%	57.4%
2015	64%	67%	Unavailable at the time of this assessment	Unavailable at the time of this assessment	Unavailable at the time of this assessment

File Attachments:

1. **CommonDataSet2014-2015.pdf** (See appendix)
2. **Demographic_Trends Report.pdf** (See appendix)
3. **Diversity Data Brief FINAL August 2015.pdf** (See appendix)

4. **Enrollment_by_program_Fall.pdf** (See appendix)
5. **Enrollment_by_program_Spring.pdf** (See appendix)
6. **National Stats.pdf** (See appendix)
7. **NYS Dept. of HIgher Ed.pdf** (See appendix)
8. **St. Lawrence County Demographics.png** (See appendix)
9. **Statewide Graduation Rates, New York- By Race-Ethnicity.pdf** (See appendix)
10. **SUNY Racial Demographics 2014.png** (See appendix)
11. **UndeclaredMajorsConcentrations_by_Program_Fall.pdf** (See appendix)

E.4. Retention Rates

	University	Program						
Retention Rates (Fall to Fall)	14-15	14-15	13-14	12-13	11-12	10-11	09-10	08-09
First time, full time students								
In Program	35%	100%	50%	0%	0%	0%	-	13%
At University	63%	100%	50%	67%	25%	100%	-	25%
Cohort Size	726	2	2	3	4	1	-	8
All full time students								
In Program	63%	79%	77%	80%	79%	67%	69%	73%
At University	78%	81%	79%	83%	81%	73%	80%	80%
Cohort Size	2793	124	128	109	94	93	83	102
Students Retained in Program (does not include graduates)	**1060**	**62**	**67**	**62**	**47**	**43**	**45**	
	University	Program						
Retention Rates (Fall to **SPRING**)	F14-S15	F14-S15	F13-S14	F12 - S13	F11 - S12	F10 - S11		
First time, full time students								
In Program	53%	100%	50%	0%	100%	0%		
At University	83%	100%	50%	67%	100%	100%		
Cohort Size	726	2	2	3	4	1		
All full time students								
In Program	74%	90%	87%	86%	89%	72%		
At University	89%	91%	89%	87%	91%	89%		
Cohort Size	2793	124	128	109	94	93		

The BBA Management Program functions predominantly as a junior/senior degree program. The majority of students are not first-time full-time freshmen, but transfer students that have already graduated from Associates Degree programs.

E.5. Other Student Characteristics

Course Enrollment by Campus	University Fall 2015		Program Fall 2015		Program Fall 2014		Program Fall 2013	
	N	%	N	%	N	%	N	%
Entirely Face to Face	1260	41%	7	5%	6	4%	12	8%
Entirely Online	665	22%	90	58%	85	58%	96	62%
Mix of Face to Face and Online	1077	35%	55	36%	56	38%	48	31%
Boces DL and Face to Face	35	1%	1	1%	0	0%	0	0%
Other Campus (Study Abroad, Akwesasne)	3	0%	1	1%	0	0%	0	0%
Total	3040		154		147		156	

October 2015	University		Program					
Demographic Information	Fall 2015 - University		Fall 2015 - Program		Fall 2014 - Program		Fall 2013 - Program	
Residency								
St. Lawrence County	1026	34%	48	31%	41	28%	57	37%
North Country (besides St. Lawrence County)	395	13%	9	6%	13	9%	12	8%
New York City	576	19%	24	16%	26	18%	26	17%
Other New York	910	30%	64	42%	60	41%	56	36%
Outside New York	133	4%	9	6%	7	5%	5	3%
Economically Disadvantaged	2083	69%	100	65%	100	68%	-	-
First-Generation College Student	1438	47%	51	33%	45	31%	-	-
Single Parent	102	3%	5	3%	9	6%	-	-
Limited English Proficiency	381	13%	19	12%	21	14%	-	-
Total	**3040**		**154**		**147**		**156**	

E.6. Annual Graduates

Degrees Conferred by Program
2005-2015

		# of Graduates										
SCHOOL OF BUSINESS AND LIBERAL ARTS		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Management	*BBA*	0	1	10	12	26	24	33	40	31	40	37
Applied Psychology	*BS*	-	-	-	-	-	-	-	-	-	4	14
Liberal Arts-General Studies	*AA, AS*	73	56	66	62	76	32	42	39	53	52	71
Health Care Management	*BTECH*	4	9	9	9	6	4	10	16	20	15	18
Finance	*BBA*	6	6	3	3	8	22	57	38	31	40	44
Early Childhood	*AS*	9	8	19	13	18	10	21	21	16	16	14
Apprentice Training: Ind. Trades	*AA*	1	1	0	1	0	1	0	0	0	0	0
Accounting	*AAS*	15	13	9	6	16	10	20	18	10	10	8
Business Administration	*AAS*	52	38	42	38	19	28	34	34	25	34	23
Office Technology	*AAS*	9	7	9	9	13	1	1	-	-	-	-
Business Administration	*AS*	3	2	4	7	22	10	5	5	4	4	8
Individual Studies	*AAS*	3	3	4	3	7	2	6	2	4	3	1
Business Office Technology Certificate	*CERT*	0	7	4	2	1	-	-	-	-	-	-
Legal Studies	*BTECH*	-	-	-	-	1	4	16	42	22	54	48
Emergency Management	*BTECH*	-	-	-	-	-	4	4	9	7	5	9
Individual Studies Certificate	*CERT*	-	-	-	-	1	-	-	-	-	1	-
SCHOOL TOTALS		175	150	169	153	188	128	249	264	223	277	295
Grand Total		***649***	***602***	***665***	***618***	***648***	***606***	***926***	***937***	***888***	***969***	***1071***

# Graduates by Degree Type	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Certificates	125	127	104	78	70	115	183	199	175	152	162
Associates	486	405	485	467	513	391	511	479	434	456	496
Bachelor's	38	71	86	85	91	127	232	259	279	361	413

Office of Institutional Research 7/27/2015

E.7. Program Completion Rates

Baccalaureate student cohort(s) time-to-completion is defined as 6.5 years; those starting in 2010 would be counted in the 2016 statistics. The table above represents those students who have completed the BBA Management Program for students through the latest available cohort. According to the National Student Clearinghouse Signature Report (see attached) in 2015, the average student rate of completion of those enrolled in four year public institutions is 61.2%.

Management Completion Rates

All including undeclared with concentration

Cohort	Initial N	Graduated N	Graduated %	Graduated from any bachelor's	%
Fall 2005	30	12	40%	12	40%
Spring 2006	28	13	46%	13	46%
Fall 2006	41	15	37%	16	39%
Spring 2007	19	10	53%	10	53%
Fall 2007	34	11	32%	12	35%
Spring 2008	27	10	37%	10	37%
Fall 2008	42	19	45%	19	45%
Spring 2009	24	14	58%	14	58%
Fall 2009	39	19	49%	22	56%
Spring 2010	27	13	48%	13	48%

All without undeclared

Cohort	Initial N	Graduated N	Graduated %	Graduated from any bachelor's	%
Fall 2005	30	12	40%	12	40%
Spring 2006	28	13	46%	13	46%
Fall 2006	41	15	37%	16	39%
Spring 2007	19	10	53%	10	53%
Fall 2007	32	11	34%	12	38%
Spring 2008	27	10	37%	10	37%
Fall 2008	41	19	46%	19	46%
Spring 2009	22	14	64%	14	64%
Fall 2009	37	19	51%	21	57%
Spring 2010	25	13	52%	13	52%

Full-time only without undeclared

Cohort	Initial N	Graduated N	Graduated %	Graduated from any bachelor's	%
Fall 2005	23	10	43%	10	43%
Spring 2006	24	13	54%	13	54%
Fall 2006	39	15	38%	16	41%
Spring 2007	18	10	56%	10	56%
Fall 2007	26	9	35%	9	35%
Spring 2008	19	7	37%	7	37%
Fall 2008	37	18	49%	18	49%
Spring 2009	17	10	59%	10	59%
Fall 2009	31	18	58%	20	65%
Spring 2010	20	12	60%	12	60%

All including undeclared with concentration

Cohort	Initial N	Graduated N	Graduated %	Graduated from any bachelor's	%
2005-06	58	25	43%	25	43%
2006-07	60	25	42%	26	43%
2007-08	61	21	34%	22	36%
2008-09	66	33	50%	33	50%
2009-10	66	32	48%	35	53%

All without undeclared

Cohort	Initial N	Graduated N	Graduated %	Graduated from any bachelor's	%
2005-06	58	25	43%	25	43%
2006-07	60	25	42%	26	43%
2007-08	59	21	36%	22	37%
2008-09	63	33	52%	33	52%
2009-10	62	32	52%	34	55%

Office of Institutional Effectiveness November 10, 2015

File Attachments:

1. **National Student Clearinghouse Report.pdf** (See appendix)

E.8. Graduate Characteristics

October 2015	University	Program						
Graduate Characteristics	2014-2015	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of Graduates from Program	1023	37	40	31	40	34	24	26
Average Time to Degree (years)	3.4	3.4	4.1	4.1	3.6	3.7		
Mean Cumulative GPA	3.35	3.22	3.12	3.18	3.14	3.17		

E.9. Recruitment Strategies

The Admissions Office employs recruitment and marketing strategies to include:

- high school and community college visits arranging time to meet with students and counselors
- college fairs for first time and transfer students
- communication with prospective students includes direct mailing, emailing, phone calls, campus visits to include interviews and appointments with faculty, and, on occasion, text messaging
- an affiliation with the Northern Zone Association for Counselors and Development
- Open House events, held several times throughout the year, designed to showcase the campus, programs, services, and talents to prospective students and their families. Faculty members highlight their respective academic programs and the college's focus on applied learning. Attendants had the opportunity to visit the college's business trading room, technology-driven laboratories in the engineering sciences and learning facilities in allied health fields. They also have the chance to visit the Roos House Convocation, Athletic and Recreation Center and Kennedy Hall, the college's newest student residence.
- use of My Emma to assist with the context and design of all email communications
- use of Cappex database to generate inquiries and create targeted message campaigns; So, for example, Admissions could design a message for the program and send it to: all females, in NYS, with a GPA over 90, interested in Management. Any student matching that criteria that have joined the Cappex database would then get a message from us
- virtual open houses to promote online programs

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

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

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

File Attachments:

1. transferSUNY_Business.pdf (See appendix)

E.10. Program Minimum Requirements

Degree Programs

CODE	PAGE	PROGRAM TITLE	Prerequisite Regents Exams (NYS)								
				MATH				ENGL	CHEM	BIO	PHYSICS	
		*BACHELOR'S DEGREES (ACT/SAT required)	75+ on 1st regents or pass 1st regents and have taken a 2nd regents	Pass 2nd regents and have taken a 3rd regents	75+ on 2nd regents or pass 2nd regents and 60+ on 3rd regents	75+ on 3rd regents or 75+ in pre-calculus course	75+	65+ on regents and 75+ on 2nd math regents	75+ on regents & 65+ on chem regents	65+ on regents & 75+ on 2nd math regents	Associate Degree in appropriate field
1865	59	Alternative & Renewable Energy Systems, *B.Tech.*			•		•	•			
1965	60	Applied Psychology, *BS*		•			•		•		
2235	61	Civil and Environmental Engineering Technology, *B.Tech.*			•		•				
1359	62	Criminal Investigation, *B.Tech.*		•			•				
1911	63	Crimal Justice: Law Enforcement Leadership, *B.Tech.*		•					•		
0148	64	Dental Hygiene, 2 + 2, *B.Tech.*			•		•				•
2234	65	Electrical Engineering Technology, *B.Tech.*			•		•				
1864	66	Emergency Management, *B.Tech.*		•			•				
0282	67	Finance, *BBA*		•			•				
1525	68	Funeral Services Administration, *B.Tech.*		•			•				
2026	69	Graphic and Multimedia Design, *B.Tech.*		•			•				
2254	70	Health and Fitness Promotion, 2 + 2, *B.Tech.*			•		•		•		•
0253	71	Health Care Management, *B.Tech.*		•			•				
2335	72	Homeland Security, *B.Tech*		•							
1935	73	Industrial Technology Management, *B.Tech.*			•		•				
2045	74	Information Technology, *B.Tech.*			•		•				
0818	75	Legal Studies, *B.Tech.*		•			•				
1645	76	Management, *BBA*		•			•				
2250	77	Mechanical Engineering Technology, *B.Tech.*			•		•				
0291	78	Nursing, 2 + 2, *BS in nursing*		•			•				•
0182	79	Sports Management, *BBA*		•			•				
1672	80	Veterinary Services Management, 2 + 2, *B.Tech.*		•						•	•
2278	81	Veterinary Technology, *BS*			•		•	•	•		

Admission Requirements (in addition to those depicted above)

Students must be prepared to take Expository Writing (ENGL 101)

Transfer students must have a cumulative GPA of 2.0 to be admitted into the program.

E.11. Acceptance Ratio

*In any program at any level	University	Program						
Admissions Data:	Fall 2015	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009
First-Time Freshmen								
Applications	2863	38	30	35	78	57	20	17
Acceptances (to program)	2419	15	5	13	12	11	0	6
Enroll (to program)	665	3	2	2	2	2	-	0
Accept Rate	84%	39%	17%	37%	15%	19%	-	35%
Yield Rate	27%	20%	40%	15%	17%	18%	-	0%
External Transfers								
Applications	774	37	30	28	73			
Acceptances (to program)	639	33	28	22	39			
Enroll (to program)	353	20	14	11	18			
Accept Rate	83%	89%	93%	79%	53%			
Yield Rate	55%	61%	50%	50%	46%			
Internal Transfers/Returning/Readmits								
Applications	456	23	22	4	19			
Acceptances (to program)	399	22	12	3	16			
Enroll (to program)	315	16	9	2	16			
Accept Rate	88%	96%	55%	75%	84%			
Yield Rate	79%	73%	75%	67%	100%			

E.12. Enrollment Patterns

Enrollment Trends	Fall 2015	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009
Full-Time	2639	118	124	128	109	94	93	83
First-Time, Full-Time	645	4	2	2	3	4	1	0
External Transfer	251	13	9	9	14	13	11	5
Transitioning	95	7	15	14	11	9	10	0
Continuing	1648	94	98	103	81	68	71	78
Part-Time	401	36	23	28	35	30	25	14
Total	**3040**	**154**	**147**	**156**	**144**	**124**	**118**	**97**
% change		+4.6%	-5.6%	+8.3%	+16.1%	+5.0%	+21.6%	
Undeclared with Concentration	281	6	3	2	6	6	5	3

Student enrollment estimated at +4% for each year through the year 2020.

The BBA Management Program is now marketed on Open SUNY. This affiliation, initiated in the past 12 months, is providing 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. Increased or maintained program enrollment will most likely be attributed to online and transfer students over the next few years.

File Attachments:

1. **National Student Clearinghouse CurrentTermEnrollment-Fall2015.pdf** (See appendix)

E.13. Student Needs

	University		Program					
Course Enrollment by Campus	Fall 2015		Fall 2015		Fall 2014		Fall 2013	
	N	%	N	%	N	%	N	%
Entirely Face to Face	1260	41%	7	5%	6	4%	12	8%
Entirely Online	665	22%	90	58%	85	58%	96	62%
Mix of Face to Face and Online	1077	35%	55	36%	56	38%	48	31%
Boces DL and Face to Face	35	1%	1	1%	0	0%	0	0%
Other Campus (Study Abroad, Akwesasne)	3	0%	1	1%	0	0%	0	0%
Total	3040		154		147		156	

The primary goal for students entering the program is to obtain the skill sets needed to succeed as managers and leaders in profit, nonprofit, and government settings. The majority of non-traditional students enter the program seeking to gain theoretical and practical management experience they can apply to their current and future career choices. Traditional students admitted into the program, either as a freshman or after having completed a two-year Associates degree in Business Administration, typically have no job experience; many of those students come from households that earn $25,000 per year or less and thereby qualify for financial aid. The supplemental income of students available to

cover incidental expenses not covered by financial aid, such as automobile repairs, medical, and daycare costs are minimal. Many of the program's enrollees are first generation college students. According to Banks-Santilli (2015), "Not all first-generation college students are the same, but many experience difficulty within four distinct domains: 1) professional, 2) financial, 3) psychological and 4) academic."

Although there has been an improvement in the academic preparedness level of admitted students, written/oral communication and math skills typically remain at a level needing remediation. The BBA Management degree was originally designed as an online program. For the 2014-2015 academic year, the program's enrollment numbers are presented in the table above. Since its inception, a growing number of traditional students request to attend classes on campus. Their lack of effective time management skills increases the complexity of taking online courses. The resources needed to offer the program on campus and online continue to present a challenge.

E.14. Special Student Services

Special Student Services

- All school services, activities and programs of study are available to **nontraditional students**, or students who delayed college entry. Increased online course offerings and online tutoring greatly convenience the nontraditional commuter student. The college offers various housing options including a floor for age 21 and older students. Many nontraditional students use the Commuter Lounge, which is a center for meeting, finding transportation and studying. Computers are available in the Lounge. A Kiddie Kollege exists for daycare help when the public school is not in session.
- **International students** are welcomed at SUNY Canton and are growing in numbers. Through various clubs and activities international students have an opportunity to promote their cultures. SUNY Canton's Director of International Programs assists international students with an extensive orientation facilitating their adjustment to the campus and the culture. The office also organizes various workshops and advises students on their rights.
- The Housing Office has a wing designed primarily for international students who are unable to travel home on the college sanctioned breaks. Students are also invited into faculty and staffs homes to share in various holidays. The Writing Center offers ESL resources as well as professional staff who can assist students in accessing these resources and make suggestions for additional support. Also, the dining services promote international theme nights and encourage students to come in and cook their favorite meal with them.
- SUNY Canton is committed to serving **individuals with disabilities** as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADAAA of 2008. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.
- Introduction to Academic Reading & Writing and Basic Writing courses are offered to students who need **special remedial** help. The Accuplacer Placement test is used to identify and place students in these classes. Also, Beginning Algebra is offered to students not ready for a college level math course.
- A hallmark of SUNY Canton is its extensive **tutoring services**. Tutoring from professional and peer tutors is free to all students through the Tutoring Center which offers Learning Labs, curriculum-specific labs, and special referral programs. All tutoring labs provide limited tutoring help online. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills.
- **Academic development programs** exist for specific populations. The **Educational Opportunity Program (EOP)** assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The **Student Support Services TRiO Program (SSS)** offers an elevated level of assistance to selected disadvantaged students. **C-Step** provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.
- Ample parking facilities and a myriad of convenient eating options are of particular interest to **nonresidential students.** The University Police and Campus Safety Committee provide well illuminated and safeguarded entry and exit from campus. Every attempt is made to schedule program offerings in the late afternoon before students leave campus. All campus programs, athletic facilities and clubs welcome and encourage non-residential/non-traditional student participation and many of these students are involved in college activities.

E.15. Academic Placement Procedures

Assessment / Placement Testing

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

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

process.

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

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

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

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

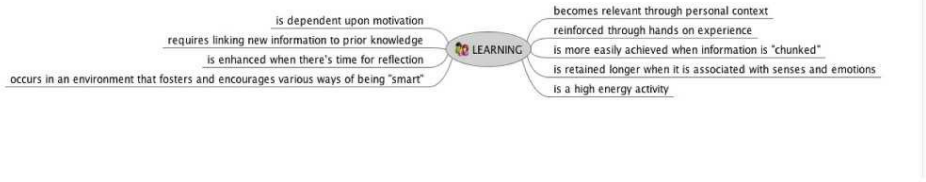
E.16. Advisement Policies

File Attachments:

1. Advising Procedures 2015-2016.pdf (See appendix)
Manual of Student Advising Procedures

E.17. Diverse Learning Styles

According to Biggs (2001), there have been 26 different learning styles identified by theorists, educators, and psychologists. Upon examination, it may be more important to clarify how "learning" occurs versus adapting teaching to a particular style. Socioeconomic background, gender, age, ethnicity all play a part in a student's ability and motivation to learn. Students in the BBA Management Program come from a variety of backgrounds, which poses challenges for instructors but also provides opportunities to draw on varied experiences.



Adapted from Williams, R., & Dunn, S. (2000). Brain compatible learning for the block. Boston, Mass.: Pearson Custom Publishing ;. *Brain compatible learning for the block.* Boston, Mass.: Pearson Custom Publishing ;.

Strategies to facilitate student learning
– Adapt to students' level of understanding & ways of thinking
– Address authentic problem
– Require teamwork, responsibility, & effective communication
– Incorporate input & feedback from professionals & peers
– Generate implemented outcomes in the community

E.18. Orientation Activities

Orientation Programs

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

All students who are new to our campus are required to participate - First-time freshmen, transfer, non-traditional age, and part-time students. The only exceptions to this are the students who do not attend **ANY courses on the Canton campus** (for example, those attending entirely

online or Dental Hygiene students attending the Rome campus), **do not need to attend** the on-campus orientation. They will be contacted by the Online Learning Center for their Orientation once it is much closer to the start of classes.

During orientation, students get a taste of campus life, a sense of academic expectations, meet and greet their Deans and academic advisors, and receive a tentative class schedule for the entering semester.

E.19. Attrition Patterns

	University	Program						
Retention Rates (Fall to Fall)	14-15	14-15	13-14	12-13	11-12	10-11	09-10	08-09
First time, full time students								
In Program	35%	100%	50%	0%	0%	0%	-	13%
At University	63%	100%	50%	67%	25%	100%	-	25%
Cohort Size	726	2	2	3	4	1	-	8
All full time students								
In Program	63%	79%	77%	80%	79%	67%	69%	73%
At University	78%	81%	79%	83%	81%	73%	80%	80%
Cohort Size	2793	124	128	109	94	93	83	102
Students Retained in Program (does not include graduates)	**1060**	**62**	**67**	**62**	**47**	**43**	**45**	
	University	Program						
Retention Rates (Fall to **SPRING**)	F14-S15	F14-S15	F13-S14	F12 - S13	F11 - S12	F10 - S11		
First time, full time students								
In Program	53%	100%	50%	0%	100%	0%		
At University	83%	100%	50%	67%	100%	100%		
Cohort Size	726	2	2	3	4	1		
All full time students								
In Program	74%	90%	87%	86%	89%	72%		
At University	89%	91%	89%	87%	91%	89%		
Cohort Size	2793	124	128	109	94	93		

The table above depicts historical retention information for the BBA Management program. Unlike many programs at SUNY Canton, the BBA's online student population accounts for approximately 60% of the overall program enrollment. Advising online students present a unique set of challenges that can be overcome by adopting technological solutions such as video conferencing, fillable forms, electronic signatures, etc. As evidenced by the program's high retention rates, advising does not necessarily have to take place on campus to a provide quality service.

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

Freshman Retention Program

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

Moving Toward Success (MTS) & Midterm Progress Reports

- Access to information on student progress at all relevant levels

Academic Recovery Program

The goal of SUNY Canton is for every student to have a successful academic experience. Yet, some students fail to achieve a minimum grade point average or meet the required number of credits needed to continue in their academic studies and are placed on Academic Recovery. Academic Recovery is a serious warning that a student's academic performance needs improvement.

SUNY Canton's Academic Recovery program is set up to give students a second chance to improve their academic standing. The program provides a structured learning experience to help students raise their cumulative GPA towards good academic standing. Students on Academic Recovery are required to attend a mandatory meeting at the start of the semester as well as workshops throughout the semester to improve their study skills and academic habits. The Academic Recovery contract spells out specific details and requirements.

Advisement Program

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

Services for Transfer Students

- Transfer credit evaluation
- Transfer student retention program

File Attachments:

1. **All_F2F_ Retention Rates_SBLA.pdf** (See appendix)
2. **All_F2S_RETENTION BLA.pdf** (See appendix)

E.20. SupportServices

Special Student Services, Support Services and General Student Life

Special Student Services

- All school services, activities and programs of study are available to **nontraditional students**, or students who delayed college entry. Increased online course offerings and online tutoring greatly convenience the nontraditional commuter student. The college offers various housing options including a floor for age 21 and older students. Many nontraditional students use the Commuter Lounge, which is a center for meeting, finding transportation and studying. Computers are available in the Lounge. A Kiddie Kollege exists for daycare help when the public school is not in session.
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- SUNY Canton requires **all new full-time students** to take the **Accuplacer Placement test** unless exempt as determined by English Regents or standardized test scores. The Accuplacer Placement test measures reading, writing and math skills to aid in scheduling appropriate level classes for optimal student success.
- **Academic advising is predominantly handled by faculty advisors within the student's discipline.** Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.
- SUNY Canton provides **orientation programs** prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture.

Support Services:

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

General Student Life:

Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For resident students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations; and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21st-century learner. The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students. The Learning Commons Building is now open extended hours during the academic term, Monday through Thursday from 7:30 a.m. until 2:00 a.m.; Fridays from 7:30 a.m. to 8:00 p.m.; Saturdays from 8:00 a.m. to midnight; and Sundays from 8:00 a.m. to 2:00 a.m. Professional librarians are available during most library hours to assist students with a full range of library services, and web-based synchronous and asynchronous chat reference services provide access to professional research assistance at any time, 24 hours a day, 7 days a week.

- **Information Technology Services** are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The **Help Desk** is available 8:00 to 6:00 p.m. , Monday-Thursday; 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. **UCanWeb** accounts are established for each student allowing access to grades, academic status, financial aid, pre-scheduling and other individual data.

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

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

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

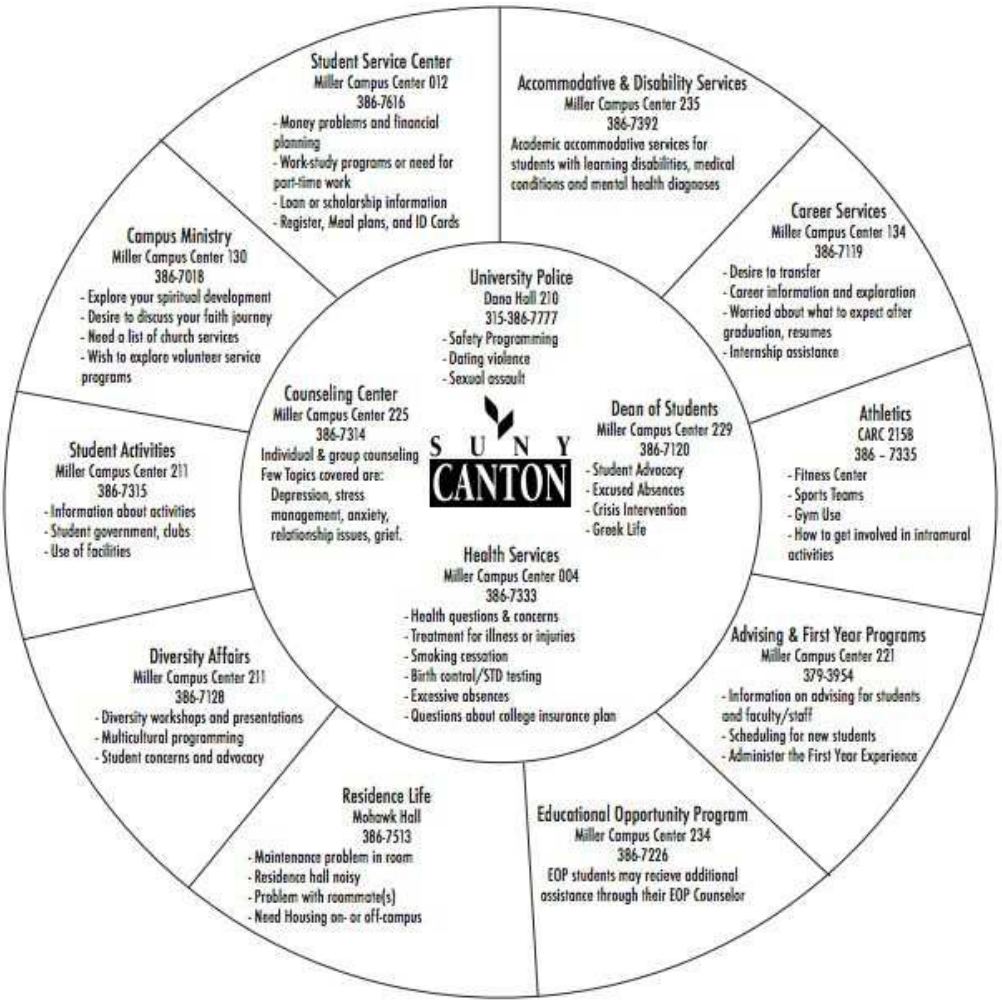
- **Academic advising** is predominantly handled by faculty advisors within the student's discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each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

- **Student affairs and academic affairs coordinate efforts to contribute to student success.**
  - Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.
  - The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.
  - The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.
  - Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.

- The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.
- Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.
- Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

E.21. General Student Life

A comprehensive description of Campus Life is provided in the attachment.



File Attachments:

1. **Student Life.pdf** (See appendix)

E.22. Satisfaction with Services

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

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

Red highlighting represents ranking within the bottom 5 SUNY institutions, green highlighting in the top 5

	2015								2012				2009	
	Mean	SUNY Ranking	Tech Ranking	SUNY Average	Dif. SUNY average	Change from 2012	Effect Size	Sig	Mean	Sig	SUNY Rank	Tech Rank	Mean	Sig
Advising/Faculty/staff	***3.95***	***8/27***	***3/7***	***3.80***	***0.15***	***0.10***			***3.84***		***15/27***	***4/7***	***3.79***	
Academic advising in your major	3.95	5/27	2/7	3.62	0.33	0.05	small	*^	3.90	*^	8/27	2/7	3.83	*^
General academic advising	3.89	4/27	2/7	3.62	0.27	0.07	small	*^	3.82	*^	3/27	1/7	3.70	*
Non-teaching staff respect for students	3.98	15/27	3/7	3.96	0.02	0.11	none		3.87	**	20/27	4/7	3.78	**
Availability of instructors outside of class	3.95	10/27	3/7	3.86	0.09	0.18	none	*^	3.77	**^^	25/27	7/7	3.80	**
Faculty respect for students	3.97	8/27	3/7	3.93	0.04	0.11	none		3.86	**	21/27	4/7	3.83	**
Career Services	**3.69**	**2/27**	**1/7**	***3.43***	***0.26***	**0.38**			**3.31**		**15/27**	**3/7**	**3.23**	
Job search assistance (regardless of whether you found employment	3.73	3/27	2/7	3.48	0.25	0.37	small	*^	3.36		16/27	4/7		
Career planning services	3.90	2/27	1/7	3.62	0.28	0.41	small	*^	3.49	^	18/27	3/7	3.51	^
College help in finding part-time jobs	3.45	2/27	1/7	3.19	0.26	0.37	small	*^	3.08	^	11/27	2/7	2.86	
Residential Life	**3.39**	**18/27**	**4/7**	***3.45***	***-0.06***	**0.13**			**3.26**		**21/27**	**4/7**	**3.12**	
Clarity of residence hall rules/policies									3.40	**	23/27	4/7	3.38	**
General condition of residence halls	3.17	21/27	5/7	3.32	-0.15	0.07	small	*	3.10	**	20/27	5/7	2.82	**^^
Residence hall services/programs	3.60	14/27	3/7	3.57	0.03	0.32	none		3.28	**	21/27	4/7	3.15	**
Facilities	***3.76***	***8/27***	***2/7***	***3.62***	***0.14***	***0.15***			***3.61***		***15/27***	***3/7***	***3.33***	
Parking	2.94	4/27	2/7	2.59	0.35	-0.24	small	*^	3.18	*^	5/27	3/7	2.84	*
Campus center/student union	3.95	10/27	1/7	3.80	0.15	0.17	small	*^	3.78	^^	13/27	2/7	3.50	**^
General condition of buildings and grounds	3.78	9/27	2/7	3.68	0.10	0.23	small	*^	3.55	**	19/27	3/7	3.41	**
Study areas	3.87	7/27	3/7	3.77	0.10	0.12	small	*	3.75	^	16/27	2/7	3.54	**^^
Classroom facilities	3.91	8/27	3/7	3.82	0.09	0.30	small	*^	3.61	**^^	21/27	5/7	3.78	
Course-related laboratories (not including studios)	4.05	2/27	1/7	3.83	0.22	0.35	small	*^	3.70		19/27	5/7	3.92	*^
Athletic and recreational facilities	4.19	3/27	1/7	3.76	0.43	-0.20	medium	*^	4.39	*^	2/27	1/7	2.79	**^^
Fine and performing arts studios	3.38	22/27	6/7	3.69	-0.31	0.44	medium	*^	2.94	**^^	25/27	6/7	2.87	**^^
Financial aid	***3.63***	***13/27***	***5/7***	***3.61***	***0.02***	***0.01***			***3.61***		***13/27***	***2/7***	***3.51***	
Financial aid services	3.66	7/27	4/7	3.56	0.10	-0.08	none	*	3.74	*^	5/27	1/7	3.57	
Billing and payment process	3.59	18/27	6/7	3.65	-0.06	0.11	none	^^	3.48	**	20/27	3/7	3.44	**
Course Related Issues	***3.91***			***3.65***	***0.26***	***0.20***			***3.71***				***3.69***	
College tutoring services	4.05	1/27	1/7	3.78	0.27	0.16	small	*^	3.89	*^	8/27	3/7	3.84	*^
Quality of instruction	3.97	4/27	3/7	3.79	0.18	0.23	small	*^	3.74	**	19/27	4/7	3.87	^
Availability of general education courses	3.83	5/27	3/7	3.67	0.16	0.18	small	^	3.65		12/27	4/7	3.65	
Availability of courses in your major	3.91	3/27	2/7	3.56	0.35	0.11	medium	*^	3.80	*^	3/27	1/7	3.69	*^
Class size considering the type of class	4.23	10/27	5/7	4.09	0.14	0.14	small	^	4.09		18/27	5/7	4.01	^^
Course registration process	3.70	4/27	2/7	3.42	0.28	0.13	small	*	3.57	*^	8/27	3/7	3.47	**^^
Availability of online courses	3.98	2/27	1/7	3.42	0.56	3.98	large	*^						
Availability of internships (co-ops, and practicums - 2015)	3.62	3/27	3/27	3.45	0.17	0.36	small	*^	3.26		15/27	3/7	3.29	^
Library/Computer	***4.01***	***3/27***	***2/7***	***3.74***	***0.27***	***0.03***			***3.98***		***6/27***	***2/7***	***3.75***	
Availability of computers														
Computing support services	3.89	5/27	2/7	3.67	0.22	0.01	small	*^	3.88	*^	7/27	2/7	3.69	
College computer network (wireless access, web services, etc.)	3.58	6/27	2/7	3.18	0.40	-0.25	medium	*^	3.83	*^	2/27	1/7	3.77	*^
Library facilities									4.04		10/27	2/7	3.71	**^^
Library resources and services									4.18		4/27	1/7		
Library resources	4.28	1/27	1/7	4.06	0.22	-	small	*^					3.80	**^^
Library services	4.28	1/27	1/7	4.06	0.22	-	small	*^					3.76	**^^
Student Life Services/Programs	***3.65***	***17/27***	***4/7***	***3.72***	***-0.07***	***0.39***			***3.26***		***22/27***	***5/7***	***3.25***	
Opportunities for community service	3.69	19/27	5/7	3.73	-0.04	0.27	none		3.42	**	22/27	5/7	3.47	**^
Student government	3.41	14/27	3/7	3.41	0.00	0.31	none		3.10	**	20/27	5/7	2.98	**^^
Clarity of rules for student conduct					0.00	0.00								
New student orientation	3.79	11/27	4/7	3.73	0.06	0.23	none		3.56	**	20/27	4/7	3.58	
Religious/spiritual activities and programs	3.49	11/27	1/7	3.46	0.03	0.40	none	^	3.09	**	21/27	3/7	3.27	^
Opportunities for involvement in campus clubs/activities	3.83	20/27	5/7	3.98	-0.15	0.15	small	*	3.68	**	23/27	5/7	3.65	**
College social activities	3.57	20/27	5/7	3.67	-0.10	0.20	none		3.37	**	23/27	5/7	3.30	**
Student radio station					0.00	-2.61			2.61	**^^	26/27	7/7	3.12	**
Recreation and intramural programs	3.94	9/27	2/7	3.86	0.08	0.19	none	^	3.75	**	19/27	3/7	3.44	**^^
Purposes for which student activity fees are used					0.00	-3.09			3.09	^	13/27	1/7	2.77	**^^
Student newspaper					0.00	-2.87			2.87	**^^	26/27	7/7	3.01	**^^
Opportunities for leadership development	3.68	22/27	5/7	3.79	-0.11	0.30	small	*	3.38	**^^	24/27	5/7		
Cultural programs	3.42	25/27	6/7	3.76	-0.34	0.34	medium	*	3.08	**	24/27	6/7	3.08	**
Guest speakers outside of class	3.65	22/27	3/7	3.80	-0.15	0.33	small	*	3.32	**^^	24/27	6/7	3.37	**

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

Office of Institutional Effectiveness 1 September 17, 2015

E.23. General Campus Environment

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

E.24. Student Affairs

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

Student Learning Outcomes are the knowledge, skills/abilities, and dispositions we want students to be able to demonstrate from their learning experiences, both curricular and co-curricular.

Characteristics of Student Learning Outcomes

1. Learner-centered
2. Cognitively appropriate
3. Specific
4. Action oriented and measurable

In 1956, Benjamin Bloom along with a group of like-minded educators developed a framework for classifying educational goals and objectives into a hierarchical structure representing different forms and levels of learning. In 2001, Lorin Anderson and a group of educational specialists revised the original taxonomy to reflect the following levels of cognitive learning arranged from lower order to higher-order levels of learning (International Assembly for Collegiate Business Education, 2002). The BBA Management program learning outcomes are categorized in the following levels:

Remembering – Retrieving, recognizing, and recalling relevant knowledge from long-term memory

PLO 2.1 - Express ideas clearly, logically, and persuasively in both oral and written formats.

PLO 4.1 - Recognize ethical and social responsibility issues in a business environment.

Understanding – Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining

PLO 3.1 - Relate and interpret essential concepts of accounting, economics, finance, law and marketing to the discipline of management.

PLO 3.2 - Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to business operations.

PLO 5.1 - Explain how operating in a global marketplace creates business opportunities and challenges.

PLO 5.2 - Explain the implications of multicultural issues related to specific business scenarios.

PLO 7.2 - Explain the skills necessary to influence, inspire, and motivate individuals and groups to achieve results.

PLO 7.2 - Explain the skills necessary to influence, inspire, and motivate individuals and groups to achieve results.

PLO 8.1 - Identify relevant resources to produce a product or service.

PLO 9.1 - Identify and utilize appropriate computer applications for analysis and data presentation.

Applying – Using information in new ways; carrying out or using a procedure or process through executing or implementing

PLO 1.2 - Demonstrate the ability to identify and evaluate relevant information for decision-making.

PLO 2.2 - Apply the appropriate choice of format and communications medium.

PLO 6.2 - Apply fundamentals principles of tort, contract, agency, intellectual property, and employment law in analyzing business decisions.

PLO 8.2 - Appropriately manage resources based on their recognized availability.

Analyzing **– Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing**

PLO 1.1 - Analyze quantitative and qualitative information to compare and contrast alternatives to reach a defensible solution.

PLO 6.1 - Compare and contrast the characteristics of business structures/legal entities.

PLO 9.2 - Analyze operations to identify opportunities and develop plans to leverage digital technologies and innovation in business processes.

Evaluating **– Making judgments based on criteria and standards through checking and critiquing; defending concepts and ideas**

PLO 4.2 - Conduct a process of ethical inquiry to resolve a dispute.

Creating **– Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing**

PLO 7.1 - Work cooperatively and effectively in a cross-disciplinary team.

F.2. Programmatic Assessment

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

A. Classroom and Course Data

OBJECTIVE TESTS (multiple choice, true-false, fill-in-the-blank items)

Advantages:

+ displays good psychometric properties
+ facilitates rapid feedback through ease of scoring + develops norms
+ inexpensive
+ comprehensive
+ improves test validity through item analysis
+ facilitates differential group scoring

Disadvantages:
- usually involves testing low-level knowledge
- constructing high quality test questions difficult
- question banks are often of poor quality
- can be compromised by student test banks that may foster differential access

ESSAY TESTS

Advantages:
+ showcases deeper learning, higher order thought processes
+ requires transfer, integration of learning from other sources
+ can include applications or problem-based learning
+ develops writing skills and critical thinking
+ inexpensive and easy to administer
+ faster to construct than objective tests

Disadvantages:
- questionable psychometric properties
- may disadvantage ESL, students with poor writing or thinking skills
- takes longer to grade and provide feedback

- produces narrower sample of content knowledge
- difficult to maintain consistency in evaluation across essays

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

EMBEDDED QUESTIONS AND ASSIGNMENTS

Advantages:
+ saves time since assignments will already be required for the course
+ overcomes faculty resistance due to reduced intrusion of external assessment activity
+ encourages faculty to discuss common course outcomes, goals, & objectives
+ promotes shared responsibility for agreeing where embedding should occur
+ assessment phobic faculty exhibit greater comfort with embedded designs
+ obligates faculty to have public discussion about their pedagogy
+ limits demand characteristics

Disadvantages:
- can be time-consuming to coordinate effort
- may be taxing to isolate key aspects of performance
- limits faculty autonomy within the course

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

CLASSROOM ASSESSMENT TECHNIQUES e.g., 1-minute papers, course focus groups, free-writing, etc.

Advantages:
+ promotes experimental attitude in faculty about course design
+ convenience
+ provides immediate feedback to faculty about success
+ vividly demonstrates faculty commitment to student satisfaction

Disadvantages:
- focus on teacher performance
- should be combined with other methods for full picture of student learning
- perceived to sacrifice content coverage for time required to assess
- demand characteristics may compromise validity of results

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

B. Individual Projects / Performance Assessments

WRITTEN PRODUCTS (term papers, lab reports, critiques)

Advantages:
+ facilitates student command of specific area
+ provides practice in critical skill area of writing

Disadvantages:
- challenging to writing-compromised students
- labor-intensive to score and return with timely feedback
- can be plagiarized created time
-consuming/strategic confrontation with serious consequences for students who are caught
- instructors can be plagued with consequences of student procrastination

Many professors design writing projects in stages that promote multiple drafts. Getting feedback in stages may be easier for students to incorporate and easier for faculty to see the impact of their feedback work. Learning disabled, ESL, and other writing challenged students may require additional support. Efficient feedback can be facilitated using rubrics or

style sheets. Writing projects should be tailored to the developmental level of the student. For example, beginning courses can employ letters to friends to explain a concept. Formal term papers typically work best in advanced courses. Departments may adopt a style sheet based on APA writing conventions that can help students practice consistent format strategies.

ORAL PRESENTATIONS e.g., debate, role play

Advantages:
+ builds expertise in important communication area of oral expression
+ promotes importance of sharing knowledge
+ enhances oral skills
+ Q & A promotes thinking on your feet
+ assists professor to cover course content

Disadvantages:
-may burden students with ESL, speech and language difficulties, speaking anxiety
-time consuming and time-wasting when work quality is bad or boring
-may be hard to grade

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

GRAPHIC TEST AND DISPLAYS (e.g., concept maps, outlines)

Advantages:
+ provides experience in applying and organizing course concepts
+ assists in thinking through organization of information
+ additional grappling with the material enhances recall
+ appeals to visual learners

Disadvantages:
- students have limited practice with displaying graphic skills
- students may not have sufficient experience in interpreting graphics
- technological sophistication will influence production quality
- may waste resources

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

STRUCTURAL/SITUATIONAL ASSESSMENTS (e.g., guided learning, in-baskets, critical situations, etc.)

Advantages:
+ provides realistic testing circumstance
+ reality engages and motivates students
+ promotes transfer of information, application
+ taps complex skills

Disadvantages:
- difficult to construct and measure
- locating designed instruments is challenging
- prone to history/context/age cohort effects
- students may rely on common sense under pressure rather than their knowledge from the course

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

C. Summative Performance Assessments

STANDARDIZED TESTS

Advantages
+ typically one shot assessment
+ facilitates comparisons over time
+ convenient

Disadvantages
- may not reflect gains or growth across time
- exiting students may not benefit from feedback
- existing instruments may not match to the mission and goals of departments
- expensive
- students may not be motivated to due their best work
- when test occurs may not maximize true learning
- administration may not be flexible
- not student-centered
- limited faculty ownership
- verifying bad performance can be threatening to motivation
- scores may be delayed in return, reducing the impact of feedback
- there may not be a standardized test for the identified content
- can facilitate problematic comparisons to other programs (e.g., comparisons may not take into account differential resources, student characteristics, etc.)

CAPSTONE EXPERIENCE - BSAD 406

Advantages:
+ fosters a sense of importance that may motivate students throughout the curriculum
+ supports program coherence for faculty and students
+ course content can be flexible

Disadvantages:
- high stakes performance can be impaired by performance anxiety
- typically low enrollment course is expensive to provide seats for all seniors
- graduation depends on successful completion of the BBA Cumulative Evaluation, which can generate some anxiety for faculty and students

In BSAD 406, the COMP XM exam is used to evaluate the students cumulative skill set in business acumen. The exam is endorsed by the the three main accrediting agencies for business programs, the **Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Council for Business Schools and Programs (ACBSP), and the International Assembly for Collegiate Business Education (IACBE).**

INTERNSHIPS

Advantages:
+ popular choice for students
+ provides opportunity to sample future career
+ positive public relations vehicle related to well-prepared students

Disadvantages:
- time intensive for faculty mentors to connect with on-site mentors and coordinate opportunities
- challenging to foster learning experiences across multiple sites
- poorly prepared students create public relations problems

The BBA Management program requires all students to have a cumulative GPA of 3.0 to participate in an internship experience. This benchmark provides the sponsor with a student who has developed the necessary skills to use the experience to challenge themselves and embrace the opportunity to learn outside of the classroom.

GROUP PROJECTS

Advantages:
+ student-centered designs promote engagement
+ provides opportunity to practice group skills, time management
+ promotes independent work at deeper level
+ breadth of assignments can address content coverage issue
+ simulates how professional activities/achievement transpires
+ produces synergy and excitement around project completion

+ creates a venue to synthesize content bases from multiple courses

Disadvantages:
- students have limited training in group dynamics
- challenging to faculty to judge when to redirect or rescue student groups in trouble - time-consuming

Selection of the group members will influence group outcomes. Many students do not support the awarding of a grade based on the participation of all members of the group.

D. RECOMMENDED

Requiring the creation and ongoing maintenance of an electronic student portfolio, throughout the students academic "career", would be advantageous to all students at the college. The most valuable skill we can impart on our students is the ability to self-assess. Currently, the institution has not invested in the technological applications necessary to allow students to participate in this type of assessment process.

ELECTRONIC PORTFOLIOS

Advantages:
+ shows sophistication in student performance
+ illustrates longitudinal trends
+ highlight student strengths
+ identify student weaknesses for remediation, if timed properly

Disadvantages:
- collection will be no better than the quality of collected instruments
- time consuming and challenging to evaluate
- space and ownership challenges making evaluation difficult
- content will vary widely with students
- students fail to remember to collect items
- transfer students may not be in position to provide complete portfolio
- time intensive to convert to meaningful data

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

File Attachments:

1. **Student Learning Portfolio.pdf** (See appendix)

F.3. Student Satisfaction Data

File Attachments:

1. **Advising Survey Analysis BBA Management ONLY- Spring 2015 .pdf** (See appendix)
2. **Advising_Survey_S15.pdf** (See appendix)
3. **Off Years SOS & NSSE Comprehensive_Survey_Analysis_S13_S14.pdf** (See appendix)
4. **ResidenceLifeSurvey_F15.pdf** (See appendix)
5. **Student_Opinion_Survey_2015_Summary (1).pdf** (See appendix)

F.4. Graduate Survey Results

File Attachments:

1. **Graduate_Survey_Executive_Summary_Class2014.pdf** (See appendix)

F.5. Alumni and Employer Surveys

File Attachments:

1. **Management 2015 Summary.pdf** (See appendix)

There has been no cohesive effort to conduct impactful Alumni and Employer Surveys on a regular basis at the institutional level. To provide feedback in this area, the BBA Management Program Coordinator obtained a list of all students that have graduated from the program in the past five years. The administrative staff within the School of Business & Liberal Arts contacted and attempted to verify the contact information provided by the IT department. A link to an electronic survey was sent to all verified email contacts and a postcard requesting participation in the survey was sent as a reminder. Attached are the results of that survey.

RECOMMENDATIONS

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

Section G: Use of Assessment

G.1. Dissemination of Results

The BBA Management Program Coordinator will gather the external reviewers completed evaluations, and create a summary report highlighting the identified strengths and weaknesses of the program. The Program Review, evaluations, and summary will be shared with the Business Department faculty and department chair, Dean, Provost, and President of the college. A copy of the summary report will be disseminated to BBA Management Advisory Board members.

G.2. Planning Process

Beginning fall 2015, in accordance with the standards for assessment by the Middle States Commission on Higher Education, SUNY Canton expanded its assessment efforts to include all academic programs within the University using Taskstream. Taskstream is an assessment management software application that helps manage accreditation, assessment, planning, and quality improvement processes for many colleges and universities. Faculty, department chairs, deans, and administrators meet regularly to discuss the results and strategies for improvement.

We currently use Taskstream to collect and manage program level data for each of the following areas during the academic year/semester: Mission/Purpose; Goals; Outcomes/Objectives; Measures and Achievement Targets; and Finding and Action Plans. We generate various assessment, audit, and other reports from the system necessary to monitor student progress. Each semester, the data is reviewed, and suggestions are made to enhance individual programs. This review ensures that SUNY Canton is continually monitoring, assessing, and improving all programs the University offers.

RECOMMENDATIONS

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

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

G.3. Most Recent Evaluation

Recommendations of 2010-2011 BBA Management Assessment in the Major External Review Team	Progress Related to the Recommendations of 2010-2011 Program Review as of spring 2016
Review ACBSP guidelines for outcomes, indicators and rubrics to create an assessment process that will apply to all business degrees. This guideline will help formulate a baseline assessment model that would allow information to be integrated across the campus. The department can utilize this starting point as a foundation to all assessment process within the department. The department should consider attaining accreditation from ACBSP or IACBE, which is more closely aligned with how the department currently operates (i.e. internships and the number of doctoral-qualified faculty members currently in place).	At this time, the BBA Management Program's direction is more closely aligned with the standards required for accreditation by the International Assembly for Collegiate Business Education (IACBE) than those required by the Accreditation Council for Business Schools and Programs (ACBSP). SUNY Canton is not a research institution, but one that focuses on providing applied skills to students that can be used in the workforce. IACBE's assurance of learning and accreditation process focuses on the development of measurable learning outcomes and ongoing strategic, operational planning that adapts to the changing needs of the workplace.
The department must focus more on true assessment with more tools for collecting data and information. This assessment must incorporate 21st century skills, outside advisory recommendations and outside assessment committees.	Over five years ago, a campus-based committee charged with a college-wide strategic planning initiative recommended the purchase of Taskstream. At that time, SUNY's Central Administration would not approve the purchase/use of that system for assessment by SUNY Canton.

The State University of New York (SUNY) mandates that each academic program undergo a program assessment, which includes an external review, every five years. Depicted is a copy of the recommendations made by the external review team for the 2010-2011 review cycle and the progress made on those recommendations. A copy of the entire pregram assessment report is attached.

	Early in 2015, after SUNY's Central Administration approved the campus purchase of the basic version of Taskstream's assessment application, SUNY Canton began entering and mapping the institutional learning objectives, program learning objectives, and course-level learning objectives. Assessment findings for each course objective have been entered into the system for review. At this point, without purchasing the licensing to use more advanced features of Taskstream and the Blackboard Learning Management system, a comprehensive analysis of those assessment results is not possible. A new panel of advisory board members was appointed to the program in fall 2015. The board is now comprised of individuals that add a breadth and depth of real world experience not previously utilized. Campus committees have been formed to coordinate/monitor/evaluate on going assessment efforts in all academic and non-academic areas.

The college must work on finding a way to integrate all assessment data in order to be able to report assessment data to students and parents, which is the focus of CHEA (Council of Higher Education). Integration will require the administration to create a similar standard for communication, critical thinking and analytical/quantitative skills that all students should meet regardless of the degree program. This process should involve the liberal arts and math departments to help formulate the grading rubric.	We believe our current assessment process applies to the Council on Higher Education's (CHEA) evaluative rubric, a copy of which is provided as an attachment. All approved General Education courses undergo an review/assessment of learning outcomes on a three-year cycle.
The department needs to review and revise the current learning outcomes to ensure measurability with solid points of data collection to determine if students are being provided the correct courses and skills needed for jobs today and in the future.	All BSAD course outlines were reviewed and revised in spring 2015. It is the goal of the School of Business & Liberal Arts faculty to review all course outlines on a three-year cycle.
The department must strengthen the assessment of the internship course to collect data and ensure that all learning outcomes are met by graduating seniors. This revision will help strengthen the degree program and also determine if students are meeting all learning outcomes.	BSAD 450 Business Internship was revised in spring 2015 to include the following assignments/assessments: I. Weekly Report (2 pages) A. Weekly activities (1 page) B. Essay linking theory to practice (1 page) II. Discussion Board Participation III. Mid-Term Review III. Final Report A. Portfolio B. Lead professor/Supervisor Review
The college must make an effort to hire additional faculty to support scholarly activities and provide time for creating external relationship that could lead to more internship opportunities. While teaching is an important aspect of SUNY Canton, the addition of four-year degrees requires the institution to implement a new balance between teaching and other activities.	The administration of the college has made no commitment to lessen the workload of existing faculty or hire the number of faculty needed to teach the existing courses without faculty teaching overloads each semester. The past two semesters have resulted in failed searches for new faculty due to low compensation and lack of relocation reimbursement. There are currently four full-time faculty positions vacant in the Business Department alone.
The department should make some changes to the program description to include both entrance and exit requirement to make students aware of those minimum standards. For example, students need to understand the minimum acceptance criteria, exit math and GPA requirements.	The catalog/program description now includes specific requirements for admission and completion of the program. A copy of the college catalog with that information is attached.

The department should strengthen the math requirements. The math requirement appears to be insufficient due to a lack of correlation between skills in math-based problem solving and algorithm development and similar problem solving challenges encountered in the program. Advanced math skills are required in accounting courses and for understanding of financial formulas and financial projections in other courses within the program.	Program faculty have increased the amount of applied math skills embedded in the existing coursework required in the program, but it is still insufficient. Operations Management, in particular, was revised to include advanced quantitative analysis. Additional quantitatively focused coursework is still needed to improve our students' comprehension and application of math in the discipline. The department feels courses in Business Statistics, Advanced Excel (Spreadsheet) Applications, and Financial Analysis / Modeling would provide the depth of skill level needed to improve student success in BSAD 406 Cumulative Evaluation course.
The department should add an applied business statistics course that focuses on computerized calculations using Excel in order to enhance the program's validity, rigor and integrity.	The Math Department has continually objected to the development of a separate course in Business Statistics. The department feels the current Statistics course covers the material necessary for student competence. The faculty in the Business Department disagrees with their position but do not have the faculty to develop and house a Business Statistics course in the department.
The department should consider adding course work in Leadership and International Business that would allow the program to meet accreditation standards for learning experiences in general knowledge and skill areas such as dynamics of the global economy, leadership and multicultural and diversity understanding.	International Business Management is a required course effective Fall 2016.

File Attachments:

1. **2010-2011 BBA Management Program Review.pdf** (See appendix)
2. **BBA Advisory Board.pdf** (See appendix)
3. **CHEA assuring quality guidelines.pdf** (See appendix)

Section H: Conclusions

H.1. Discussion of Conclusions

The greatest growth in student enrollment at SUNY Canton is in online programs. The BBA Management is one, if not the most successful of those offered by the college. The growth of this program, in particular, will depend on the existing administration's commitment to fund those endeavors, which are critical to the program's sustainability.

CRITICAL INSTITUTIONAL LEVEL IMPROVEMENTS NEEDED

1. Fill faculty vacancies
2. Bifurcate the path to tenure supporting a professional qualification (PQ) and an academic qualification (AQ) designation currently endorsed by the Association to Advance Collegiate Schools of Business (AACSB) **See Attached**
3. Dedicated Institutional Research staff that can collect, analyze and disseminate the data needed for effective assessment
4. Update licenses of the assessment and learning management systems eliminating administrative tasks that monopolize faculty time or provide administrative assistants to perform data entry
5. Hire Tasktream consultants to provide training on use of their assessment system to derive meaningful results; a train the trainers model should be adopted
6. Provide faculty with training in the curriculum assessment process
7. Revision of institutional policies regarding the assessment process and expectations
8. Provide funding for accreditation of the program

CRITICAL PROGRAM LEVEL IMPROVEMENTS NEEDED

1. Review/update program course outlines, course-level learning objectives, and applicable institutional learning objectives
2. Review/update direct and indirect learning measures for all course learning outcomes
3. Assess students in business related Associates Degree programs or BBA Management students in their fourth semester using a nationally recognized evaluative measure such as ETS Major Field Test - Associates Degree in Business or CAPSIM Foundation
4. An approved online course should be developed for BSAD 406 Cumulative Evaluation BBA, with a comprehensive and clear set of student expectations.
5. Create a detailed BBA Management internship handbook to be distributed to students in the program in their junior year
6. Develop strategic relationships with employers/organizations in the local, regional, state, national, and international level to promote greater student participation in service learning and internship programs.
7. 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
8. Re-examine how writing and research skills are introduced and reinforced throughout the program.

Until the critical items are satisfactorily addressed, adding items of lesser importance is a process in futility.

We have only begun the process of meaningful assessment. It would be beneficial for the BBA Management to undergo the accreditation process with one of the three recognized accrediting bodies for business education. Program level accreditation would promote articulation and recruitment efforts going forward.

File Attachments:

1. **AACSB AQ PQ.pdf** (See appendix)
2. **CAPSIMfoundation2014.pdf** (See appendix)

H.2. Decisions Made

There has been no indication by the college's current administration to significantly change or decrease their support for the BBA Management degree.

- We have recently signed an articulation agreement for a 4+1 MBA with Clarkson University providing qualified BBA in Management graduates the opportunity to seamlessly transfer and enroll in a nationally recognized graduate business degree program.
- With approximately 60% 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.
- The program is currently structured as a major with a minor degree. The Dean of the School of Business and Liberal Arts has suggested a degree format change to a BBA in Management with a discipline specific concentration such as Accounting, Hospitality Management, Marketing, etc. This change would not require any significant change in the number of course offerings, but would create a common Management core upon which to build new concentrations versus separate degree programs for each related subject area.

H.3. Evaluation of Evaluating

The heading of this section of the program assessment template "Evaluation of Evaluating" couldn't be more indicative of the length, complexity, and cumbersome nature of this evaluative process.

- The two-person staff of the Institutional Research Office cannot possibly handle the workload necessary to collect and analyze the level and quality of data needed to complete a thorough assessment of this program's strengths and weaknesses.
- This evaluation has shown the BBA Management program continues to be successful even though inadequate resources are allocated 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:

March 2016

1. Distribute a final copy of the program assessment to all 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

May 2016

1. Become an institutional member of the International Assembly for Collegiate Business Education, which is the first step toward the accreditation process by that organization
2. Conduct an advisory board meeting to discuss program curriculum, enrollment, community outreach and public relations efforts

September 2016

1. Create a report that identifies the common data set needed to complete the existing program assessment template in Taskstream and submit to the Dean of the School of Business and Liberal Arts

December 2016

1. Review and revise all course outlines, course level learning outcomes, and institutional learning objectives
2. Review and revise direct and indirect assessment measures for all BSAD designated courses

Appendix

A. **BSAD 450 Business Internship (Spring 2015).docx** (Word Document (Open XML))
B. **Non Clinical Affiliation Agreement.pdf** (Adobe Acrobat Document)
C. **Notary Form K.pdf** (Adobe Acrobat Document)
D. **Advising_Survey_Instrument.pdf** (Adobe Acrobat Document)
E. **Course Measurement Example.png** (PNG (Image))
F. **approved_courses.pdf** (Adobe Acrobat Document)
G. **GER 1.pdf** (Adobe Acrobat Document)
H. **GER 11.pdf** (Adobe Acrobat Document)
I. **GER 12.pdf** (Adobe Acrobat Document)
J. **GER 2.pdf** (Adobe Acrobat Document)
K. **GER 3.pdf** (Adobe Acrobat Document)
L. **GER 4.pdf** (Adobe Acrobat Document)
M. **GER 5.pdf** (Adobe Acrobat Document)
N. **GER 6.pdf** (Adobe Acrobat Document)
O. **GER 7.pdf** (Adobe Acrobat Document)
P. **GER 8.pdf** (Adobe Acrobat Document)
Q. **GER 9.pdf** (Adobe Acrobat Document)
R. **GER-1_Mathematics_Summary_2011-12.pdf** (Adobe Acrobat Document)
S. **GER10.pdf** (Adobe Acrobat Document)
T. **GER-2_Natural_Science_Summary_2011.pdf** (Adobe Acrobat Document)
U. **GER-7_Humanities_Summary_2011-12.pdf** (Adobe Acrobat Document)
V. **FennerCharles.resume15.pdf** (Adobe Acrobat Document)
W. **J Robinson CV 2015.pdf** (Adobe Acrobat Document)
X. **Kocher, Nick.resume.F'15.pdf** (Adobe Acrobat Document)
Y. **Mafoua, Ed.resume.F'15.pdf** (Adobe Acrobat Document)
Z. **Signorelli, Anthony.resume.F'15.pdf** (Adobe Acrobat Document)
AA. **Spellacy, Karen.resume.F'15.pdf** (Adobe Acrobat Document)
AB. **Quick Guide for New Faculty.pdf** (Adobe Acrobat Document)

AC. **SBLA_FPD Guidelines_Application.docx** (Word Document (Open XML))
AD. **Faculty_Information_Form.docx** (Word Document (Open XML))
AE. **CommonDataSet2014-2015.pdf** (Adobe Acrobat Document)
AF. **Demographic_Trends Report.pdf** (Adobe Acrobat Document)
AG. **Enrollment_by_program_Fall.pdf** (Adobe Acrobat Document)
AH. **Enrollment_by_program_Spring.pdf** (Adobe Acrobat Document)
AI. **Undeclared MajorsConcentrations_by_Program_Fall.pdf** (Adobe Acrobat Document)
AJ. **CommonDataSet2014-2015.pdf** (Adobe Acrobat Document)
AK. **Demographic_Trends Report.pdf** (Adobe Acrobat Document)
AL. **Diversity Data Brief FINAL August 2015.pdf** (Adobe Acrobat Document)
AM. **Enrollment_by_program_Fall.pdf** (Adobe Acrobat Document)
AN. **Enrollment_by_program_Spring.pdf** (Adobe Acrobat Document)
AO. **National Stats.pdf** (Adobe Acrobat Document)
AP. **NYS Dept. of HIgher Ed.pdf** (Adobe Acrobat Document)
AQ. **St. Lawrence County Demographics.png** (PNG (Image))
AR. **Statewide Graduation Rates, New York- By Race-Ethnicity.pdf** (Adobe Acrobat Document)
AS. **SUNY Racial Demographics 2014.png** (PNG (Image))
AT. **Undeclared MajorsConcentrations_by_Program_Fall.pdf** (Adobe Acrobat Document)
AU. **National Student Clearinghouse Report.pdf** (Adobe Acrobat Document)
AV. **transferSUNY_Business.pdf** (Adobe Acrobat Document)
AW. **National Student Clearinghouse CurrentTermEnrollment-Fall2015.pdf** (Adobe Acrobat Document)
AX. **Advising Procedures 2015-2016.pdf** (Adobe Acrobat Document)
AY. **All_F2F_ Retention Rates_SBLA.pdf** (Adobe Acrobat Document)
AZ. **All_F2S_RETENTION BLA.pdf** (Adobe Acrobat Document)
BA. **Student Life.pdf** (Adobe Acrobat Document)
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BL. **CHEA assuring quality guidelines.pdf** (Adobe Acrobat Document)
BM. **AACSB AQ PQ.pdf** (Adobe Acrobat Document)
BN. **CAPSIMfoundation2014.pdf** (Adobe Acrobat Document)