

Project: SELF-STUDY

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ACRONYMS

AALT	Academic Affairs Leadership Team
AAPR	Annual Assessment Plan and Report(s)
ABET	Accreditation Board for Engineering Technology
ACCE	American Council for Construction Education
ACEN	Accreditation Commission for Education in Nursing
ACES	Auxiliary Campus Enterprises and Services, Inc.
ACT	Association of Council Members and College Trustees
ACUHO-I	Association of College and University Housing Officers–International
ADDA	American Design Drafting Association
AELT	Administration and Enrollment Leadership Team
AHIMA	American Health Information Management Association
AMATYC	American Mathematics Association at Two Year Colleges
AOS	Associate Degree in Occupational Studies
AS	Alfred State, SUNY College of Technology
ASC	Alfred State College
ASOP	Alfred State Opportunity Program
AVMA	American Veterinary Medical Association
AVPAA	Associate Vice President for Academic Affairs
AVPAE	Associate Vice President for Enrollment Management
AWS	American Welding Society
BASIC	Building a Strong Involved Community
CAHIIM	Commission on Accreditation for Health Informatics and Information Management
CCET	Center for Community Education and Training
CCNE	Commission on Collegiate Nursing Education
CDR	Curriculum Development and Review
CFP	Certified Financial Planner Board of Standards, Inc.
CSEA	Civil Service Employees Association
CSLO	Course Student Learning Outcome(s)
DE	Distance Education
DFB	Development Fund Board
EBI	Educational Benchmarking, Inc.
EMAT	Enrollment Management Advisory Team
EOP	Educational Opportunity Program
ERP	Emergency Response Plan
EVP	Executive Vice President
FERPA	Family Educational Rights and Privacy Act
GE	General Education
GEAR	General Education Assessment Review
GER	General Education Requirement
HIT	Health Information Technology
IA	Institutional Advancement
IE	Institutional Effectiveness
IFRs	Income Reimbursable Funds

IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRB	Institutional Review Board
KPIs	Key Performance Indicators
MC	Management Confidential
MSCHE	Middle States Commission on Higher Education
NATEF	National Automotive Technician Education Foundation
NCAA	National Collegiate Athletic Association
NCRA	National Court Reporters Association
NJCAA	National Junior College Athletic Association
NRCCUA	National Research Center for College and University Admissions
NSSE	National Survey of Student Engagement
OAPD	Office of Accreditation and Professional Development
OTPS	Other Than Personal Service
PC	President's Council
PDW	Professional Development Week
PSLO	Program Student Learning Outcome(s)
PSR	Personal Service Regular
PST	Personal Service Temporary
RA	Residence Assistant
SAGE	(Faculty Senate's) Assessment and General Education Committee
SAI	Sant'Anna Institute
SALT	Student Affairs Leadership Team
SAMC	Sustainable Advanced Manufacturing Center
SAMET	School of Architecture, Management and Engineering Technology
SAS	School of Arts and Sciences
SAT	School of Applied Technology
SI	Supplemental Instruction
SOS	Student Opinion Survey
SPARC	Strategic Planning and Resources Council
SUCF	State University Construction Fund
SUNY	State University of New York
SUNY-GER	SUNY General Education Requirements
SUTRA	State University Tuition Reimbursable Account
TAP	Tuition Assistance Program
UPD	University Police Department
UUP	United University Professions
VPAA	Vice President for Academic Affairs
VPIA	Vice President for Institutional Advancement
VPSA	Vice President for Student Affairs
WCLT	Wellsville Campus Leadership Team
WT	Working Team(s)

[POINT OF PRIDE]

Alfred State is 17 among top regional colleges and universities in the North and fifth among top public schools in the North.

U.S. News and World Report



Executive Summary

Introduction

Alfred State, SUNY College of Technology began as a state school of agriculture in 1908 and was incorporated into the newly organized [State University of New York \(SUNY\)](#) in 1948. SUNY is the largest comprehensive university system in the United States. As one of the 64 colleges and universities comprising SUNY, Alfred State is directly responsible to the [SUNY System Administration](#) in Albany, NY. Alfred State is in the college of technology sector within [SUNY](#) and offers a distinct blend of quality two- and four-year degree programs. Fifty associate degree programs allow for a variety of concentrations in the fields of architecture, business, health, applied and engineering technologies, and the liberal arts and sciences. Nineteen baccalaureate-degree programs in business, health, human services, and engineering technologies have been designed to meet industry needs and student expectations (see [Academic Programs-Full List](#)).

The [mission, vision](#), and core values of Alfred State, adopted in 2008, provide the focus and direction that leads to continuous improvement of the College and its assessment efforts.

Mission statement. Alfred State, a residential college of technology, provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates.

Vision statement. Alfred State will be nationally recognized as the College of choice for students seeking a technology-focused education and the preferred college for employers seeking graduates prepared to “hit the ground running.”

Core values. We, the Alfred State community, are committed to:

Excellence.

- We provide the highest possible quality education and experiences for our students.
- We assess our performance and work to continuously improve.
- We value continuous learning and development for our students and ourselves
- The needs of our students help to shape our priorities and decisions.
- We seek to enhance our personal knowledge, skills and abilities.
- Groups and individuals actively collaborate and share ideas to improve the organization.

Integrity.

- Our actions reflect our words and our values.
- We are honest and ethical in our words and deeds.
- We communicate responsibly and truthfully.
- We are open to feedback and share sincere feedback respectfully.
- We encourage responsible action in ourselves and in one another.

Respect.

- We practice compassion in the workplace, maintaining the dignity of all community members.
- We expect an environment where we are free to share ideas openly and without fear.
- We promote a welcoming environment for all.
- We honor the differences among us and learn from the backgrounds, experience and thinking of others.
- We work to understand the perspectives brought by all individuals.

Alfred State is located in Allegany County, a county in the Southern Tier of New York State. [The College includes two campuses](#) – one located in the Village of Alfred and the second located approximately 15 miles from Alfred in Wellsville. The 260-acre Alfred Campus is centered on an “academic core” of buildings that houses classrooms, lab facilities, faculty offices, and student services. Surrounding the academic structures are [13 residence halls](#) and a [townhouse complex](#) that was completed in 2007. The College also includes an [800-acre farm](#) and [Motorsports](#) and [Veterinary Technology Center](#) off campus in the Village of Alfred.

The School of Applied Technology consists of more than 20 buildings on a 21-acre campus in Wellsville. Emphasizing the development of skills pertinent to a specific field, the School of Applied Technology offers the associate degree in occupational studies (AOS). Residential students live on the Alfred campus and free transportation is provided to Wellsville each day. The Wellsville campus, established in 1966, is owned by the Educational Foundation of Alfred, Inc. and leased to the College. The Educational Foundation is a private foundation representing faculty, staff, and friends of Alfred State dedicated to improving the AS community through support of educational programs. The Educational Foundation provides monetary support to enhance learning opportunities for students through scholarships, work grants, and academic club activities. Plans are now underway to construct a new Sustainable Advanced Manufacturing Center (SAMC) to house welding and machine tool programs. SAMC is being funded by a SUNY 2020 grant and will be the first facility built by the State on the Wellsville campus.

Alfred State is SUNY’s only college of technology in Western New York. While there are no community or comprehensive colleges in the area, the New York State College of Ceramics at neighboring Alfred University is a statutory college of the State University system with programs in ceramic engineering and art. Alfred State has a cross registration agreement with the College of Ceramics as well as the rest of Alfred University. As part of the agreement, students must be full time and take courses that are not offered on the student’s home campus. Consequently, only a few students from both schools have taken advantage of the agreement. Alfred State provides affordable technical and comprehensive education in the region for both careers and transfer. The School of Applied Technology is unique within the state for its broad hands-on program offerings and for the scope of its facilities and equipment available for instruction. Alfred State’s role within SUNY is also part of a much larger effort focused on alignment with [The Power of SUNY](#), a ten-year plan instituted in 2009-2010 by the Chancellor’s Office. SUNY’s “systemness,” a concept used by [SUNY Chancellor Nancy Zimpher](#), provides opportunities in both resources and direction not afforded to institutions outside of SUNY’s umbrella. Chapter 4 notes that the advantage of SUNY “systemness” is

especially evident in the area of assessment. Other advantages of being part of a large public university system include some sharing of resources and the positive interaction of College leaders as they regularly exchange ideas with fellow SUNY colleagues.

The [College's Strategic Plan](#) was adapted to be more aligned with The Power of SUNY, and focuses on this goal: "SUNY will be a key engine of revitalization for New York State's economy and enhance the quality of life for the state's citizens." Each year Alfred State, along with 63 other [SUNY institutions](#), provides SUNY with data that is used for [SUNY's Report Card](#) to track the Power of SUNY's progress.

The College serves approximately 3,661 students. Known primarily as a regional college, Alfred State increasingly attracts students from other states and countries to its many specialized programs. [Project-based learning](#) is a cornerstone of the Alfred State culture. Industry demand and student interest in [sustainability](#) enhances the project-based approach. Sustainability projects include a rigorous recycling and waste management campaign, program offerings that lead to careers in "green technologies," the establishment of the [Center for Organic and Sustainable Agriculture](#) and the [Center for Renewable Energy](#), the building of the [Zero Energy Green Home](#) as a hands-on learning laboratory, and the planting of a [Community Garden](#). High levels of student and faculty [civic engagement opportunities](#) provide further reason to embrace project-based learning. Evidence that Alfred State graduates are able to *hit the ground running*[®] can be found in the "Highlights" section of the [2013 Employment and Placement Report](#) indicating that 99% either found jobs or went on to pursue four-year degrees. Of those students entering the workforce, 91% obtained jobs in their chosen field.

One constant at Alfred State is the task of negotiating change and anticipating future challenges. Expected decreases in high school graduates suggest potential enrollment challenges. Reduced state funding to SUNY and the College present others. Elevated performance standards reflected in the SUNY Strategic Plan ("The Power of SUNY") must be met. The increased number of baccalaureate-degree programs offered at the College has required new faculty hires, revised funding, and enrollment strategies, and has prompted a cultural shift at the institution. In addition, a new president joined the College in January of 2014, with a new vice president for Academic Affairs (VPAA) joining the leadership team in July 2014. The current vice president for Student Affairs (VPSA) took that position in January 2013. The dean of the School of Architecture, Management and Engineering Technology assumed that position in spring 2010, while the dean of the School of Arts and Sciences came into office in June 2014.

Steering Committee Background and Actions

In April, 2012 the co-chairs of the Alfred State Self-Study Steering Committee were appointed by the College's former president, Dr. John M. Anderson. In fall of 2012 approximately half of the Steering Committee members, which included the former [Faculty Senate chair](#), were selected by the [President's Council](#) and the other half were chosen by [Faculty Senate](#). In addition, the [Student Senate](#) selected three students to serve on the Steering Committee. At its first meeting, the Steering Committee determined that the comprehensive model was the best model for Alfred State's 2014-2015 Self-Study. At the end of the 2012-2013 school year, Steering Committee members were assigned to serve on one of the eight Working Teams (WT) chaired by a Steering Committee member. WT chairs selected their team members, resulting in representation from

across the campus. By 2014, several Steering Committee and WT members had retired, sought new opportunities, or graduated.

The Steering Committee created two forms: the [Working Team’s Recommendation\(s\) for Self-Study Form](#) (Exhibit ES.1) and the [Working Team’s Suggestion\(s\) for Plans, Committees, and Councils Form](#) (Exhibit ES.2). The Steering Committee reviewed items submitted on the recommendation form for inclusion in the Self-Study. Some of the items on the recommendation form were moved to the suggestion form, because, for instance, the items were to be adequately resolved by the time of the Evaluation Team visit or they were not a compliance matter. During the 2014-2015 academic year, the Steering Committee will forward [suggestions received from the Working Teams](#) (Exhibit ES.3) to the relevant councils, offices, departments, and committees for their consideration.

The Steering Committee co-chairs provided regular Self-Study updates to the [College Council](#), the [President’s Council](#), the Deans’ Council, and at the [Academic Affairs divisional meetings](#). In addition, they provided Self-Study updates at the [Accreditation and Assessment sessions](#) that are held three times a year and attended by the deans, the academic department chairs, and the department assessment coordinators. The Steering Committee uploaded all of its agendas, minutes, documents, and resources to the [Accreditation SharePoint site](#), which was made available to all Steering Committee and WT members, the President’s Council, the College Council, the Faculty Senate chair, and the [Document Center](#) director. In September 2014, three open forums focusing on the recommendations were held—two on the Alfred campus and one on the Wellsville campus.

On September 24, the Self-Study was uploaded to the College’s intranet. A “Special Announce” was emailed campus-wide that included information on how to access the Self-Study Draft, how to “enroll” in a Self-Study “course” in Blackboard, and also publicized an email account created for campus-wide feedback on the Self-Study Draft. On October 1 there was an open forum on each campus for input on the Self-Study Draft. In addition, the Self-Study Draft was shared with the President’s Council and the College Council. Feedback was reviewed by the Steering Committee and revisions to the Self-Study were made accordingly.

Nature and Scope of Self-Study

This Self-Study evaluates the College’s compliance with the fourteen Standards in the [Middle States Commission on Higher Education’s \(MSCHE\) *Characteristics of Excellence in Higher Education*](#) and addresses research questions posed in the [College’s Self-Study Design](#). The fourteen Standards are divided into eight chapters.

Chapter 1 addresses Standard 1 and documents the relationship of Alfred State’s mission and goals to the College’s Strategic Plan. A broad base of constituents shaped the plan, which is used to guide campus decisions. The Strategic Plan is assessed regularly and is highly publicized to maintain an informed campus community. Looking to the future, the chapter includes this recommendation: “To initiate a new inclusive strategic planning process that will include the evaluation of the College's mission and vision.”

The processes of planning, resource allocation, and institutional renewal at Alfred State and how

they are incorporated into the Strategic Plan are detailed in **Chapter 2**, documenting the College's compliance with Standards 2 and 3. This chapter focuses on the creation of the [Financial Plan](#) (Exhibit 2.2) and describes the budgeting process. The chapter also outlines the College's various institutional resources and sources of funding. The structure of the [Development Fund Board](#) (Exhibit 2.7) is detailed along with other supporting entities (e.g., [the Research Foundation](#)). The Alfred State community is fully involved in the planning, budgeting, and resource allocation process.

Chapter 3 evidences Alfred State's strong commitment to shared governance and institutional integrity as outlined in Standards 4, 5, and 6. It details the communication avenues by which constituents on campus participate in policy and procedure development and strategic planning, as well as the array of councils, teams, and committees the College employs to provide for advisory and decision-making support. It documents the College's desire to ensure that policies, procedures, and practices are processed within an overarching umbrella of integrity, internally and externally, programmatically, and administratively.

The case is made in **Chapter 4** that the College is in compliance with Standards 7 and 14. The College follows [assessment guidelines](#) established by SUNY. Since 2009 the College has supported the Office of Accreditation and Professional Development (OAPD) that oversees assessment at the College. The [OAPD](#) works closely with the Faculty Senate's standing committee on assessment and general education called "[SAGE](#)." Plans and processes are in place for assessment at all levels of the College. The linking of planning, assessment, and resource allocation is improving. Assessment is being used to improve institutional effectiveness and student learning. Appropriate channels of communication are in place for sharing assessment information. A culture of assessment has emerged at the College, but there is a recognition that continuous improvement is essential. Chapter 4 concludes with a recommendation to have the Ad Hoc General Education Assessment Committee develop a revised General Education Assessment plan to be vetted by all appropriate constituents, implemented, and assessed.

Alfred State's compliance with Standards 8 and 9, Student Admissions and Support Services, is outlined in **Chapter 5**. This chapter discusses and frequently references the annual [Admissions Office Operational Plan](#) (Exhibit 5.1), a detailed and comprehensive document that demonstrates Alfred State's commitment to admitting compatible students, and highlights the College's efforts to retain them. The chapter details enrollment goals, targeted student populations, and publications. Chapter 5 also documents the many excellent support services on campus that enable students to achieve their educational and personal goals. The chapter highlights the work of professionals in the [Student Success Center](#), the [Career Development Office](#), [Health and Wellness Services](#), and [Residential Services](#), and documents their efforts to ensure student safety and growth. Consistent with the Standard's goal of helping all students be successful, the chapter reveals the College's efforts around [Student Engagement and Activities](#), [Civic Engagement](#), [Equity, Inclusion, and Title IX](#), [Study Abroad](#), [International Education](#), and [Athletics](#). Chapter 5 supplies information regarding issues of student records and confidentiality, handling of student grievances, and the assessment efforts of the College's array of student services.

Alfred State's compliance with Standard 10, Faculty, is confirmed in **Chapter 6**, which examines policies and procedures related to the hiring, evaluation, and growth of faculty members within the context of the [SUNY Board of Trustees Policies](#). It describes the College's institutional

support for the advancement and development of faculty in teaching, service, scholarship, and research in all of its programs. Issues particular to Alfred State are examined, including the effect that our rural location has on faculty diversity and retention, as well as the cultural challenges related to our transition to a more baccalaureate-focused college.

Chapter 7 focuses on Standard 11 and describes the alignment of our educational offerings at Alfred State with the mission of the College. The chapter discusses project-based learning and civic engagement, and provides examples demonstrating the attainment of learning outcomes in various programs. The accreditation of individual programs and success in national competitions demonstrate how academic rigor prevails at Alfred State. In fact, Alfred State's programs are regularly assessed, some by nationally recognized accrediting agencies, and others by external review committees every five years. New two- and four-year degree programs continue to be developed, with 17 new programs having been approved by the [Curriculum Development and Review Committee](#) over the last five years.

Chapter 8 describes both the General Education (GE) program and related educational activities at Alfred State, demonstrating the College's compliance with Standards 12 and 13. The first section includes details about how the GE program aligns with the College's mission and meets the [SUNY General Education Requirements](#) (SUNY-GER), and discusses how regular assessment is used to improve GE. The second section outlines and describes the College's related educational activities and puts special focus on processes for ensuring rigor and assessment-driven improvement of those programs. Mindful of the challenges inherent in offering a robust and educationally sound distance learning program, Chapter 8 offers this recommendation: "To implement campus-wide faculty orientation and training, consistent with a faculty-recommended course design and evaluation, based on best practices in online education, which will be included in an updated Distance Education Policy." Based on assessment data and the College's commitment to continuous improvement, Chapter 8 also proposes the following recommendation: "To complete a comprehensive evaluation of Alfred State's General Education program and to establish and implement a revised GE program."

Alfred State has demonstrated improved performance on a broad spectrum of indicators since its 2004-2005 Self-Study. As the details of the present Self-Study will show, student application numbers, selectivity, retention, and graduation rates have all advanced. Higher student satisfaction levels may be seen as a result of many different factors, not the least of which is the large capital investment in academic and student-centered facilities since 2005. Educational offerings have expanded in response to the needs of industries served by Alfred State graduates, and there is evidence that planning and assessment processes have been strengthened. Regional and national recognitions illustrate that these improvements have not gone unrecognized.

This Self-Study illustrates the College's compliance with MSCHE with selected recommendations, and has led to many suggestions that will strengthen the College going forward. With new leadership at the College, the self-study process comes at an opportune time. The analysis and reflection that inform this document have already led to meaningful discussions on campus that, along with input from the MSCHE visiting team, will set the stage for the development of a new Strategic Plan.



[POINT OF PRIDE]

2013
GRADS

99%

Employment and
transfer rate

91%

Employed in their
chosen field

32%

Went on to further
their education

Mission and Goals



Chapter 1: Mission and Goals

(Standard 1)

This chapter provides an overview of the development of the College's mission and goals and documents Alfred State's compliance with Standard 1. In January 2008, the [Strategic Planning and Resources Council \(SPARC\)](#) was created and charged with developing a [Mission, Vision, and Strategic Plan](#) for the College. To elicit the support and participation of the campus community, SPARC was tasked to lead a transparent and inclusive process with significant campus involvement. This process is documented through the membership roster, planning assumptions, and document drafts found on the [2008 SPARC Process](#) intranet page. Once the Strategic Plan was completed in December 2008, SPARC served as an initial review and advisory group until that function was later assumed by the [President's Council](#). As the role of SPARC lessened, transparency and campus-wide involvement in strategic planning was somewhat diminished—a situation that needs to be redressed.

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

History of the Development of the Mission, Goals, and Strategic Plan

When it was initiated in 2008, [SPARC membership](#) consisted of 30 representatives from all major stakeholder groups, including the [Faculty Senate](#), the faculty and professional union [United University Professions \(UUP\)](#), the staff union [Civil Service Employees Association \(CSEA\)](#), college boards, and other important stakeholders. These members served on one of five subcommittees: Drive and Distinctiveness, Planning Assumptions, Core Values, Mission and Vision Statements, and Goals and Initiatives. In the interest of transparency and participation, campus members were invited to attend subcommittee meetings.

After SPARC drafted statements for the Alfred State's mission and vision, the entire College community was invited to provide input before a final recommendation was made. The Mission and Vision statements that resulted from this collaborative effort reflect Alfred State's strong emphasis on career development and technology-focused education and, as stated in Standard 1, clearly "defines [the College's] purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish...":

Mission. Alfred State, a residential college of technology, provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates.

Vision. Alfred State will be nationally recognized as the College of choice for students seeking a technology-focused education and the preferred college for employers seeking graduates prepared to “hit the ground running.”

SPARC also proposed a set of goals and strategies that comprise the College’s Strategic Plan and that, in the words expressed in this Standard, “...are consistent with the aspirations and expectations of higher education [and] clearly specify how the institution will fulfill its mission.” The high-level goals are:

- A. Promote academic excellence and a scholarly environment
- B. Ensure the financial stability of the College
- C. Achieve optimal student enrollment and retention
- D. Enhance the appearance, safety, and functionality of campus facilities
- E. Support and challenge faculty, staff, and students as they grow personally and professionally

Each goal is accompanied by a series of strategies and, in turn, each strategy is associated with one or more actions and desired outcomes. For example, the College’s goal to “Promote academic excellence and a scholarly environment” carries the following strategies:

- Strategy: Improve recruitment, retention, and development of outstanding and diverse faculty and staff
- Strategy: Develop and implement assessment and continuous improvement processes
- Strategy: Continue program and curriculum development

Details of the strategies, actions and desired outcomes for each goal are found in the Strategic Plan.

The Strategic Planning Process: A Rolling Approach

Alfred State’s Strategic Plan is a dynamic living document with a “working” version always in a state of assessment and revision. Since its inception, the plan has been framed by the College’s mission statement, vision statement, and core values. These essential statements are referenced as the plan is reviewed and revised. The first official or “published” version guided decision making at the College during the 2008-2009 school year. In 2009-2010, the plan was aligned with [The Power of SUNY](#) initiative. The five major goals of the plan and their accompanying strategies have remained the same, but during annual reviews at the President’s Council’s Summer Advances (called “Retreats” under the previous administration) dating back to 2008, some desired outcomes have been added, revised, or deleted, depending on their progress toward completion, or adjustments have been made in certain actions and Key Performance Indicators (KPIs.) Updates are recorded on the [“working version” of the College’s Strategic Plan](#) and completed actions are archived in the appendix. This “rolling” approach to planning keeps the process vital and the strategies relevant. A description of this process was presented at three Middle States’ workshops ([2011 Annual Conference, Anderson and Swanson](#); [2013 Spring Workshop, Loftus and Swanson](#); and [2013 Pre-Conference Annual Workshop, Loftus and](#)

Swanson). The “published version” of the plan is released to the public via the College’s website during the August Professional Development Week (PDW) or in early fall semester. In keeping with this “rolling” approach, a new version of the Strategic Plan will be developed following the College’s 2014-2015 Self-Study. Feedback from the Working Teams, the Self-Study Steering Committee, the Evaluation Peer Review Team, and the MSCHE will inform the revision process. In anticipation of this work, a systematic process for planning that effectively integrates the Self-Study’s key findings has been in place since the Self-Study Steering Committee and the Working Teams were formed in fall 2012. This process includes the use of the “Working Team’s Recommendation(s) for Self-Study Form” (Exhibit ES.1) and the “Working Team’s Suggestion(s) for Plans, Committees, and Councils Form” (Exhibit ES.2). As explained in the Executive Summary, the process involves Working Teams submitting these forms to the Self-Study Steering Committee for review and potential action. By systematically integrating the Self-Study’s findings into strategic planning, the College is well-poised to begin developing its new Strategic Plan in 2015-2016.

At the President’s Council’s recent (August 22, 2014) Summer Advance, the president identified the need to develop a new strategic plan through a collaborative process which will be put into place in July 2015. In preparation for this process, President’s Council is focusing on a vision that “Alfred State will emerge as THE College of Technology in the SUNY system.” This statement reflects and embraces the progress, identity, and growing reputation of Alfred State to date. At the Advance, President’s Council also updated some of the strategic planning goals and added several new strategies and action items as part of the dynamic and fluid strategic planning process. The college community is looking forward to reviewing its Mission and Vision and developing a new strategic plan.

Cultivating Awareness of the Mission and Strategic Plan

Alfred State strives to ensure that stakeholders are aware of the College’s Mission and Strategic Plan so that decision-making across campus is consistent with the College’s long-term goals. All employees are given a hard copy of the Strategic Plan and provided with links to the electronic version on the College’s website. In addition, the plan is repeatedly referenced at each New Employee Orientation. The Mission and Vision are also printed in a variety of the College’s publications such as the *College Catalog*.

Further, the Annual Assessment Plan and Report form (AAPR), through which each department establishes annual goals, requires that each goal be connected to one or more of the high level goals outlined in the Strategic Plan as well as to one or more of the corresponding divisional goals. These reports are all available on the College’s Assessment intranet (see [Exhibit 4.2 – AAPRs](#)) and demonstrate, in the spirit of Standard 1, how the College uses its mission and goals to “...develop and shape its programs and practices and to evaluate its effectiveness.” This is covered in more detail in Chapter 4.

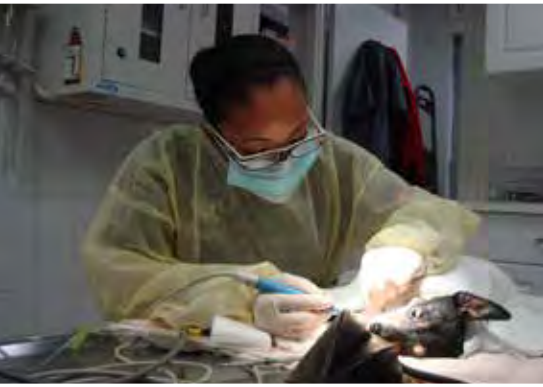
Strengths and Challenges

New initiatives in SUNY, physical changes on both campuses, new administrative leadership, state demographic changes, evolving workforce needs, as well as the insights gained in the self-

study process, make this juncture in the College's history an ideal time to review the current Mission, Vision, and Strategic Plan. As might be expected, since its inception modifications were necessary to maintain relevance and to ensure alignment with The Power of SUNY. Additional modifications were made as various actions, outcomes, and KPI's either were achieved or evolved. Unfortunately, transparency and campus-wide involvement diminished as SPARC's role in the review process diminished. However, the College's "rolling approach" to strategic planning can help reinvigorate transparency and the involvement of the entire campus community as prescribed by Standard 1.

Recommendation: To initiate a new inclusive strategic planning process that will include the evaluation of the College's mission and vision.

Rationale: The Mission, Vision, and Strategic Plan that were implemented in 2008 were the result of a transparent and inclusive process. These items have supported and enhanced Alfred State as evidenced by a sound mix of programs, healthy budget, growing reputation and selectivity, and steady enrollment. As with any vibrant and responsive organization, a similarly transparent and inclusive review process should be conducted upon completion of this Self-Study and enacted annually.



[POINT OF PRIDE]

Students built the “zero energy demonstration home” on the Wellsville campus—a National Association of Home Builders (NAHB) Research Center that is Green Certified at its Gold standard.

Chapter 2: Planning, Resources, and Renewal

(Standards 2 and 3)

This chapter shows how the planning, resource allocation, and institutional renewal processes at Alfred State correspond to the institutional goals identified in the [Strategic Plan](#), in compliance with Standard 2. The creation of the financial plan is based on a budgeting process that is tied to the College's Strategic Plan and is assessed from a funding standpoint, ensuring that the "resources necessary to achieve [Alfred State's] mission and goals are available and accessible" and are used effectively and efficiently, as prescribed by Standard 3.

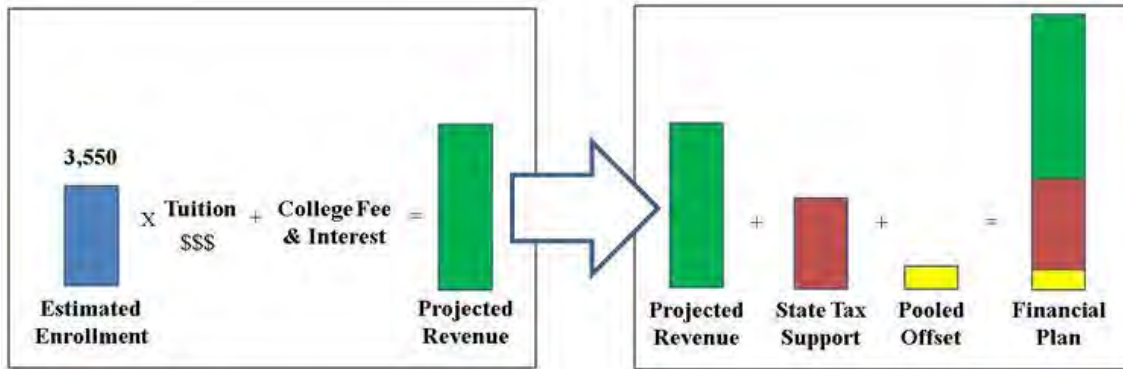
Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Financial Plan Creation and the Budgeting Process

Alfred State is in the college of technology sector within [SUNY](#). As one of the 29 state-operated campuses, Alfred State's funding and governance differs from the SUNY statutory and community colleges. State purpose, or the core operational budget of the institution, is mainly supported by student tuition and state tax support. Each year, the College develops its annual plan from the [Financial Plan Process outlined by SUNY](#) (Exhibit 2.1). The plan projects expected revenue from fall enrollment (while planning for a certain amount of attrition for the spring semester) multiplied by the tuition rate, which is established by the [SUNY Board of Trustees](#) to remain uniform across degree types. This number constitutes the tuition revenue portion of the total plan. Projected tuition coupled with the calculated state support and pooled offset generates the [AS Financial Plan](#) (Exhibit 2.2) (see Figure 2.1). Pooled offset is a benefit to the institution as it is, in essence, the State's way of returning a significant portion of the College's fringe benefits payments in the form of additional support. The State provides fringe benefits to all employees paid from "Core Operations" (explained below), so this portion of the payment collected is returned.

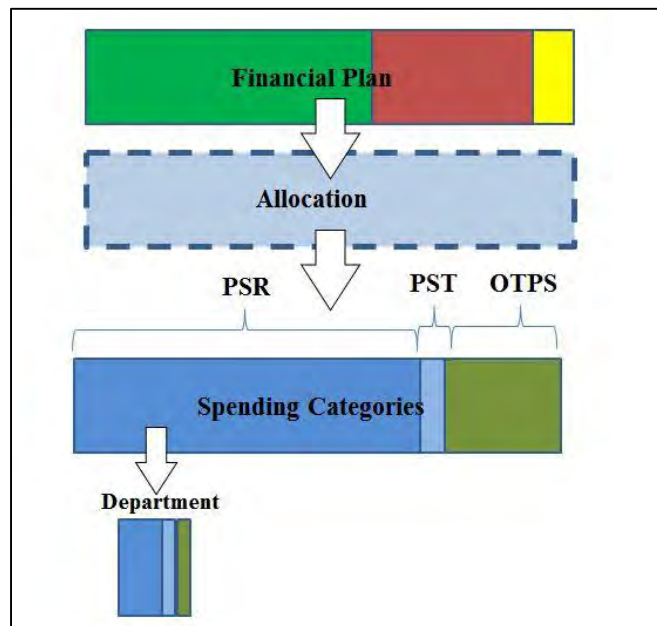
Figure 2.1
Revenue Projection and Financial Plan Creation



From the Financial Plan (Exhibit 2.2) the state provides appropriations based on the anticipated revenues. Tuition and state support are collected throughout the year; however, the receipts are not consistent with an institution’s expenses, which usually remain constant. The appropriation allows the campus to pay expenses as necessary, while revenue is collected throughout the year at varying levels.

“Allocation” is provided to the campus by the state, and is the authority to spend up to the total of the Financial Plan (Exhibit 2.2). The College divides the authority to disburse funds among three types of spending categories: Personal Service Regular (PSR), Personal Service Temporary (PST), and Other Than Personal Service (OTPS). Internal fund accounting is conducted to align the allocations with each department and its anticipated needs (see Figure 2.2).

Figure 2.2
The Allocation Process



Each division within the College—Academic Affairs, Institutional Advancement, Student Affairs, and Administration and Enrollment—plays a crucial role in the budgeting process through its completion of the [Divisional Budget Submission](#) Template (Exhibit 2.3, Academic Affairs example). The template is used to report on the previous year’s enacted budget and its impact on the division’s strategic initiatives. The next step in the template is to request funds to support reoccurring goals and new initiatives. The requested allocations are distributed based on divisional and area needs after being reviewed and approved by the [President’s Council](#).

Two committees that exist outside of the President’s Council are able to present new initiatives and cost-saving measures: the Campus-wide Budgeting and Planning Committee and the [Faculty Senate Budget and Planning Committee](#). These committees ensure financial transparency across campus while allowing an avenue for parties at all levels to participate in the budgetary planning process. Both make recommendations on divisional budget submissions prior to their review, and ultimate approval, by the President’s Council. Faculty considerations are weighed equally with the needs of administrative staff through this collaborative forum. In the years where tuition increases are afforded, the College, through a request process, is allowed to present new initiatives to the campus-wide Budgeting and Planning Committee for potential inclusion into the new operating budget for the coming year.

Throughout the year, the Financial Plan (Exhibit 2.2) is revisited with projections done after each semester’s enrollment census to ensure that it is reflective of actual enrollment and, by direct correlation, actual tuition collections. In order to stay in line with state projected disbursements, any collections above the Financial Plan (Exhibit 2.2) roll into an account that can be accessed in future fiscal years. Tuition shortfalls, however, must be covered using campus funds in the year in which they occur. Campuses can either return allocation mid-year if revised projections show a shortfall of collected revenue or cover the difference from campus reserves. This places greater emphasis on conservative enrollment projections.

As with most state entities, the state support portion of the Financial Plan (Exhibit 2.2) has decreased with each passing budget year. State support used to be calculated based on a number of factors, including projected enrollment numbers. Recently, however, the state has established the concept of “maintenance of effort,” which holds the state support number to a fixed dollar amount based on the 2012-2013 fiscal year allocation. Effectively, this is a decrease in state support as expenses increase due to inflation or disbursements such as negotiated salary increases for all state employees, which place further downward pressure on operating budgets.

All Funds Budgeting – Breaking Down the Silos

While the core operating budget of the institution covers the main functions of the College, other activities on campus produce revenues and expenditures. These activities, although essential, are not considered in the core operations. Revenues generated for the residence halls stay within the dormitory operations (outlined ahead in this chapter) and funds generated through various activities are individually accounted for through the use of an IFR (Income Fund Reimbursable, also discussed ahead). Although structurally these funds are separate from the traditional Fall/Spring tuition collections, the College looks at all funds to gather a holistic financial picture.

The generation of revenue outside of tuition is increasingly important in order to supplement declining state support and fund initiatives for growth. Each revenue-generating account maintains a budget stabilization reserve to buffer the individual account in times of budgetary hardship. These accounts also allow the College to set aside funds in an equipment reserve each year as a mechanism to plan ahead for future equipment needs. The expenditures must support the purpose for which the revenue was collected, but Alfred State successfully balances these elements by establishing reserves and maintaining strict budgets to manage cash flow. Overheads assessed to these revenue streams allow for assets to pool centrally in order to cover the institutional costs to support activities and serve as a funding source that can be designated for new initiatives. These overhead accounts also maintain reserves for protection against macro-environmental factors.

Aside from the reserves held in individual revenue generating accounts, Alfred State maintains 10% of its state operating budget in overhead reserves. Also, the campus strives for another 10% to 25% held in available cash, not restricted for any particular use. Any amounts collected over the 25% can then be allocated for campus initiatives; however, if cash availability drops below 10%, the institution either finds additional revenue collections or adjusts spending accordingly. These safeguards have proven effective in years when enrollment fluctuations have occurred or when state support has been less than reliable. The holistic view ensures that enough campus cash is available to combat unforeseen challenges.

Strategic Planning and Resource Allocation

As described in Chapter 1, Alfred State maintains a rolling Strategic Plan that is revisited semiannually to ensure that institutional strategies are linked with each one of the organizational goals. The Strategic Plan is a living document that continually aligns the College's initiatives with budgetary and other key funding resources.

In the fall of 2008, Alfred State's working Strategic Plan was initialized. The College's Strategic Plan is based on a formal process that ensures that every decision relates to organizational goals and to the College's [mission](#). Numerous strategies are implemented for each goal, and desired outcomes are identified for each strategy. The process calls for measurable KPIs (key performance indicators) to be evaluated as evidence of the progression and effectiveness of a strategy. Each KPI is assigned a base year for comparison. Annual actual results are compared to both the base year and to the previous year as a measure of success. Comparisons with the base year measures the effectiveness of the overall Strategic Plan while comparisons to the previous year allow for a rolling analysis capable of adjusting for current variables and micro and macro changes since the base year. This multifaceted approach provides both short- and long-term reporting on organizational goals within the same document. The Divisional Budget Submissions (Exhibit 2.3) are used to further assess how the previous year's allocations aligned with the divisional goals in detail while requiring each new planning initiative and funding request to be tied back to at least one of the Strategic Plan's 4 R's (reputation, recruitment, retention, and revenue).

Strategic plans are only successful if the proper resources are provided to support initiatives. Alfred State has supported several initiatives with direct ties to necessary financial allocations. Below are a few examples of how the College has allocated resources to support initiatives aligned with its Strategic Plan:

Goal A-Strategy 1: Invest in classroom and laboratory enhancements. Annual investments of \$50,000 have been allocated to support classroom and laboratory teaching/learning environments. For the last four years (up to 2013-2014), the College has allocated over \$200,000 of operating dollars to the upgrading of classrooms and labs in order to meet evolving demands.

Goal A-Strategy 1: Fund equipment for academic programs. As state allocations for academic equipment dwindled the College has spent \$222,000 annually from its own funds to provide academic programs with instructional technologies and other types of technical support.

Goal A-Strategy 2: Improve faculty professional development. Since 2008 Alfred State has awarded full-year and half-year sabbaticals to faculty in support of research and professional development. The College has increased monies for research support from \$5000 for two applicants in 2010 to nearly \$25,000 for 14 applicants in 2013.

Goal C-Strategy 2: Provide scholarship for strong academic students. Recognizing that students with strong academic backgrounds enhance a school's educational culture, Alfred State provides significant funding for several scholarship programs. Various scholarships such as Excellence in Education, Presidential Scholarship, All-American, Out-of-state Distinction, and International Excellence have enriched the campus's student body. The 2012-2013 fiscal year totaled more than \$2.2 million in overall awards and scholarship support provided by the campus and related entities (e.g., [Auxiliary Campus Enterprises and Services, Inc. \[ACES\]](#), the Education Foundation, and the [Development Fund Board](#)).

Goal D-Strategy 1: Maintain and improve capital facilities. The College is committed to properly maintaining its facilities in the service of educational success. During the 2013-2014 fiscal year, over \$283,000 is allocated for state buildings, while over \$397,000 is allocated for the dormitories. Another \$370,000 is provided for vehicle use, including fuel purchases. Both academic buildings and dormitories have capital allocations for major projects outside of the funds previously mentioned for maintenance and improvements.

Goal A-Strategy 2: Increase hiring of faculty and staff to support current and new programs. In order to promote academic excellence and achieve a scholarly and socially engaging environment, Alfred State must be able to recruit and retain qualified faculty and staff for its constantly evolving programs. New positions are added based on the institution's needs and budget limitations. The College has funded the following positions for the 2012-2013 and 2013-2014 academic years (Table 2.1):

Table 2.1
Positions Funded Over the Past Two Years

Position	Department	Year Funded
Farm Practice Instructor	Agricultural Science and Veterinary Technology	13-14
Instructional Support Assistant	Architecture and Design	13-14
Assistant Dairy Herdsman	College Farm	13-14
Maintenance Assistant	Facilities	13-14
Cleaner (Student Leadership Center)	Facilities	13-14
Assistant Director of Medical Services	Health and Wellness Services	13-14
Assistant Athletic Director	Athletics	13-14
Assistant Football Coach	Athletics	13-14
Instructor	Building Trades	13-14
Lecturer	Physical and Life Sciences	13-14
Instructor (Temp)	Welding Technology	13-14
Instructor (Temp)	Truck and Diesel	13-14
Associate Professor	Information Technology	12-13
Academic Advising Assistant (Perkins)	Student Success Center	12-13
Academic Advising Assistant (Perkins)	Student Success Center	12-13
Assistant Director of Student Leadership	Student Affairs	12-13
Associate Prof./Department Chair	Architecture and Design	12-13
Assistant Prof.	Agricultural Science and Veterinary Technology	12-13
Instructor	Building Trades	12-13

Vacancy Review Process

As vacancies arise, a formal process is started that requires a complete assessment of the position and its relationship to both departmental and organizational goals. Each hiring manager must complete a [Request to Search Form](#) (Exhibit 2.4) that provides justification for why the vacant position must be filled, including its positive impact on the program’s curriculum and students. In doing so, the duties associated with it are tied to the Strategic Plan and compared/contrasted with other departmental positions. The growth of the department over the previous five years is also provided in order for upper management to keep track of the human capital increases. Hiring managers are then required to obtain in writing the support of relevant campus bodies before submitting their request to the President’s Council for review and potential approval. This procedure ensures positions are only filled if they are necessary to the success of the department and support the overall mission.

Uniformity of Institutional Goals

The current budgeting model aligns enrollment initiatives with the request for allocation. Since fiscal year 2007-2008, the institution was provided an allocation based on 2007-2008 actual enrollment. As enrollment increased, the College was only afforded the opportunity to spend up to the 2007-2008 enrollment figures, under its core operations. This hindered many [SUNY campuses](#) as they were unable to spend revenue surpluses in the year they occurred. As of the 2012-2013 fiscal year, SUNY campuses were allocated up to their full projected enrollment numbers for the year. This provides proper alignment between the SUNY campuses' enrollment goals and budgetary needs.

Funding, based on projections of anticipated enrollment, changes the model in both a positive and potentially negative manner. If the enrollment plan is too far reaching, funding this target enables the institution to build a budget with new fixed expenses beyond the actual revenues coming in for the year. Alfred State in particular experienced two years of operating budgets exceeding the actual revenues collected. Previously, when enrollment projections used to drive, in part, the level of state support allocated to the College, there was an additional incentive to help justify optimistic plans. Now that state support is remaining constant for the near future, and enrollment plans are directly connected to the financial plan creation, conservative enrollment projections are needed to keep core operations at a manageable level especially in the years where actual enrollment settles below the projection.

Ideally, as with the current fiscal year, the College budgets for an enrollment target lower than expected in order to generate overflow tuition. This tuition beyond the financial plan is then used to build reserves, cover one-time expenses, fund new initiatives, or address legislative requirements such as the tuition credit scholarship (the difference between the [New York State Tuition Assistance Program \[TAP\]](#) award and the cost of state tuition for the student).

Conservative enrollment targets echo through each revenue source associated with enrollment. Residence halls and fee accounts, for instance, will also have revenues beyond the proposed budgets.

Institutional Assessment

Beginning in 2008, Alfred State has been proactive in the continued development of the College's Strategic Plan, which lays the groundwork for planning initiatives over the next five years. As noted previously, this is a very dynamic process. The President's Council meets at the beginning of the fiscal year for a comprehensive review of the Strategic Plan. Each goal and strategy is carefully studied to determine if there was forward progress, regression, or no progress. The determination is recorded on the [working version of the Strategic Plan](#). If it is determined that a goal has been reached and no further action is necessary, it is designated as "completed" and archived.

In addition, the divisional goals, as they relate to the full Strategic Plan, are also reviewed, this time compared to the resources and funding allocated to the individual goals. This serves as an

assessment of last year’s progress within the new year’s budget submissions. Before the same or additional funding is awarded in support of a specific goal, the division must provide evidence of obvious progress during the previous year.

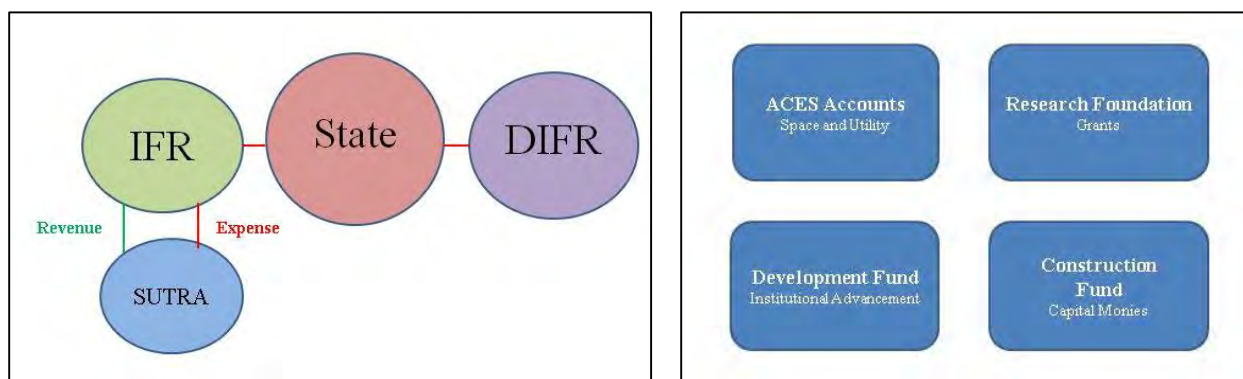
Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Sources of Funding

Diminishing state support requires Alfred State to very carefully manage its institutional resources through accurate budgeting, conservative revenue projections, and appropriate cost analyses. Although the accounting for individual resources may vary considerably, each one is valued as a commodity necessary to the success of the institution and plays a role in the overall picture (see Figure 2.3).

Figure 2.3
Institutional Funding and Additional Resources



State – Core Operating Budget

The College refers to its core operating budget (“Core Operations”) as “State” accounts, which consist of tuition revenues collected for fall and spring semesters, interests and miscellaneous items, and the general fund State support. From these collections, allocation is given to the campus equal to the projected revenues and support. The College builds its budget from this Financial Plan (Exhibit 2.2). This budget accounts for expenditures for faculty salaries, temporary payroll of students and adjunct professors, department supplies and equipment, and institutional expenses that include utilities, postage, institutional memberships, telephone and internet, staff computer purchases, facilities maintenance, etc.

State support, as mentioned above, is projected to remain flat for the near future, so any significant increases in the core operating budget can only come from increased tuition, increased enrollment, or a combination of the two (the projections 2014-2015 through 2017-2018

are found in the Financial Plan; Exhibit 2.2). [SUNY 2020 Legislation](#) has allowed institutions to increase tuition through school-year 2015-16. These increases, coupled with [Alfred State's Enrollment Plans](#) (Exhibit 2.5), have driven the expansion of program offerings and provided support for new initiatives.

DIFR (Dormitory Income Fund Reimbursable) – “Dormitory Operations”

As of the 2013-2014 fiscal year, new [Residence Hall Program legislation](#) allows SUNY to bond \$944 million over the next five years in support of all of its residence halls. This initiative allows the program to remain outside of the state appropriation and no longer subjects these bonds to the state spending cap. Essentially, the Residence Hall Program becomes its own entity capable of generating revenues, holding debt, and managing its own disbursements. This change has allowed SUNY, and its individual campuses, to continually plan capital projects. Alfred State maintains a [Multiyear Capital Plan](#) (Exhibit 2.6), which now spans 10 years of anticipated projects in order to meet the annual requirements of the [New York Works Task Force](#) and [New York State Division of the Budget](#). The campus must demonstrate its ability to remain solvent while managing its “Dormitory Operations.”

All dormitory collections first go toward any outstanding debts. Alfred State bonded the capital necessary to build six townhouses (containing 25 units) in 2007 to provide students with an alternative to corridor style living. The debt service is around 6% of anticipated annual collections, which provides a healthy balance between income and debt for the institution. The College is required to maintain an operational and maintenance/repair and rehabilitation reserve balance calculated based on the five-year average of future annual projects or the next year's total anticipated projects, whichever is greater.

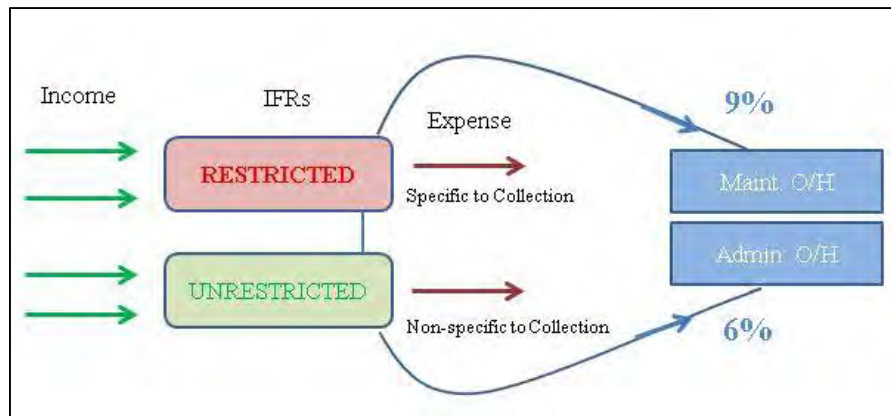
Alfred State maintains a housing group committee which addresses capital improvement needs and identifies and reviews all dormitory projects. The College has chosen to fund all rehabilitations with hard dollar appropriations that do not require any additional bonding, but future plans to renovate the [Mackenzie Complex](#) (40% of the College's on-campus capacity) will require the use of the bonding process. The amount of renovation possible will be dictated by the level of bond payment that the program will be able to support.

IFR (Income Fund Reimbursable) - Revenue Generation

The College has over 90 IFR accounts capable of generating revenue for the institution. Many of these accounts have expenses that are associated with specific purposes. However, the College also has access to several revenue-generating accounts with unrestricted cash balances capable of supplementing budget shortfalls or initiating planned projects. Some IFR examples include student assessed fees (athletic, health, transportation, course specific, fitness center, technology, etc.), continuing education training programs, facility rentals, cost recoveries, etc. The revenues generated in the majority of these accounts are assessed a percentage for administration and maintenance/operation overheads, 6 and 9 percent, respectively, held centrally by the institution (see Figure 2.4).

Every IFR is afforded allocation based on projected revenue collections. The accounts maintain cash balances; however, account managers are not allowed to spend beyond the annual projected revenue without the approval of the divisional vice president. In order to be approved, managers must provide specific strategies to restore cash balances and their justification for the allocation is subject to substantial scrutiny.

Figure 2.4
IFRs – Flow of Funds



SUTRA (State University Tuition Reimbursable Account) - Supplemental Tuition

SUTRA accounts are for generated tuition outside of the fall and spring semester collections. Alfred State continues to grow SUTRA revenues through its robust summer school program. In its base year of 2007, summer school net revenue accounted for \$57,477; however, this total more than doubled by the summer of 2011 when net revenue exceeded \$128,000. The summer of 2013 generated \$177,650 making it the most profitable summer school program since its inception. Various [study abroad programs](#) fall under this category of supplemental tuition; however, the SUTRA source with the greatest impact to the campus is the tuitions collected beyond the Financial Plan. As mentioned above, these funds roll to an overflow account for use in later years.

ACES - Auxiliary Campus Enterprises and Services, Inc.

ACES is a not-for-profit corporation that has served Alfred State since 1946. It is governed by a Board of Directors comprised of students, faculty and staff. Their mission is to enhance the college experience for the Alfred State community by providing dining services, college stores, vending, and transportation services through self-operation of all of these services. During fiscal year 2013-2014 ACES contributed \$919,483 to Alfred State's scholarship program, \$112,949 in other program support, \$165,388 towards utilities costs, along with \$500,045 in capital equipment and leasehold improvements.

Research Foundation – Sponsored Programs

The mission of [Sponsored Programs](#) is to support faculty and staff to seek, obtain, and oversee the administration of external funding for research, special projects, training and other scholarly and creative activities in accordance with Alfred State's mission. The Sponsored Programs Team, working in conjunction with the [SUNY Research Foundation](#), is comprised of staff from multiple offices that perform comprehensive pre- and post-award functions. Currently the College's sponsored programs portfolio consists of 12 grants totaling \$3.68 million, including awards from the U.S. [Departments of Agriculture, Education, and Energy](#), the [State University of New York](#), and the [NYS Energy Research and Development Authority](#). Additionally, the College is the recipient, in part with several other campuses, of a SUNY 2020 grant in the amount of \$14.8 million.

Development Fund – Institutional Advancement

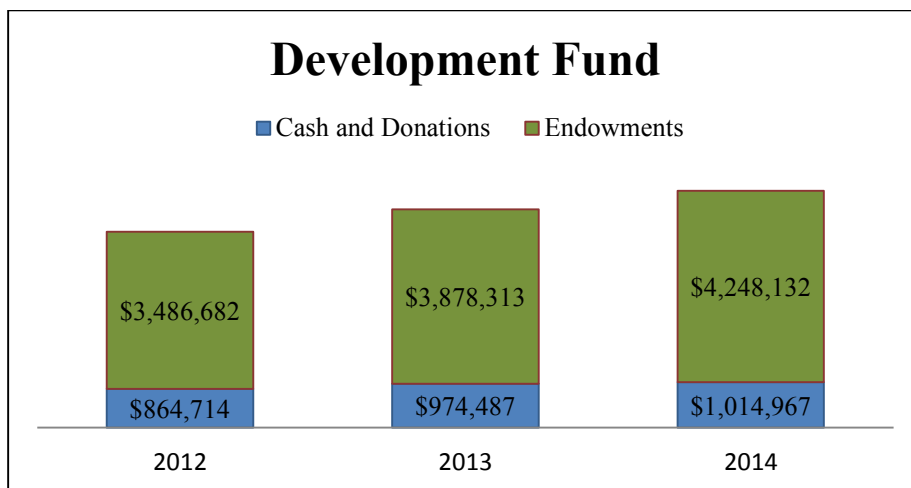
The [Development Fund Board \(DFB\)](#) at Alfred State was established in 1996 (see Exhibit 2.7 for the [DFB Bylaws](#)). It meets on a quarterly basis. The chair of the Board of Directors has regular communication with the executive director, who also serves as Alfred State's VPIA. The DFB consists of alumni and friends of the College who have become industry leaders in their respective fields. These volunteers tirelessly support the College through joint fundraising initiatives and collaboration on future endeavors. In addition, the board leads by example as far as supporting Alfred State from a philanthropic investment: currently, the giving participation rate is 100%, with nearly every member donating at the President's Society level (\$1,000 or higher on an annual basis).

The purpose of the DFB is as follows:

- To assist in advancing the welfare and development of the State University of New York College of Technology at Alfred, (Alfred State), by accepting and encouraging gifts to this Fund, and by using such gifts to advance such purposes in a manner consistent with the educational objectives and policies of the College and of the State University of New York.
- To acquire property, both real and personal, and of whatsoever name and nature, without limitation as to amount or value, by purchase, gift grant, devise or bequest, and to hold, own, accept, and dispose of the same for the particular objectives of the Fund.
- To make such grants of financial assistance to the College and to the State University of New York, affiliated organizations, faculty, and students, including, but not limited to, scholarships, fellowships, and loans to students; support of research programs, conferences, seminars, cultural events, equipment for educational and research projects, library holdings, academic chairs, athletic programs, the [Alfred State Alumni Council](#), college-community programs, faculty travel, college-related publications, campus beautification; and expense funds for College officials.

The past three fiscal years have seen total voluntary support to Alfred State (including cash and in-kind support) increase more than 20%, from \$714,000 (2011) to \$882,000 (2012) to \$896,000 (2013). In addition, the overall financial position of the DFB continues on a positive trend. The endowment, along with scholarship support, has also been trending up. Figure 2.5 provides a snapshot of the DFP’s financial position as of February 28, 2014 (balances are as of February 28th for each fiscal year):

Figure 2.5
Development Fund – Balances Year over the Years 2012-2014



Construction Fund – Capital Monies

Along with the majority of SUNY institutions, Alfred State is faced with an aging infrastructure. Most of the facilities on campus are over 30 years old, presenting significant maintenance and aesthetic challenges. Aside from annual budgets established for maintenance and structural repair, Alfred State receives most of its capital funding from the proceeds of state capital bonds administered through the [State University Construction Fund \(SUCF\)](#). These bonds are held by the State and the College is not responsible for bond payments out of operating cash (excluding residence halls). This allows for the maximum utilization of tuition dollars towards academics and other operational needs.

Typically, the College receives “Critical Maintenance” funding to support capital projects. Capital projects can be administered by SUCF directly or monies can be allocated to the College for administration by Alfred State personnel. Typically Alfred State establishes an account for “Minor Critical Maintenance” projects which are smaller in scope, ranging from \$5,000 to just under \$150,000. The annual allocation for minor critical maintenance projects is usually between \$500,000 and \$650,000, but recent years have led to less consistency: only \$250,000 in 2013-2014 while \$707,300 was allocated in 2014-2015. “Critical Maintenance” is funding intended for larger construction projects, mostly full building renovations or large campus infrastructure projects. Alfred State usually receives about \$7 million in bonded monies annually, but with recent State disbursements targets being close to legislative caps, there has been a shift in the usual stream of capital funds to the campus. Alfred State received no funding for 2013-2014 and approximately \$5.5 million for 2014-2015 with limited ability to expend the funds.

Alfred State maintains a [Master Capital Plan 2014-2023](#) (Exhibit 2.8) that lists all future projects, their estimated expenses, and their expected start and finish dates. This list is reviewed annually and adjusted as priorities change. Through SUCF, all projects are tracked and funding (coding) is provided as they progress. These funds remain allocated to the institution for future use if current projects did not consume the annual allotment. This mechanism allows the campus to accumulate funding for larger projects such as the rehabilitation of academic buildings. The anticipated renovation of the Agricultural Science Building currently tops the list of such projects, but without a 5 year funding plan, the College is pressured to find smaller initiatives outside the priority list in order to keep projects moving under the current fiscal climate.

Currently, the purchase of the Wellsville Campus from the Education Foundation (discussed below) is ranked as the College's number one priority, but the purchase of property, or new construction, would have to come from strategic initiative funding. This is usually legislatively reserved funding for specific initiatives.

Educational Foundation

The State of New York currently leases Alfred State's Wellsville campus from the Educational Foundation, which owns and maintains the property. The Educational Foundation is a private foundation representing faculty, staff, and friends of Alfred State dedicated to improving the College community through support of educational programs. The Educational Foundation provides monetary support to enhance learning opportunities for students through work grants, and academic club activities, and funds nearly \$150,000 for scholarships annually. A Wellsville faculty facility team reviews campus needs and recommends to the Educational Foundation property committee major maintenance and capital expenses. The executive director of the Wellsville campus facilitates the long-term planning and yearly projects funded by the Educational Foundation. The projects are based on a facilities plan developed in 2003 that is slated for revision during the 2014-2015 academic year. A budget of approximately \$300,000 is spent annually from the lease on maintenance and capital projects for the campus. The new Construction Workforce Development Center, funded primarily from donations and grants, is in the final stages of construction by students in the Wellsville programs.

Assessing Planning Results and Processes

Throughout the course of the year, the respective divisions conduct a continuous review of the College's Strategic Plan to ensure that the proper strategies are being employed in order to meet the goals and objectives. The College community receives a copy of the updated Strategic Plan early in the fiscal year and it is readily available to friends and constituents of Alfred State in both printed and electronic formats. In addition to Alfred State's internal assessment procedures (such as those associated with its ongoing evaluation of the Strategic Plan), the College and its programs are evaluated by other entities through 5-year reviews and accreditations (see also Chapter 4). Other assessments conducted include those on the federal level such as the [White House's College Scorecard](#), which, along with additional web-based assessment findings are deciphered and evaluated by the institution before systematically building areas of improvement into the Strategic Plan. Moreover, the [Integrated Postsecondary Education Data System \(IPEDS\)](#) (Exhibit 2.9) is completed centrally by SUNY, with reports sent directly to each campus. These

reports are then used as an assessment tool to measure financials and create yearly benchmark comparisons for the institution.

Funding and Maintaining Technological Resources – Technology Services

As a college of technology, Alfred State must remain at the cutting edge of instructional technologies. The major source of funding for technology in labs and classrooms comes from mandatory technology fees paid by students. This source of revenue generates approximately \$1.3 million. These funds are used to purchase technology in direct support of the students and their course work. This resource also helps to fund academic labs, software purchases and maintenance, infrastructure enhancements, help desk support, etc.

The “Core Operations” support technology through annual budgets totaling more than \$444,000 towards computer replacements, software maintenance, technology initiatives, etc. The College also allocates \$202,200 annually from the “Dormitory Operations” for equipment, internet services, and upgrades within the residence halls.

Facilities Master Plan – Facilities Planning

SUNY has reported that the average age of all campus buildings is 39 years. Facility improvements are outlined in the Facilities Master Plan, but this does not ensure that the funding is in place. As the campus develops new capital improvement initiatives and building renovations, it must be sure it addresses the portions of the infrastructure that lies beneath the ground: electrical systems, sewer ways, storm drains, heating systems, etc. These issues might need to take precedence over the renovations of occupied spaces to avoid costly emergency repairs in the future.

Support for the facilities operations department fluctuates as needs arise. Facilities, and campus administration, use available resources under each funding source (i.e., State, IFR, DIFR, etc.) to address current facility projects and project future needs. Each year, the College allocates over \$1 million from “Core Operations” and dormitory budgets to maintain campus facilities. This, coupled with funding received through SUCF, allows Alfred State to address structural deficiencies as they arise.

Strengths and Challenges

Alfred State has built-in safeguards to help maintain its financial stability under adverse conditions. Its commitment to conservative budgeting strategies and availability of cash balances to fund initiatives, mindful of a reasonable reserve, will project the institution forward. Tying the budget process to the Strategic Plan aligns initiatives with what the College can truly afford. The constant assessment and revisiting of the budget provides a flexibility to reevaluate and adapt to the unforeseen changing climate. The “Core Operations” and various revenue generating activities across campus help to build a solid foundation for future growth, but as with most academic institutions, future expansion will rely heavily on the institution’s ability to grow endowments and philanthropic resources. Alfred State continues to maximize all funding sources through responsible planning, assessment, and the prioritizing of needs, but competing

initiatives, inflation, declining high school graduation rates, negotiated salary increases and other legislative impacts, etc. all place further strain on the College's limited resources.

Alfred State is a part of the greater SUNY system which presents strengths and challenges unlike any private institution. The College has access to a much wider range of resources through its relationship with SUNY Administration. Many services are produced or maintained centrally: various software and databases, Institutional Research data and analysis, financial reporting and independent auditing, as found in the [2014 Annual Financial Report](#) (Exhibit 2.10), energy utilization and facilities planning, construction management, consolidated budget requests, etc.

However, as a system SUNY has to make difficult decisions when allocating limited resources. Also, as a State entity the College is under much more stringent operational requirements, outlined in legislation, that can slow the ability to react to changes in the market; however, Alfred State successfully manages its internal operations while working with SUNY to promote the legislative needs of the entire system.

[POINT OF PRIDE]

We're one of just 13 SUNY schools who earned a spot on the President's Higher Education Community Service Honor Roll in 2013.



Chapter 3: Leadership, Governance, Administration, and Integrity (Standards 4, 5, and 6)

This chapter describes the fundamental components of leadership and governance, administration, and institutional integrity at Alfred State. It explains the role of SUNY and the State of New York, and describes how the College has structured its administrative and academic organization so that key campus constituents can freely and autonomously participate in mission-driven strategic planning and development as prescribed by Standard 4. It shows how the administrative structure advances the College’s long-range goals in accordance with Standard 5 and concludes with evidence of Alfred State’s commitment to institutional integrity and adherence to Standard 6. The College is dedicated to ensuring that all policies, procedures, and processes are enacted within an overarching umbrella of integrity--internally and externally, programmatically, and administratively--in accordance with the tenets of academic freedom and the laws and regulations of the entities to which it is accountable.

Standard 4: Leadership and Governance

The Institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

The Role of SUNY and New York State in Alfred State’s Organizational Structure

Within the framework of SUNY policy, the regulations of the State Education Department and New York State law, the role and scope of Alfred State’s governance structure works to “assure institutional integrity” and enables the College to “to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution” as outlined in Standard 4. The scope and function of the entities that make up Alfred State’s governance structure are described below.

(Note: Basic information (composition, charge, etc.) of each of the leadership entities discussed in this chapter can be found in Table 3.1. The College’s organizational structure is depicted in the [AS Organizational Chart](#).)

Oversight of [SUNY](#) and its 64-campus is delegated to an 18-member Board of Trustees whose powers and duties are prescribed by law to provide system-wide leadership in the planning, administration, and financing of SUNY (see [SUNY Board of Trustees Policies](#), [SUNY Board of Trustees By-Laws](#), and [SUNY Board of Trustees website](#)). The Board’s responsibilities include appointing and evaluating a chancellor, setting tuition subject to action by the state legislature,

and advocating for public higher education through lobbying and public awareness initiatives. The Trustees also appoint campus presidents. All SUNY state-operated campuses are subject to the SUNY Board of Trustees Policies that provide guidance and expectations related to many aspects of campus academic and administrative functioning.

College Council

Alfred State's [College Council](#) is chartered by [Article 8, Section 356 of New York State Education Law](#). Each state-operated campus in SUNY has its own 10-member council. Currently chaired by Patricia K. Fogarty, the College Council provides general oversight of the operation of the institution, with specific power to recommend presidential candidates for appointment by the SUNY Board of Trustees. The Council meets a minimum of four times a year and its meetings are open. Minutes are posted to the campus website (see [College Council Minutes](#)). Each Council member also serves on two of four College Council subcommittees: Academic Affairs, External Relations, Administration and Enrollment, and Student Life. These subgroups meet as needed but normally conduct business in meetings just prior to the full College Council meeting. Council members concurrently serve as members of the [Association of Council Members and College Trustees](#) (ACT). The [ACT Handbook](#) is a SUNY resource that outlines the obligations of an appointed council member. ACT is an advisory group to college presidents and advocates for system-wide communication and quality public higher education. The organization hosts conferences and frames core agenda items.

President's Council (PC)

The [President's Council](#) acts as the chief decision-making body for the campus (see [President's Council Meeting Minutes](#)). It serves a consultative role for the president and provides oversight for adherence of the College's [mission](#), development of campus policies, and implementation of the [Strategic Plan](#). The President's Council is also responsible for ensuring--in consultation with the College's [MSCHE](#) accreditation liaison officer who is the associate vice president for Academic Affairs (AVPAA) in the [OAPD](#)--that the College is in compliance with MSCHE Standards, requirements of affiliation, and other conditions related to accreditation.

Deans' Council

The Deans' Council consists of the VPAA, the AVPAA, and the deans of each of Alfred State's three schools. Periodically, the group is expanded to include the director of [Technology Services](#), the director of [Hinkle Library](#), the dean of Institutional Research, and the AVPAA in the OAPD. The Deans' Council serves as an advisory group to the VPAA and addresses all matters academic. Some of its more important functions include the assessment and approval of new programs, the revision or deactivation of current programs, budget development and maintenance, new hire recommendations, academic policy development or modification, and other issues as they present themselves within the schools and departments. The Deans' Council is a key vehicle in effecting academic change at Alfred State.

Academic Affairs Leadership Team (AALT)

The Academic Affairs Leadership Team is composed of department chairs and program directors. It provides an avenue by which important academic issues are discussed and debated. The monthly agenda is developed by the VPAA, and the team's members are encouraged to be forthright and frank with their ideas about the items that appear on it. The group has proven very effective in fostering horizontal and vertical communication and collaboration within the academic affairs division and for drawing on its working knowledge of institutional processes to suggest important changes or innovations.

Similar in concept to the AALT, Alfred State's School of Applied Technology in Wellsville employs the Wellsville Campus Leadership Team (WCLT). Consisting of the dean, campus department chairs, and Student Services, the group meets weekly to collaborate on recruitment goals, campus and [civic engagement activities](#), and other issues in support of the Wellsville campus' success.

Student Affairs Leadership Team (SALT)

Within the Division of Student Affairs, the Student Affairs Leadership Team (SALT) fosters policy making initiatives and discussions concerning student housing, student activities, and student discipline. SALT's mission is to serve in an advisory capacity to the VPSA, to provide a mechanism for interdepartmental communication, and to promote collaborative involvement in division initiatives impacting students. The acronym "SIDE" describes the core values of the division and informs the work of this important team:

- S: Insistence on student **Safety/Security/Support/Stability** (wellbeing)
- I: Respect for the **Individual and Inclusivity**
- D: Passion for the **Development** of both students/communities, and self/work teams
- E: Commitment to student **Engagement/Experiences** (involvement)

Administration and Enrollment Leadership Team (AELT)

The Administration and Enrollment Leadership Team (AELT) serves in an advisory role to the EVP and promotes collaboration and information sharing within the Administration and Enrollment division. AELT is composed of the senior leadership within the division and meets biweekly to provide updates on key department initiatives and to discuss cross-departmental goals and objectives. The Executive Vice President uses AELT to keep department heads informed and to encourage feedback on campus-wide initiatives. These regular meetings promote open communication, enabling departments to be more effective in their operations, and help support departmental, divisional, and College goals.

Faculty Senate

The [Faculty Senate](#) is the governing body for faculty and ensures their participation in the development and implementation of academic programs and policies. Following the SUNY Board of Trustees Policies, the senate embraces the need for meaningful, ongoing cooperation and dialogue among constituents in the service of shared governance.

The [Alfred State Faculty Senate Bylaws](#), which were revised in 2009, define its membership, leadership, committee structure, functions, and general operational procedures. Its purpose is to provide “a forum for the campus community to participate in the initiation, development, and implementation of the educational mission of the College.” With nearly 75 elected members representing the College’s four divisions – including 17 academic departments, as well as a representative of the College’s [Student Senate](#), Faculty Senate provides the most comprehensive mechanism for cross-divisional communication and represents the largest governance body on campus (see [Faculty Senate Members](#)). Members of the President’s Council and other administrators regularly attend meetings as non-voting members, and the College president and vice presidents for Academic Affairs, Student Affairs and Administration and Enrollment provide reports to the body at every meeting. The College president is a voting member of the Senate. It should be noted that Alfred State’s Faculty Senate includes not only teaching faculty but also professional rank faculty, making it broad-based and inclusive.

The Faculty Senate is chaired by an elected teaching faculty member or professional rank faculty (non-teaching) member with continuing appointment status and is led by an Executive Committee. (The [Faculty Senate’s agendas and minutes](#) are on the College’s intranet.) The Executive Committee coordinates the work of the body, sets meeting agendas, and forms special committees as necessary. There are numerous [Faculty Senate Committees](#), including Curriculum Development and Review, Academic Affairs, Academic Integrity, Assessment and General Education, Budget and Planning, College Review Panel, Computing and Communications, e-Learning, Nominations, Elections, and Governance, Promotion (Alfred campus), Promotion (Wellsville campus), and Student Life. Membership on these committees is determined through joint action by the Senate and the College administration, each of which elects a specified number of individuals to serve. The Senate’s primary function is to respond to recommendations made by the standing committees, after preliminary review by the Executive Committee. These recommendations are then reviewed and acted upon by the Senate as a whole and, when needed, forwarded to the College president, or the appropriate vice president. Reports and recommendations from the Faculty Senate often proceed to the President’s Council for discussion, implementation and/or adoption.

It is important to note that the Faculty Senate acts only as a recommending body. It cannot dictate action or policy. Historically, however, its recommendations are taken seriously by the administration and this governance model has proven successful in advancing the College’s Strategic Plan. For example, during 2012-14, the Faculty Senate passed a number of key resolutions and recommendations on a wide range of issues including the identification and [recognition of courses that incorporate community engagement](#) as a learning method, action on academic standing, and membership in the [National Collegiate Athletic Association \(NCAA\)](#). One major recent topic was the academic calendar. After much debate, the Faculty Senate recommended a 14 + 1 calendar, requiring all faculty to meet in week 15 and to allow extended

times for final exams. The President's Council accepted and approved the Senate's recommendation. Other issues currently under discussion are [Seamless Transfer](#), [Open SUNY](#), and [StartUp New York](#), statewide issues being considered and discussed by Senates across SUNY.

Student Senate

The Student Senate represents the interests of the student body by providing leadership in addressing campus issues and by managing student activity fee resources. [The Student Senate Constitution and the Student Senate Policies and Procedures](#) were approved and updated, respectively, in May 2014. With a commitment to improve all aspects of the student experience at Alfred State, the aim of the Student Senate is to maintain and improve the quality of student life, strengthen academic excellence, and enrich students' college experience. Responsibilities of the Student Senate include approving and managing funding for over 70 student clubs and multiple campus-wide and student based initiatives, and serving as the voice of Alfred State students. It is led by an executive board consisting of 12 members, including the commuter population and the Wellsville campus. It has a number of subcommittees that target areas such as academics, finance, commuter concerns, multi-cultural life, public relations, student activities, student affairs, leadership, residential life and sustainability.

The Student Senate's Constitution defines an executive and legislative branch. The general assembly is made up of one elected member from every recognized organization of the Senate, two from each residence hall and two from the [Commuter Council](#). The Student Senate president acts as ex-officio for all clubs and organizations, the vice president is a voting member of the College Council, and the Student Affairs chair is a non-voting member of the Faculty Senate. In addition, members of the executive board and students at-large are designated participants in many college-wide committees, such as the Budget and Planning Committee, the Commencement Committee, and the Middle States Steering Committee. A student representative also served on the Presidential search committee.

Collective Bargaining

Collective bargaining agreements addressing grievance procedures, leave policies, and other conditions of employment exist for nearly all Alfred State employees, excluding management confidential administrators. The [Governor's Office of Employee Relations](#) acts as the governor's agent in negotiating agreements with the unions representing the state executive branch, including the State University of New York employees.

Faculty, professional rank faculty, and librarians are provided union representation through [UUP \(United University Professions\)](#), which has grown from 3,500 members in 1973 to more than 35,000 members today on 29 state-operated SUNY campuses and in [SUNY System Administration](#). Classified positions at Alfred State enjoy representation through [CSEA \(the Civil Service Employees Association\)](#), the [Patrolmen's Benevolent Association of New York](#), the [New York State Correctional Officers and Police Benevolent Association](#), or the [New York State Public Employees Federation](#).

Administration and Governance Collaboration

The administration and governance bodies at Alfred State have a long history of working collegially and pro-actively on matters of importance to the institution. Though not all issues are devoid of disagreement and push back, the College philosophically embraces honest and constructive collaboration in advancing the College's mission and goals. Positive evidence of this philosophy can be seen in the development and implementation of its Strategic Plan (described in Chapter 1 and referenced frequently in the self-study), the Campus-wide Budget and Planning Committee, the Student Success and Retention Committee, the International Student Committee, the President's Advisory Council on Sustainability, and the Committee for Civic Engagement.

The existence of these and other groups reflects a commitment on the part of the administration to seek input from involved constituents whenever possible and to encourage active participation, when appropriate, in governing the institution, as outlined in Standard 4. Communication avenues, both formal and informal, for information sharing and input are numerous. While the Faculty Senate is the major conduit for campus communication, the administration also interacts with other groups on a frequent basis. A key example is the regular Labor-Management meetings conducted during the year between union leadership and the administration. The College intranet provides many links to specific pages for task forces and initiatives, including the Middle States reaccreditation process. Daily email updates and announcements are sent to the campus in an effort to maintain regular communication on issues and activities. This concept has expanded to include a daily "Student Announce" focusing on student activities, events, and athletics.

Less formal events intended to promote teamwork and sharing of information include the opening breakfast, mid-year breakfast, and end-of-year recognition luncheon where all faculty, staff and employees from across campus gather. The president offers remarks at such events and updates attendees on campus initiatives and issues (see [President's Presentations](#)). The newly inaugurated president, Skip Sullivan, embraces this collaborative style of leadership as he has proactively met with a multitude of stakeholders and constituents that make up what he often terms the "Alfred State Family."

The table below provides a quick overview of the entities mentioned within this Standard.

Table 3.1
College Leadership and Governance (for details see [AS Organizational Chart](#))

Entity	Charge	Composition	Appointed By	Assessment Vehicle(s)	Meeting Frequency
College Council *	Institutional Review & Advisement (& Other Specific Duties)	10 Members: 9 by Appointment (Term 7 Yrs); 1-Student (Term 1 Yr)	9 Appointed by Governor 1 Elected by Students	N/A	5X per Year (Minimum of 4)
College President	Oversight of the Entire Institution	Dr. Irby Sullivan	SUNY Chancellor & Board of Trustees	Strategic Plan & Various SUNY Reports	N/A
President's Council	Final Decision Making Responsibility	President, VPs (4), Academic Deans (3), Faculty Senate Chair, Senior Director of Marketing & Communications	College President	Strategic Plan	Weekly*
Deans' Council	Academic Advisement to VP Academic Affairs	VPAA Assoc. VPAA Deans (3)	VP Academic Affairs	Meeting Minutes	Weekly
AALT	Academic Affairs Discussion, Input & Communication.	VPAA, Academic Deans, Chairs, & Directors	By Virtue of Position	Meeting Minutes	Monthly
SALT	Advisory Role to VP Student Affairs	Director-level Positions within the Student Affairs Division	By Virtue of Position	Meeting Minutes	Monthly
AELT	Advisory Role to Executive Vice President	EVP, Associate VP, Controller, Senior Directors, & Directors	By Virtue of Position	Meeting Minutes	Bi-Weekly
Faculty Senate	Advisory Role to Administration on College Matters	60+ Elected Members Representative of Campus Community	Election (2-Yr Terms)	Sub-Committee Annual Reports	Minimum 7X per Year
Student Senate	Provide Student Representation in Campus Matters.	12 Exec. Board Members & 1 Representative from Each Student Org.	Officers are Elected	Annual Report	Bi-Weekly During Academic Year
Collective Bargaining (Union)	Contract Compliance	Executive Board, VPA&E, & Officers	Officers are Elected	Meeting Minutes	Monthly Throughout the Year

*(Effective January 1, 2015, the President's Council will meet bi-weekly and the president will meet with the vice presidents on alternating weeks).

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Administrative Structure

The administrative structure at Alfred State (see [AS Organizational Chart](#)) is clearly defined, and provides the foundation for the College's daily operational activities, in accordance with this standard. With well-understood roles and responsibilities, the members of the administration work together and with the divisions they lead to support the College's goals, vision, and the Strategic Plan. The effectiveness of senior administrators is reviewed periodically.

The president serves as the institution's chief executive officer and is charged with the overall administration of the College, defining strategic direction and achievement of institutional goals.

The College is composed of four divisions: Academic Affairs, Student Affairs, Institutional Advancement, and Administration and Enrollment. Each division is headed by a vice president who directly reports to the president, serves on the President's Council, and is accountable for dovetailing divisional goals to those contained within the College's Strategic Plan. Support in decision making and planning is provided to each vice president through councils, committees, teams, or work groups within the divisions.

Formal mission statements exist for all divisions and departments on campus. These statements are published in the [College Catalog](#) and serve to promote the mission, goals, and objectives of the various units. Table 3.2 provides an overview of institutional vice presidential positions and reporting entities:

Table 3.2
Overview of Vice Presidential Positions and Reporting Entities

Vice President	Reporting Entities
Academic Affairs	2 AVPAA, 3 academic deans, 17 department chairs, 2 directors (Technology Services and Library), and dean of Research Services
Student Affairs	7 directors (Athletics, Diversity & Inclusion, Health & Wellness, Civic Engagement, University Police, Residential Life, and Student Engagement)
Administration & Enrollment	AVPEM, director of Facilities Operations, Business Affairs, and Human Resources and Center for Continuing Education
Institutional Advancement	3 directors (Alumni Relations, Annual Giving, and Career Development). 1 manager (Database Development and Services).

Although the past year has witnessed interim appointments in upper management, steady enrollments and financial stability suggest that the underlying administrative structure of the College is effectively sound.

Historically, the working relationship between the administrative structure (Standard 5) and the governance structure (Standard 4) has been open and consultative, as described earlier in this chapter. Opportunities for input and feedback from campus constituencies have long been a philosophical cornerstone of the institution. As an example, Alfred State is one of the few colleges that includes the [Faculty Senate chair](#) as a member of the President's Council, a practice that began in March 2008 under former President John Anderson.

Changes in Senior Leadership

New Year's Day of 2014 marked the commencement of Dr. Irby (Skip) Sullivan's tenure as the 12th president of Alfred State. Prior to joining Alfred State, Dr. Sullivan served as president of West Georgia Technical College from 2006 to 2013. He has been a manager at Bowman Transportation, Conway Southern Express, and Spartan Express. He has also served as dean and chief academic officer at Miller College from 2004 to 2006 and as provost and CEO at Glenville State College from 2002 to 2004. He earned his bachelor's degree in 1979 from Tennessee Temple University, a master's degree from Fort Valley State University in 1995, and EdD from the University of Georgia in 1999.

Dr. Sullivan's appointment by the [SUNY chancellor](#) and SUNY Board of Trustees was the end result of a comprehensive national search. The College employed the services of the search firm [RPA Inc.](#) and followed [SUNY's Guidelines for Conducting a Presidential Search](#). The chair of the College Council, Patricia Fogarty, led the college-wide search committee that recommended candidates for interview with the SUNY chancellor. Ample opportunities for broad-based campus input existed during the internal search process, including consultation on preferred qualifications, open forums, and written feedback.

As noted above, in the short time he has been here President Sullivan has been determined to get to know the institution's faculty and staff, and he has made a special point of getting to know students at the College. At his inauguration in October of 2014, Chancellor Nancy Zimpher remarked that she had never seen such a large turnout of enthusiastic students at an inaugural event.

President Sullivan takes over for Dr. John Anderson, who left the College on March 31, 2013 to accept the presidency at Millersville University in Millersville, PA. Dr. Anderson had a long history with the College in both faculty and administrative positions. He served as president for five years.

Valerie Nixon, EVP and head of the Administration and Enrollment division, served as interim president from April 1, 2013 to December 31, 2013. EVP Nixon's long-term association with Alfred State in administrative positions of increasing responsibility provided a solid foundation for oversight of the College during the transition period.

The presidency at Alfred State has witnessed multiple changes since the last Middle States Self-Study in 2005. A chronological recap of those transitions is provided in Table 3.3:

Table 3.3
Chronological Recap of Presidency at Alfred State Since 2003

Name	Position	Term	Subsequent Position
Dr. Uma Gupta	President	May 2003 to June 2006	Faculty, Buffalo State, SUNY
Dr. John Clark	Interim President	July 2006 to June 2007	SUNY Chancellor
Dr. Ronald Rosati	Officer in Charge	June 2007 to Feb. 2008	Provost, Southeast Missouri University
Dr. John Anderson	President	Mar. 2008 to Mar. 2013	President, Millersville University
Valerie Nixon	Interim President	Apr. 2013 to Dec. 2013	EVP, Alfred State
Dr. Irby Sullivan	President	Jan, 2014 to -----	-----

A natural consequence of the significant transition in leadership at the top was similar change at the levels of vice president, dean, chairs, and directors. As noted above Dr. Rosati (then provost and VPAA) was appointed as Officer in Charge in 2007; in 2013, Valerie Nixon (then VPAA) was appointed as interim president. With the recent hiring of President Sullivan, and upon completion of searches for a VPAA and dean of Arts and Science, the interim positions have been eliminated.

Additional recent changes in vice presidential leadership include the following:

- Greg Sammons was appointed as VPSA President Anderson in January, 2013. He was formerly the Chief of the University Police Department and filled the vacancy left by Dr. Steve Tyrell who accepted the presidency of North Country Community College.
- Dr. Stephen Havlovic was hired as VPAA (national search) to replace Dr. Ronald Rosati who accepted a position at Southeast Missouri University in February, 2010.
- Dr. Craig Clark was appointed as interim VPAA 2013 by Interim President Nixon. He replaced Dr. Havlovic who accepted a position at Laurentian University in Canada. In July 2014, Dr. Clark returned to his previously held position as executive director and dean of the School of Applied Technology.
- Dr. Kristin Poppo, who had been the associate provost at Cambridge College, was appointed VPAA (national search) effective July 16, 2014.

- AVPEM, Deborah Goodrich, was appointed as interim VPAE in 2013 by Interim President Valerie Nixon. With the hiring of President Sullivan, both individuals returned to their previous positions.
- With the resignation of the vice president of Institutional Advancement in November 2014, the president is re-evaluating the structure of this area with changes expected in the near future.

Evaluation of Senior Administrators

Just as the assessment of institutional effectiveness and student learning is recognized as vital to the College (and is described in detail in Chapter 4), the evaluation and assessment of senior administrators reflects Alfred State's commitment to ongoing quality improvement, as required by Standard 5.

Guidance for the conduct of evaluations can be found in the [Policies and Procedures Manual](#) and is founded upon four principles to which all evaluations at Alfred State are expected to conform. These principles include sensitivity, confidentiality, consistency, and flexibility. The principles intend to preserve the dignity of the individual, yet provide direction for growth and continuous improvement.

The SUNY chancellor evaluates the College president every five years and involves the College Council, the Faculty Senate, and other components of the College community in the evaluation process. Other executive and administrative personnel are evaluated by their supervisors annually. These evaluations seek input from peers, subordinates, and a sampling of appropriate faculty and staff. Reappointment decisions are based on these evaluations. The policy and procedure for evaluating administrative staff are clearly detailed in the College's Policies and Procedures Manual.

President's Council members are evaluated by the president based on self-evaluations, performance programs, annual reports, divisional reports, assessment plans, and the College's Strategic Plan. Although evaluations of senior leaders have been inconsistent in the past due to changes in leadership, the president is instituting reviews of the vice presidents every six months with the first set of evaluations completed in December 2014.

Faculty Senate Evaluation of Senior Administrators

The College's Faculty Senate establishes an annual timeline for organizing, implementing, and reporting the evaluation of each management confidential administrator, which includes the president, the vice presidents, the deans, and the directors. These evaluations are confidentially shared with the person evaluated, his or her supervisor (except in the case of the president), and the chair of Faculty Senate. The evaluation of the president is reported to the College Council chair, the chair of Faculty Senate, and to the president him- or herself. Faculty members participate in the evaluation of the president and vice presidents, whereas faculty within each appropriate division of the College evaluate and provide feedback on deans and directors. Before a final summary of findings is disseminated, the individuals who are evaluated are provided the

opportunity to respond in writing to the results of the survey and the responses are acknowledged in the summary report. The conduct of evaluations is described as “annual” in the Alfred State Faculty Senate Bylaws. Since 2005, Faculty Senate evaluations of the president and vice presidents have indeed been conducted annually with exceptions made during transitional periods of executive leadership.

Institutional Communication and Advisory Systems

As described earlier in this chapter, advisory and support systems have been established within each of the divisions to foster vertical and horizontal communication, input, and feedback. Through an array of teams and committees, the College is careful to include the timely input of all constituents in such areas as budget development, program development, capital investment planning, annual reporting, searches, and strategic planning. Each of these groups provides support for the associated vice president and collectively fosters divisional consensus building.

The dean of Research Services facilitates the administrative decision-making process by fostering research and scholarship activities. Housed under the Division of Academic Affairs, the office provides leadership and support for data-driven institutional reports and reviews, coordinates sponsored programming--including pre- and post-award activities for grants--and engages in assessment initiatives through institutional research, described in more detail in Chapter 4.

Other established advisory groups or offices include the Enrollment Management Advisory Team (EMAT), the OAPD, the Student Success Committee, and the Campus Leadership Group, the last of which includes the deans, directors, department chairs, vice presidents, associate vice presidents and meets two to four times a year. Each of these entities works collaboratively with each other and its various constituencies, helping to foster dialogue in furthering the College’s mission and Strategic Plan.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Ethical Standards and Policies

The following section documents the ethical standards and stated policies that inform the College’s programs and activities, as specified in Standard 6. In addition to the umbrella of state and federal laws and regulations that pertain to an institution of higher education operating in the public trust, the College develops, publicizes, [conducts training](#), and adheres to policies and procedures in all areas of operation, as evidenced below, and endeavors to model and foster a climate of inclusion, diversity and intellectual freedom.

The College operates pursuant to policies enunciated under the [Public Officers Law of the State of New York](#), the [SUNY Board of Trustees Policies](#), and the [Policies and Procedures Manual of](#)

[Alfred State](#). It is guided by a belief that both the spirit and the law of these policies should be adhered to in order to promote a culture of institutional integrity and ensure that issues of institutional integrity be promptly and equitably resolved. Moreover, the College recognizes that its community is composed of many diverse stakeholders, including but not limited to administration, faculty, staff, students, suppliers, vendors, the surrounding Alfred community, and the State of New York. As such, the College operates in the public trust and must always avoid the appearance of impropriety through open and honest communication of information.

The expectations and standards of the College community are contained on various pages of the College's intranet and in the *College Catalog*. For example, the [College's Principles of Community](#) and [Student Code of Conduct](#) are available as are College policies relating to faculty and staff hiring, evaluation, promotion, tenure, and dismissal. Since these policies must be consistent with those of the SUNY Board of Trustees and provisions of the various union contracts, employees can access this information on multiple sites, all of which are linked on the College's intranet site. The [Human Resources section](#) also includes policies related to issues such as the [American Disabilities Act](#), family medical leave, and sick leave.

All new College employees are provided with handouts that they are required to read and acknowledge, containing excerpts of [New York State's Public Officers Law](#), and other regulations relating to ethics in New York State government. As a condition of employment, they must pledge under oath to adhere to the standards and practices set forth in these documents and these affirmations are then forwarded to the [Office of New York's Secretary of State](#). Other ethical policies that are disseminated to new employees address financial disclosure requirements, nepotism, discrimination policies, and harassment policies (see [New Employee Orientation](#)). On an annual basis, all employees are required to undergo [ethics training](#) addressing and reinforcing the expectations of the College in regard to these policies.

Faculty research is expected to be conducted ethically. [Alfred State's IRB](#) (Institutional Review Board) reviews research involving human subjects and animal subjects to ensure compliance with federal regulations. All research must be registered with the IRB. Faculty may not begin a research project until the project has been approved by the IRB. Alfred State uses the [Institutional Animal Care and Use Committee Guidebook](#) to guide its animal care and research.

Ethical standards for students are described in the College's Principles of Community and in the Student Code of Conduct. The Principles of Community address integrity, academic excellence, civility, and inclusion. At New Student Convocation, students recite and commit to the Principles of Community. The Student Code of Conduct fosters a climate of justice, freedom of expression, rejection of discrimination, and an obligation to community. The document outlines the rights and responsibilities of Alfred State students.

Policies and Procedures Regarding Gender Discrimination and Harassment

[Title IX of the Educational Amendment and University Policy](#) prohibits discrimination in services or benefits offered by the University based upon gender. Alfred State is in compliance with the 2013 [Resolution of the SUNY-Wide Title IX Compliance Review](#) between the Office for Civil Rights and SUNY. The [College has Bias-Related Misconduct Policies and Procedures](#) and an active Title IX/Bias Response Committee to ensure compliance. The [Interim Coordinator](#)

of [Equity, Inclusion, and Title IX](#) and the appointed deputy coordinators are tasked with ensuring that all formal and informal complaints of sex discrimination and bias-related incidents are reviewed in order to identify patterns or systemic problems and ensure that appropriate action is taken. (The Coordinator position is due to be filled in December 2014.) The College utilizes the [SUNY-Wide Discrimination Complaint Procedure](#).

Alfred State is in compliance with [Title IX training](#). The College provides in-person SUNY Title IX training to the Title IX Coordinator and the Compliance Officer and requires that all faculty and staff complete an online training program. As of December 2013, one hundred percent of Alfred State's faculty and staff have taken the online Title IX training. Each training session includes an assessment that ensures comprehension of Title IX policies.

Ethical Standards and Policies: Recruitment, Affirmative Action and the Human Resources Office

As an [Affirmative Action/Equal Opportunity Employer](#), the recruitment and appointment of Alfred State's workforce is a college-wide commitment, centered in the [Human Resources](#) office. The office provides leadership in developing and implementing key HR strategic plans and programs that will add value and contribute to the overall success and growth of the College. Alfred State continues to commit the highest standards and resources to the recruitment and maintenance of a diverse workforce that aligns with the College's Strategic Plan, Goal A, to "Promote academic excellence and a scholarly environment" by recruiting and hiring "faculty and staff who are more representative of the minority diversity of our student population."

The development and implementation of [Alfred State's Affirmative Action Plan](#) has supported increased diversity on both the Alfred and the Wellsville campuses through the hiring process, although, as discussed in Chapter 6, due to Alfred's rural location and its mix of programs, this continues to be a challenge.

All administrators, academic officers, and search committees must take appropriate steps within the area of their responsibilities to ensure that an active and thorough recruitment effort is made for each full-time faculty, professional, and administrative position. If women, minorities, and disabled are under-represented in departmental or area staffing, special efforts are made to identify, recruit, interview, and hire such individuals. These efforts include advertising more heavily in nationally known publications such as *Women in Higher Ed*, *Hispanic Outlook*, *Diverse Issues*, *Chronicle of Higher Education*, and *Inside Higher Ed.com* and charging the Hiring Manager to focus special efforts and attention to identify, recruit, interview, and hire such individuals. Human Resources works closely with the Hiring Manager prior to advertising the position. It should also be noted that every search committee receives Affirmative Action training, and each search committee includes an Affirmative Action representative.

Appointments are made on the basis of qualifications for the position. Prior to the advertisement, it is the responsibility of the affirmative action officer to review job descriptions to ensure that they are related to the position and are not written in a manner to exclude members of the protected groups. Special attention to the identification, recruitment, and selection of minority group members and women is consistent with state and federal law and guidelines as well as

College policy. No person is accepted or rejected on the basis of gender, race, or ethnic group. Where there is under representation of women, minorities, or other protected individuals, their membership in affected groups may be considered as a positive quality that could provide students with mentors and models of different backgrounds and gender.

The president, as chief executive officer of Alfred State, has the ultimate responsibility and authority for the College's Affirmative Action Compliance Program. The president may take actions deemed necessary to ensure the implementation of policies that will successfully carry out this program. The affirmative action officer is charged with the responsibility for monitoring the Affirmative Action Compliance Program and ensuring that the College is in compliance. The Affirmative Action Compliance Program document is updated annually in the HR Office and uploaded to the [HR Forms webpage](#) once the annual updates have been finalized. The document remains in HR at this time.

For full-time faculty, professional and administrative positions, the affirmative action efforts in recruitment and appointment are intended to augment other recruiting policies and procedures already in effect. When the president has approved the filling of a full-time faculty, professional or administrative position, the appropriate search policy and procedure will be applied depending on the status of the position as outlined in the Policies and Procedures Manual.

Ethical Standards and Policies: Evaluation

Evaluation is desirable and necessary in that it provides feedback on teaching and professional performance, direction for improvement, and a method for distribution of rewards. The academic and professional employees at Alfred State acknowledge the criteria for evaluation as outlined in Article XII of the SUNY Board of Trustees Policies. A formal and systematic evaluation of employees appraises the extent to which their professional obligations have been fulfilled.

The criteria for both academic and professional rank faculty, as demonstrated by performance, are included in all evaluation instruments used. The criteria used to promote and reward excellence in performance of academic employees (teaching faculty and librarians) are: (1) Effectiveness in Teaching/Librarianship (45%), (2) Mastery of Subject Matter (10%), (3) Continuing Growth (10%), (4) Scholarly Ability/Activity (10%), and (5) Effectiveness of University Service (25%). For professional rank faculty, the SUNY criteria are (1) Effectiveness in Performance, (2) Mastery of Specialization, (3) Professional Ability, (4) Effectiveness in University Service, and (5) Continuing Growth.

Professional recognition includes promotion, continuing appointment, discretionary salary increases or awards depending on what is authorized by the state, and various awards ([SUNY Chancellor's Awards for Excellence](#), [Alumni Council Teaching Awards](#), etc.). Evaluation criteria for these recognitions involve the use of multiple sources and is conducted periodically with input from self, supervisor (department chair or director), peers, and students.

According to the Policies and Procedures Manual, administrative staff are evaluated annually on their performance and achievements as related to their job description. Evaluations are conducted in accordance with written procedures distributed to all administrative staff. The implementation

and review of the evaluative plan for administrative staff is an ongoing process that can respond to changing conditions and requirements.

The evaluation system is intended to be a comprehensive assessment of job performance. This includes a description of needs for development or improvement, effective team building, and a requirement for the development of written performance improvement programs. The evaluation system is also used to assist in the determination of appropriate discretionary awards.

It is the responsibility of the vice presidents to ensure that the evaluative plan (including instruments, timetables, names of evaluators, and proper reporting) is carried out. The Policies and Procedures Manual goes on to state that, “The president shall effect the plan annually for those administrators reporting directly to him. Each administrative staff member is expected to take the lead in his or her own evaluation and, therefore, shall consult with his or her supervisor on the specific plan to be followed.”

Ethical Standards and Policies: Promotion

Forms and information about the promotion and continuing appointment process can be found on the [Promotion and Continuing Appointment Committee’s intranet page](#). The procedure for selecting individuals for promotion in academic rank is a very deliberate process involving evaluations by self, colleagues, supervisors, a promotion committee, the VPAA, and the president. Evaluations consider two aspects of an individual's qualifications: (1) fulfillment of the critical behaviors and (2) effectiveness in performing suggested behaviors—as stated in the “Guidelines for Academic Employees at Alfred State” that is in the Policies and Procedures Manual under “Promotion.”

The primary responsibility for determining whether an individual fulfills the minimum qualifications for a higher rank rests with the individual's department chair and the Promotion and Continuing Appointment Committee. The VPAA and president make evaluations which are based primarily on these recommendations. There are multiple layers for getting promoted: department review, Dean’s review, VPAA review and finally the College President. At each step a tracking form is in place for a signature and the employee has knowledge of the status of his or her application. At any point where the individual feels he or she has been treated unfairly, a review and appeal can be made to the campus-wide committee for determination. This process and accompanying documents can be found on the Promotion and Continuing Appointment intranet page.

Upon application, professional rank faculty receive consideration for promotion to vacant professional employee positions in the Professional Services Negotiating Unit that are to be filled, or for promotion in their present position. The application is submitted in writing to the employee's immediate supervisor. The professional employee then receives a written response to his or her request for promotion. If denied, the employee has the option of submitting his or her request for promotion to the [College Review Panel](#). If the Panel determines that the increase or change in duties and responsibilities under consideration does not warrant promotion, the panel will notify the employee, and no further appeal is permitted. If the panel determines that the increase or change in duties and responsibilities under consideration warrants promotion, it will forward its recommendations to the College president. The decision of the College president is final.

Grievances

Alfred State has separate grievance processes for students and for faculty and staff. Grievance policies and processes for students are introduced below and further discussed in Chapter 5.

The student [Academic Integrity Code](#) “defines rights and responsibilities relating to academic integrity and outlines the procedure for dealing with allegations of academic misconduct. It also outlines the procedure for student academic grievances against faculty members.” There is a subcommittee that adjudicates any grievances, consisting of twelve faculty members elected by the faculty and six students recommended by Student Senate and approved by the VPAA. The faculty members include: 4 from SAMET, 4 from LAS, and 4 from SAT. The six students include two from each school of study. The student grievance process is discussed further in Chapter 5.

The [Grievance Procedures](#) for faculty and staff include information on filing grievances, procedures for processing grievances, off-campus resolution of grievances, and academic grievances. Procedures may vary depending on the union to which the individual belongs. Each grievance procedure is detailed in the respective agreement between the State of New York and the individual union.

In its continuing effort to seek equity in education and employment and in support of federal and state anti-discrimination legislation, Alfred State has adopted the [SUNY Discrimination Complaint Procedure](#) for the investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, age, sex, disability, or marital status.

Campus Safety Policies and Procedures

Alfred State is concerned with the safety of both its internal and external constituencies. The College annually provides an updated [Security and Fire Safety Report](#) which outlines the campus’ safety policies and procedures and provides statistics concerning certain crimes on campus. The purpose of this report is to provide faculty, staff, and current and prospective students with campus safety information, including historical crime statistics and procedures for reporting crimes.

During business hours, the College is open to students, parents, employees, contractors, guests, and invitees. During non-business hours, access to the College’s buildings is controlled through key control, keypads, card swipes, or admittance by university police or other authorized campus personnel. Access to residence halls is limited to students and their guest according to the guest regulations as presented in the [Student Code of Conduct](#), Section 6.

Campus safety and security issues are coordinated by the University Police Department (UPD) which has a sworn police force of New York State certified police officers with full arrest powers. Reported crimes are handled by UPD and also forwarded to the [Office of Judicial Affairs](#) for potential judicial action. A daily log of crimes and incidents that occur on campus is regularly maintained and available for public view. Twice weekly, the department conducts qualitative and quantitative crime and incident analysis using the SARA (Scanning, Analysis,

Response, and Assessment) problem solving model. Officers then formulate their daily objectives based on that information. Issues from the previous week are revisited in order to assess effectiveness.

The College maintains and annually updates a comprehensive Emergency Response Plan (ERP). While the College's full ERP is a confidential document only released to persons involved in the management and oversight response and recovery activities, [general emergency procedures](#) for all campus community members are published on the Alfred State website. Additional information about campus safety may be found in Chapter 5.

As a part of the College's security plan, the College developed and implemented a [Video Surveillance Policy](#). Alfred State reserves the right to place cameras on its campuses where necessary and appropriate. The College respects the privacy of university community members and takes appropriate steps to balance privacy against safety. The Alfred State community is notified that cameras may be utilized and the policy is made available to all students, faculty, staff, and visitors on the College website and in appropriate publications. Video recordings of campus sites are downloaded by University Police only when germane to an active criminal, Title IX, or administrative investigation. It is transferred to a CD and stored in the Property and Evidence room, in accordance with [NYS Division of Criminal Justice Services](#) accreditation standards. Storage duration is in accordance with the requirements of the type and severity of the respective investigation.

A [Campus Safety Advisory Committee](#) has been established to identify and review safety-related issues affecting employees and to recommend plans for the correction of such matters. Membership includes representation from all unions and management. The College has a [Student Health Advisory Committee](#) and a [Wellness Steering Committee](#). These committees review safety-related issues affecting the health and wellness of Alfred State students.

Facilities Operations Policies and Procedures

Information on safety and health policies is also available on the [Facilities Operations intranet page](#). This includes the Emergency Response Contingency Plan, Hazardous Waste Management Guide, Laboratory Safety Guideline, Recycling program, Respiratory Protection Program, Universal Waste Policy and Procedures, and Written Hazard Communication – Right to Know. Again, Human Resources requires annual online training and assessment concerning health and safety policies. All full-time employees receive [annual online training](#) and assessment on health and safety hazards.

Integrity and Confidentiality of Information

The [Office of Student Records and Financial Services](#) provides academic and financial services to all constituencies, both within and outside of the College. The office maintains the integrity, accuracy, and privacy of all academic records, while ensuring compliance with federal, state and College regulations and policies. Information available on the office's [Reports & Data intranet page](#) includes: Alfred CIRP survey, Attrition report, Cohort Report, FE/Student Demographic information, Graduation Summary, Registration Reports, and Yield Study. In addition, the office oversees the [Student Consumer Information](#) webpage that includes the official Notice of Non-

Discrimination information, and supplies links to information about financial aid, FERPA, price of attendance, academic programs, faculty, transfer of credit, articulation agreements, health and safety, and student outcomes. As part its [annual training program](#), Human Resources requires all faculty to participate in online training on the rules and regulations concerning the confidentiality of student and other records and information.

The following confidentiality statement is a college-wide policy statement concerning access, use, and release of personal information:

If an employee at Alfred State has access to personal information about students, faculty, and staff, they are obligated, as a term of employment, to maintain confidentiality of any such personal information encountered.

Inappropriate disclosure of information pertaining to students, faculty, and staff is considered a violation of ethics and a breach of trust placed by the College. It is also considered grounds for disciplinary action based on misconduct.

Conflict of Interest

Alfred State adheres to the [Ethics in Government Act](#), which provides specific standards of conduct, post-employment restrictions, and limitations on business and professional activities as a means to maintain and enhance the integrity of the State workforce. The Act applies to the business and professional activities of officers and employees of New York State (NYS). The Ethics in Government Act created the [NYS Joint Commission on Public Ethics](#) as a governing body to oversee the implementation and interpretation of the NYS Ethics Law that addresses conflicts of interest. Additionally, training is provided annually for employees that includes conflict of interest issues.

Locally, the College defines the expectations with regard to conflicts of interest in the Policy and Procedures Manual. The policy details expectations of the faculty in conducting themselves personally or professionally, defines a code of ethics, and speaks to areas such as financial gain and internal and external relationships. Through the daily email “Announce” system, faculty and staff are provided reminders of the existing policy and provided a link to the site.

As a condition of employment, state officers and employees must file with the Secretary of State a statement acknowledging that they have received a copy of Sections 73 through 78 of the [Public Officers Law](#), and that they have read and will conform to their provisions. Some of the selected provisions address acceptable and unacceptable business or professional activities. The policy also includes a code of ethics it expects employees to follow. In addition to any penalty contained in any other provision of law, “any state employee who shall knowingly and intentionally violate any of the provisions of this section (74) may be fined, suspended, or removed from office or appointment in the manner provided by law.”

Integrity in Purchasing/Procurement

The [Procurement and Payment Services Office](#) is committed to providing customer service to the campus and vendor communities, striving to procure the highest quality products and services at the lowest possible costs while maintaining integrity in its policies and procedures.

Alfred State adheres to [SUNY's Purchasing and Contracting Policy](#), and engages in the practice of competitive bidding, both formal and informal, to assure reasonable prices, but also to guard against favoritism, improvidence, and fraud. The policy takes affirmative action to ensure that minority and women-owned business enterprises are given the opportunity to demonstrate their ability to provide the College with goods and services at competitive prices. In addition, the College follows the purchasing guidelines set forth by the [New York State Office of the State Comptroller](#) and adheres to the [New York State Office of General Services'](#) requirements, rules, and regulations for the purchase of materials, equipment, supplies, printing, and services.

Academic Freedom and Intellectual Property Protection

The College adheres to the tenants of academic freedom, in compliance with federal and state law, and in accordance with the SUNY Board of Trustees Policies Title 1 (pg. 45) and the [Agreement between the United University Professions and the State of New York](#), Article 9. In the addition, the investigation, hearing, and reporting of "...restrictions on freedom of expression and assembly, including academic freedom" is specified as a faculty responsibility and in the Faculty Senate By-Laws, Article 3.1.3. Alfred State abides by the 1995 [SUNY Conflict of Interest Policy](#) whose summary states: "Faculty and staff of the State University of New York (University) are encouraged to foster an atmosphere of academic freedom by promoting the open and timely exchange of scholarly knowledge independent of personal interests and are required to avoid conflicts of interest. Where potential or actual conflicts exist, faculty and staff are expected to consult with appropriate University officers and abide by University policy. This policy represents a restatement of existing University policy and pertinent state and federal law and regulations."

As the College expands its program offerings and moves toward a four-year academic culture, interest in research activities will undoubtedly grow, as will the importance of protecting intellectual property. As a SUNY institution, Alfred State operates within the parameters established within the SUNY Board of Trustee Policies & Procedures on "Intellectual Property Rights" as they relate to patents, inventions and copyrights ([SUNY Board of Trustees Policies-Patents, Inventions, and Copyright Policy](#)).

Integrity in Marketing and Communications

To ensure accuracy and integrity in marketing, public relations and other publications from Alfred State, all such communication must be processed through the College's Office of Communications. The Office of Communications reviews all submissions and assists campus departments and offices in meeting communications needs. The office also provides direct and consultative expertise in all stages of print and web publication, including pre-publication steps and post-publication follow-up. It develops and coordinates advertising and provides media

relations facilitation. To ensure consistency and accuracy in institutional communication and branding, the office also provides a variety of templates for print and online communications.

Athletic Integrity

[Alfred State's athletics](#) program promotes character development and civility among student-athletes, coaches, and all others associated with athletics. Athletic events are coordinated to promote behavior that exemplifies respect, fairness, civility, honesty and responsibility—a behavior expected of not only student athletes, but of coaches, staff, and spectators as well.

All student athletes are required to attend an orientation session where they are provided with an overview of the College's and their team's expectations for appropriate ethical conduct and must sign an agreement to meet these expectations. These expectations are detailed in the [Alfred State Student-Athlete Handbook](#) and in the Student-Athletic Code of Conduct and Policies, which all athletes receive. In addition, students must complete all NCAA and Alfred State Student Athlete forms, including those pertaining to drug testing and Buckley amendment regulations giving representatives of the College, sports conferences, and the NCAA the right to examine educational records to determine eligibility. Failure to live up to these expectations will lead to sanctions that could include suspension or dismissal from a team.

Building a Climate of Diversity, Inclusion and Civic Engagement

Alfred State actively fosters a climate of diversity and inclusion, and stresses the importance of civic engagement. A core tenet of its Strategic Plan is diversity and inclusion. Though affected by its rural location and surrounding population, the College endeavors to promote diversity throughout the institution. As noted above under Affirmative Action, the hiring of new faculty and staff is conducted with the aim of recruiting and hiring of minorities and other under-represented groups. A further discussion of efforts to recruit and retain faculty from diverse backgrounds is discussed in Chapter 6.

In order to diversify the student population, the College has increased recruitment efforts in international student markets, metropolitan New York, as well as upstate urban centers, i.e. Buffalo, Rochester, and Syracuse. The results internationally have been mixed, though downstate enrollment has increased in recent years. As of the fall of 2013, 19.35% of the student body was considered minority. This compares to 15.47% five years ago.

The College has several entities that promote a climate of diversity and inclusion, as outlined below and further discussed in Chapter 5.

- The [Office of Student Engagement](#) works towards improving diversity and understanding among students. Promoting core tenets of Integrity, Civility, Respect, Leadership and Teamwork, the office embraces diversity and respect in all student organizations and activities. Specific [clubs](#) that have diversity or inclusion as part of their charter include: the Caribbean Student Association, Kaleidoscope Coalition, Latin American Organization, Rainbow Union, and WINS (Women in Non-traditional Studies).

- The [Center for Diversity and Inclusion](#) coordinates and implements gender and multicultural focused experiences for the College community through educational workshops, cultural programs, advocacy, and outreach.
- The [Office of International Student Services](#) addresses issues related to international students, faculty, administrators, staff, and other members of the College community. The office promotes international education by facilitating student exchange and cross-cultural interaction, and by initiating programs that enhance the cross-cultural environment on campus.

Another core tenet of the College’s Strategic Plan is to instill civic engagement as a valued trait in all Alfred State graduates. To that end, the [Center for Civic Engagement](#) works with students, faculty, staff, and the local community, to facilitate opportunities to make a difference—whether in downtown Alfred, regionally, nationally, or around the world. The College is developing a campus culture that promotes civic engagement in the classroom (as described above in the section on Faculty Senate) and offers civic engagement student leadership opportunities, as referenced on the Ongoing Civic Engagement Opportunities webpage.

Strengths and Challenges

Alfred State has an administrative structure that is effective and supports the goals and mission of the institution, even in periods of transition. The College has long embraced institutional collaboration and communication. It has historically been careful to create committees and task forces as necessary to solicit input and feedback from involved campus constituents. The inclusion of the Faculty Senate chair as a standing member of the President’s Council illustrates the importance of shared governance at Alfred State.

Integrity of process is also an important core element of Alfred State. Regardless of division, the College strives to ensure processes and policies are clearly defined, communicated, and implemented.

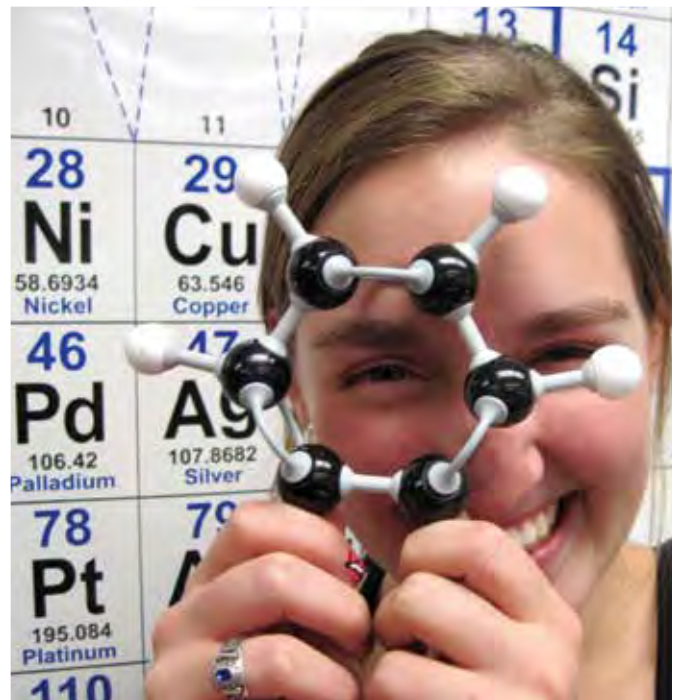
As discussed above, the College makes special efforts to identify, recruit and retain minorities and women through the development and refinement of its Affirmative Action Plan. The College is a place that values diversity and inclusion, and, as outlined in MSCHE’s *Characteristics of Excellence in Higher Education* (Standard 6), has well-publicized procedures, policies, and programs that foster “respect among students, faculty, staff, and administrators.”



[POINT OF PRIDE]

We are one of 70 colleges and universities in the nation named a Lead Institution for civic learning and democratic engagement by NASPA.

Student Affairs Administrators in Higher Education



Chapter 4: Assessment (Standards 7 and 14)

This chapter describes and documents Alfred State’s compliance with Standards 7 and 14 and highlights the ways in which assessment is being supported, evaluated, and improved from the institutional level to the program and course level. Assessment at Alfred State is guided by the resources provided by SUNY, is framed by the College’s mission, goals, and [Strategic Plan](#) (as described in Chapter 1), is increasingly linked to the allocation of resources (as described in Chapter 2), and is evidenced in this chapter by the process that leads to the formation of institutional, divisional, and departmental assessment plans. This process adheres to the characteristics of assessment as described by *MSCHE’s Characteristics of Excellence in Higher Education*. From the Strategic Plan to programmatic planning, organized institutional assessment is used to inform decision making and to ultimately reach goals. At the program and course level, examples are provided that demonstrate that the systematic assessment of student learning outcomes is documented, measured, and is used to improve teaching and learning.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Alignment With and Support From SUNY

Alfred State is part of SUNY’s “systemness,” a concept advocated by [SUNY Chancellor Nancy Zimpher](#) in higher education. Chancellor Zimpher recognizes that each of the 64 SUNY campuses has made great strides; however, the ability to work collectively to set goals and develop support structures will create a more affordable, productive, and accessible state system. Through a collective process, SUNY developed [the Power of SUNY](#), a 10-year plan launched 2009-2010 by the Chancellor’s Office with this goal: “SUNY will be a key engine of revitalization for New York State’s economy and enhance the quality of life for the state’s citizens.” Each year Alfred State, along with 63 other [SUNY institutions](#), provides SUNY with data that is used for [SUNY’s Report Card](#) to track the Power of SUNY’s progress. In addition, the Alfred State’s Strategic Plan is increasingly aligned with the Power of SUNY.

“Systemness” provides a distinct advantage to the College and is demonstrated by the resources offered on the [SUNY Provost Office’s Assessment page](#). The [Trustees Resolution 2010-039](#) and the [Memorandum to Presidents 2010-02](#) were used to develop the College’s Assessment Plan. The [SUNY System Administration](#) prepares “Academic Program Dashboards” for each of its institutions that track key trends in enrollment, retention, GPA, choice of degree, and other variables (see [SUNY Academic Program Dashboard Quick Guide](#)). The [College’s Strategic Plan’s Actions A4d and A4e](#) are examples of how the dashboard data are used as KPIs.

Alfred State also benefits from the associations and professional development opportunities provided by SUNY. The AVPAA in the Office of Accreditation and Professional Development (OAPD) is a member of the SUNY Assessment Listservs and receives helpful information, such as announcements of upcoming assessment conferences, updates on SUNY and federal guidelines, and feedback on MSCHE town hall meetings. The SUNY Assessment Listservs provides a forum for its members from across SUNY campuses to ask questions and share information about assessment. The annual conference of the [SUNY Association of Institutional Research and Planning Officers \(AIRPO\)](#) not only provides an opportunity to network with SUNY colleagues, but is also a venue for the discussion of SUNY System Administration updates, MSCHE evaluations, and effective institutional research. The AVPAA in the OAPD and the Research Services dean attend the conference and both have served on the organization's Executive Board. The [SUNY Center for Professional Development](#) offers technical, academic, and leadership programs that are often announced by HR to Alfred State employees. The [SUNY Council on Assessment \(SCoA\)](#) offers regional workshops that Alfred State employees have attended. Currently, two Alfred State employees are enrolled in [SCoA's Assessment of Learning Outcomes Certificate program](#).

[SUNY's General Education Requirement Student Learning Outcomes](#) and the [SUNY General Education Assessment Review \(GEAR\)](#) provide the framework for Alfred State's general education program (as discussed in Chapter 8) as well as the program's accompanying assessment (discussed later in this chapter).

[Open SUNY](#) (formally the SUNY Learning Network) helped shape the College's [Open SUNY Institutional Readiness Implementation Plan](#) (Exhibit 8.3) and [Online Education Policy and Procedures](#) (Exhibit 8.4) (discussed in Chapter 8) by having two SUNY System representatives attend the Online Sloan-C Committee meetings that applied the *College's Quality Scorecard for the Administration of Online Programs* to Alfred State.

Moreover, the SUNY System has funded and provided guidelines for its institutions to conduct the [SUNY Student Opinion Survey \(SOS\)](#). Alfred State, as a result, participated in the Student Opinion Survey in 2006, 2009, and 2012. Chapter 5 of the [College's 2010 PRR](#) discusses a number of improvements to the quality of student life on campus that were made by the College based on the 2006 and 2009 SOS results. Actions taken as a result of the 2012 SOS results are discussed later in this chapter.

The College's Assessment Plan

The [Alfred State Assessment Plan](#) was developed by the OAPD in collaboration with each of the respective areas responsible for assessment. It is updated annually and was last approved by the [President's Council](#) on July 30, 2014. The foundation for this document is the most recent [SUNY Assessment Policy and Guidelines Memorandum to Presidents \(July 15, 2010\)](#).

Following SUNY's guidance on assessment planning, the Alfred State Assessment Plan includes the College's mission, vision, and core values, SUNY policies on assessment, and a listing of the College's accreditors and certifiers. Using the [MSCHE's *Assessing Student Learning and Institutional Effectiveness*](#) as a model, the plan defines assessment at Alfred State College as "evidence that the institution is achieving its goals" and goes on to describe the

characteristics of institutional effectiveness and the assessment of student learning. The document describes the purpose of assessment and outlines the foundations for the assessment of academic programs and general education. It provides a timeline and describes in detail the College's processes for developing and reporting assessment data on a regular basis. The document provides practical guidance for the implementation of assessment policies and procedures at Alfred State and the College's commitment to assessment.

Offices Responsible for Supporting, Collecting, and Disseminating Assessment Data

While assessment is the responsibility of the whole campus, the following offices, entities, divisions, and departments are actively involved in the collection and dissemination of assessment data.

The OAPD plays a crucial role as the hub of assessment at Alfred State. The OAPD is responsible for ensuring the ongoing assessment of institutional effectiveness and student learning, the dissemination of results, and the monitoring of "closing the loop" actions. The office opened in August 2009 with one full-time administrator. In spite of its small size, the OAPD serves the College well in supporting assessment initiatives. The OAPD provides the President's Council with strategic planning support and MSCHE updates and makes the templates for the Annual Assessment Plan and Report(s) (AAPRs) available to the vice presidents and department chairs across the campus (more explanation of the AAPRs appears below). It supports the College with assessment flowcharts, timetables, forms, rubrics, training materials, reports, an assessment library, and the Assessment intranet site, which was created in 2009, replacing the "[old Assessment site](#)."

Three times a year, the OAPD conducts Accreditation and Assessment Sessions, which are attended by the VPAA, school deans, department chairs, and their assessment coordinators. The office also provides annual Five-Year Review Training Sessions on each campus. Each Accreditation and Assessment Session covers Middle States updates and some assessment training (see [Accreditation and Assessment Sessions - PDW PPTs](#)). The OAPD AVPAA attends Five-Year Review exit meetings, programmatic accreditation review interviews, and department and divisional meetings to address assessment inquiries along with attending and chairing committees such as the Ad Hoc General Education Assessment Committee and the (ad-hoc) Online Sloan-C Response Committee in 2013-2014. The office notifies and occasionally hosts trips to assessment workshops, for instance, the SUNY Council on Assessment's regional workshops, and assessment webinars such as [ABET's](#) webinar. As needed, the office presents workshops and attends department meetings to present accreditation, assessment, and professional development training and updates.

Surveys, tests, and collected data provide useful information and measures that inform decision making for the College's strategic initiatives. The OAPD developed and conducted the first Alfred State Alumni Survey in 2012 in conjunction with the Office of Alumni Relations. In 2011, the office conducted an Employer Survey with the cooperation of the Career Development office. The OAPD also oversaw the CAAP Critical Thinking Test, ETS iSkills, and the National Survey of Student Engagement (NSSE) assessments. Since 2012-2013, these institutional

assessments have been documented by the OAPD using the IE Summary Report Template or General Education Summary Report Template (found on the bottom of Assessment Resources intranet site). Each assessment is reviewed, summarized, and analyzed, and includes “closing the loop” actions or plans. The completed summary report is then uploaded or linked to the College’s [Institutional Effectiveness intranet site](#). The OAPD also assists, as requested, departments with the development and launching of some of their local surveys.

Moreover, the OAPD AVPAA works closely with the chair of Faculty Senate’s Assessment and General Education Committee ([SAGE](#)) to align assessment activities. The makeup of the committee includes voting members from each of the schools, the Library, and the Student Success Center, in addition to non-voting members whose input would have a bearing on assessment. SAGE reviews assessment and general education and serves in part as an advisory committee to the OAPD. This cooperation lends itself to a continued improvement of all assessment reasoning and execution. Closing of the loop is the impetus for this process and continues to be the focus of the committee's work. The establishment of SAGE and the OAPD in 2009-2010 replaced previous College assessment organizational structures.

The Office of Research compiles data reports for the [U.S. Department of Education](#), the [New York State Department of Education](#), the [SUNY System Administration](#), [MSCHE](#), and other entities. These reports provide information on graduation rates, enrollment, retention, and include data that is used by the College to inform strategic planning and decision making. Every three years since 2006, the Office of Research administers the SUNY Student Opinion Survey (SOS) as part of a system-wide initiative to track student satisfaction with learning experiences, support services, administrative services, and facilities. After it was last administered in 2012-2013, the summary was reviewed by the President’s Council who then shared the summary with their staff and the College. Moreover, the office oversees the [Accreditations page](#) and the [Student Consumer Information](#) page on the College’s website.

The Office of the EVP, Division of Administration and Enrollment collects and maintains the faculty, staff, and student record data sources that underpin planning and budgeting at the College. Among the many valuable surveys and reports made available are those focusing on enrollment, graduation rates, retention, and yield by program.

The Office of Student Affairs used to oversee more than a dozen customer service surveys in targeted areas. In 2013-2014, the division began using the [Student Affairs Assessment Suite from EBI](#) (Educational Benchmarking Inc.) that offers ten different nationally-benchmarked assessments. The division’s departments reference the assessments in their annual assessment plans and reports.

The [Office of Career Development](#) directs the annual [Employment and Transfer Reports](#) (scroll down to bottom of the Career Development’s webpage) and the [Graduate Exit Survey](#) (Exhibit 4.1). The Employment and Transfer Reports provide data by individual program that are helpful for programmatic planning, especially during Five-Year Reviews. The Graduate Exit Survey (Exhibit 4.1) addresses items that are of concern for Academic Affairs, Institutional Advancement, and Career Development.

The [Technology Services Department](#) compiles and makes available various reports and surveys conducted at the College. Many of the reports are uploaded to the Alfred State Computing Services Reports site (“[Reports Share](#)”). This site is accessed on the server and includes much of the data generated on campus, in addition to selected reports from Albany. The office also generates summary reports from the Graduate Exit Survey (Exhibit 4.1) mentioned earlier.

The [Hinkle Library](#) oversees the [LibQUAL](#) library satisfaction survey with funding and minor consultation with the OAPD. The instruction librarians are actively engaged in Information Management assessment and are currently developing an Online Information Management Assessment Course in consultation with the Ad Hoc General Education Assessment Committee (see Chapter 4).

Communicating and Disseminating Assessment Information

The OAPD continues to maintain and improve the Assessment intranet site, where the College’s assessment documents at all levels may be found. The OAPD intranet page includes information about assessment, reported results, and “closing the loop” actions. The Academic Department Assessment Snapshot, the College’s Assessment Plan, and various flowcharts are found on the [Assessment Process](#) page. The [Assessment Resources](#) page includes PowerPoints and handouts from Accreditation and Assessment sessions, OAPD library resources, assessment training materials, as well as assessment forms, templates, and guides. The College Strategic Plan page has both the published and working versions of the College’s Strategic Plan, the original 2008 Strategic Plan, and earlier planning documents.

The [Divisions, Departments, and Programs](#) pages include the assessment documents for each of these areas. Five-Year Review schedules and timelines, templates and guides, forms, reports, and data can be found on the [Five-Year Reviews](#) page. General education assessment resources and information are available on the [General Education](#) page. The [Institutional Effectiveness](#) page includes both the Alumni and the Employer surveys, College Council reports, and links to Employment and Transfer reports. The page also includes General Education SLO Summary reports, NSSE Summary reports, and the SOS reports. The [Middle States](#) intranet page includes the 2014-2015 Self-Study documents, the 2009-2010 Periodic Review Report, the 2004-2005 Self-Study and various resources and links. A list of the programmatic accrediting bodies and some accompanying resources are found on the [Program Accreditors](#) page. Finally, the [SUNY](#) page provides the major link to the [SUNY System Administration Assessment website](#).

Supplementing the Assessment intranet site are emails from the OAPD to other administrators, deans, and department chairs. *Announce*, the official email notification sent to the College community, is used by the OAPD for important communications such as the launching of a major assessment initiative or the solicitation of feedback for a self-study.

Linking Planning, Assessment, and Resource Allocation: the AAPR

Chapter 2 of this Self-Study provides an overview and detailed examples of how Alfred State has linked planning, assessment and resource allocation. As discussed above, one of the key components of the assessment process is the AAPR.

In 2012-2013, vice presidents for each division of the College—Academic Affairs, Student Affairs, Administration and Enrollment, and Institutional Advancement— developed their Annual Assessment Plan and Reports (AAPRs) using a new template created by the OAPD. Each Excel AAPR template includes tabs for the following: the division’s mission statement; list of division members; budget allocation; stated goals aligned with the College’s Strategic Plan; stated outcomes; a three-year timeline; required resources; “closing the loop” information; and completed outcomes. The detailed reports are submitted to the OAPD and uploaded to the Assessment intranet site ([Academic Affairs](#); [Administration and Enrollment](#); [Institutional Advancement](#); and [Student Affairs](#)).

The linking of planning, assessment, and resource allocation is improving as the AAPRs develop. Although the AAPR Templates in 2012-2013 included department budget allocation and required resources needed for each goal statement, the 2013-2014 AAPR Templates began requesting “OTPS and Other Potential Resources Expended/Required” for department goals, thereby providing data to deans and VPs for informed resource allocation decision making.

All divisions and departments on campus must take resources into account when preparing their AAPRs. For Academic Affairs departments, who may need to respond to recommendations or suggestions made by reviewers, or who want to promote new initiatives, these types of improvements need to be linked to budgeting. This process assures that planning will be realistic, needs will be recognized and addressed by the College, and, as a result, Alfred State will be a better place for its students. This will become more successful as plans include resource information and as the President’s Council references that information in budgeting and resource allocation.

Strategic Planning and Assessment Examples

A discussion of Alfred State’s strategic planning process and assessment is found in Chapter 1 and the way in which it informs resource allocation is found in Chapter 2.

Below are some examples of Strategic Plan actions, including one on retention and one on enrollment that were assessed by the President’s Council. Additional examples can be found in the working-version of the Strategic Plan.

Strategic Plan Goal A; Action A5c: Determine the feasibility of the College moving from the [National Junior College Athletic Association NJCAA](#) to membership in the [NCAA](#). The base year was 2007-2008. By September 2013, the College was accepted into the NCAA Division 3.

Strategic Plan Goal B; Action B1d: Use the Campus resources for revenue generation in the summer. Net revenues for summer school in 2007-2008 were \$57,477 and by 2012-2013 they were \$133,923.

Strategic Plan Goal C; Action C1a: Review enrollment trends, Mission review/MOU, and Middle States report projections annually and develop accurate enrollment targets. The KPI is “census enrollment by category...is met.” Each year

since 2008-2009, census enrollment exceeded enrollment plan targets. Discussion about enrollment and the College's Financial Plan (Exhibit 2.2) is found in Chapter 2 and details about enrollment projections and goals are found in Chapter 5.

Strategic Plan Goal C: Action C2d: The Retention Committee will study why successful persistence groups exist and how best to increase these groups or replicate their motivational indicators into other segments of the student population with lower persistence rates. The KPI is "an average two percentage points per year improvement in the cohort retention rate as defined by SUNY." In 2008-2009 progress was up, in 2009-2010 it was down, and for the past three years it has been up. In 2013-2014, the reported result was as follows: "Group used a steering committee and more subgroups including: early intervention, best practices, policy, and data." More is discussed about retention in Chapter 5.

Strategic Plan Goal D; Action D1b: Develop plans to rehab the Allied Health and Ag Science buildings. No program study had begun as of 2007-2008 but by 2012-2013 Allied Health renovation had been completed and Vet Tech phase I construction had been completed.

Strategic Plan Goal E; Action E1e: Build a Student Leadership Center. In 2007-2008 received legislative funding for the center and by 2012-2013, the center opened.

Using College-Wide Surveys to Make Improvements

Examples of using college-wide surveys to improve institutional effectiveness between 2005 and 2010 were included in Chapter 5 of the College's [2010 PRR](#). Since 2010, the College has continued to view assessment as an activity that contributes to reflection and consideration of collected data, leads to collegial conversations about how to proceed based on the evidence, and informs decisions on plans and budgets.

Below are examples of how the College has recently used college-wide surveys to improve its programs, services, and facilities. For additional examples, see the College's [Institutional Effectiveness intranet site](#).

NSSE 2011 7b: Community service or volunteer work. Alfred State's first-year students as well as seniors scored below comparative groups on this variable. In light of the opening of the new [Student Leadership Center](#), with its emphasis on [civic engagement](#) programming, immediate action was taken that included adding and/or developing the following Actions to the College's Strategic Plan: to create a campus culture that promotes civic engagement and student leadership opportunities, to incorporate [civic engagement in the curriculum](#), to train club and organization advisors in [promoting civic engagement initiatives](#), and to identify faculty and staff involved in civic engagement experiences. **Results/Action:** A [director of Civic Engagement](#) was hired January 2012 to coordinate these activities. The [2014 NSSE](#) results showed Alfred State scoring higher than comparison schools on the community-based project item for both first-year and senior students, +6% and +21% respectively.

NSSE 2011 2c: Coursework emphasizes: Synthesizing and organizing ideas,

information, or experiences. Results showed Alfred State first-year students scoring lower than comparative groups. **Results/Action:** Initial action taken was the development of the [Clicker and Peer Instruction Initiative Pilot and intranet site](#). The pilot and intranet site began May 2012 and the pilot was launched fall 2012. Similarly, pilot II training began May 2013 and the pilot was launched fall 2013. In spring 2014 the Echo360 Pilot was also launched, replacing the clicker technology.

SOS 2012: B4#14: General condition of residence halls. Alfred State scored lower than other comparable SUNY institutions in this category. **Results/Action:** This result has contributed to the College's [Mackenzie Complex Rehabilitation](#) study as well as continued building "makeovers." The College administration is in discussion with SUNY System Administration on how to move the Mackenzie Complex project forward. In the meantime, Alfred State has recently renovated bathrooms in [Peet](#) and [Braddon Halls](#), renovated [Burdick Hall](#) to include lobby and new entrance construction, added satellite boilers to [R/C](#) and [Getman Halls](#), and has established plans for the renovation of [Shults Hall](#). The campus Housing Group, a cross-functional committee, makes plans for the ongoing renovations of residence halls in a rational order and consistent with a five-year plan.

SOS 2012: B3#2: Involvement in community service or service learning activities as part of a course or academic program at this college. Scores were similar to comparative SUNY institutions on this variable, but the College sought greater civic engagement across campus. **Results/Action:** A Civic Engagement Committee submitted recommendations to increase [civic engagement](#) connection to courses. In addition, at [January and May 2014 Accreditation and Assessment sessions](#), attention was devoted to this topic. Departments are encouraged to include CE PSLOs in the CE templates found on the data worksheet of their AAPRs.

LibQUAL Survey of Library Service Quality. The most recent LibQUAL survey (April-May 2014) showed that while the Library was able to meet our undergraduates' minimum expectations of service, their desired levels of service (rated on a 1-9 scale) were not always met or exceeded. The extent to which the Library was able to exceed minimum service levels varied, but the smallest gaps between minimum and perceived service levels clustered around issues of noise, equipment, and the easy availability of online resources. The survey revealed that the top three concerns for Alfred State undergraduate library users were "a comfortable and inviting location" (desired mean 7.87); "making information easily accessible for independent use" (desired mean 7.81) and "making electronic resources accessible from my home and office" (desired mean 7.72). **Results/Action:** This data, as well as an analysis of the comments made by respondents, informed the decision to divide the Library's public spaces into well-defined "collaborative" and "quiet" zones, which has had the effect of diminishing noise. It is hoped that the 2015 debut of a new search interface will significantly address the information access issues uncovered in the survey. The [LibQUAL 2014 Online Guide](#) includes a link to the full report and a more extensive analysis.

Divisions & Departments Using Assessment to Make Improvements

In 2012-2013, departments in three divisions developed their AAPRs, which have AAPR templates similar to the ones used by divisions. The one exception is in IA. Given the relatively small size of the units and personnel in IA, IA has one AAPR that serves both the division and its units. Some of the departments in SA have begun including the assessment of student learning outcomes in their AAPRs.

The AAPRs of the divisions, departments, and units are works-in-progress, becoming more developed and meaningful each year as goals are becoming more clearly defined and aligned with the College's Strategic Plan and between the division and its departments. The AAPRs help divisions and their departments know which goals and outcomes to focus on during an academic year and then assess at the end of the year whether the objective for the year was accomplished. The VPs are responsible for completing their respective division's AAPR and the department chairs in cooperation with their department members complete their respective department's AAPR. All of the AAPRs are submitted to the OAPD and uploaded to their pages (by division and then by department) on the Assessment intranet site. [Exhibit 4.2 AAPRs](#) provides a full list of the direct links to the AAPRs on the intranet site.

Below are examples of how divisions and departments are using assessment to make improvements. Additional examples are linked in [Exhibit 4.2](#).

Institutional Advancement (IA)

IA AAPR Goal 2: Continued recruitment of Development Fund Board (DFB) and Alumni Council members who will help to assist us in achieving our divisional initiatives. The goal is aligned with the College's Strategic Plan Goal B: Ensure the Financial Stability of the College. **Results/Action:** The outcome for 2013-2014 states: "The Development Fund Board and Alumni Council collectively added 7 new members, which will assist the Advancement Office in our many initiatives, including increasing revenue support and networking opportunities." The 2014-2015 desired outcome for this goal includes adding two new members to the DFB over the next fiscal year.

IA AAPR Goal 3: Increase total number of employers at the Career Fair. The 2014-2015 goal is aligned with the College's Strategic Plan Goal B: Ensure the Financial Stability of the College. The desired outcome for 2014-2015 is "Total increase—12 employers (5 in the fall, 7 in the spring), which equates to a 10% increase." The results will be reported at the end of this school year.

Student Affairs (SA)

SA Division AAPR Goal 1: Create a culture of Assessment in Student Affairs. The goal is aligned with the College's Strategic Plan Goal A: Promote Academic Excellence and a Scholarly Environment: Support and Challenge Faculty, Staff, and Students as They Grow Personally. **Results/Action:** The goal required \$7,500 to purchase the EBIMapWorks Student Affairs Assessment Suite. The outcome (result) for 2013-2014 states:

“(1) EBI-MapWorks Assessment Suite deployed in 2013-2014. (2) In summer 2014, all departments formed assessment-related goals.”

SA Division AAPR Goal 4: Create a campus culture that emphasizes student leadership through civic engagement. The goal is aligned with the College’s Strategic Plan Goal E: Support and Challenge Faculty, Staff, and Students as They Grow Personally. **Results/Action:** The outcome (result) for 2013-2014 states: “(1) Carnegie Community Engagement Classification Application submitted; results expected January 2015, (2) Student Leadership opened in fall of 2013 - now a crown jewel at Alfred State, (3) all 13 Leadership Suites awarded to student organizations with CE-intensive missions or projects.” The 2014-2015 desired outcome is that a majority of Alfred State students will participate in a civic engagement or a student leadership program before they graduate from College.

Civic Engagement Dept. AAPR Goal 3: Achieve Carnegie Foundation 2015 Elective Community Engagement Classification. The goal is aligned with the College’s Strategic Plan Goal E and the SA Division’s Goals 1 and 4. The 2013-2014 desired outcome was to “1. Develop instruments to effectively collect the data and supporting narrative to achieve Carnegie Foundation's 2015 Elective Community Engagement Classification. 2. Institutionalize data collection instruments for ongoing evaluation. 3. Submit Elective Community Engagement Classification by April 2014 and achieve classification in January 2015.” **Results/Action:** The application was successfully submitted and new goals for Civic Engagement were developed for 2014-15 to continue emphasizing civic engagement experiences for Alfred State students.

Civic Engagement Dept. AAPR SLO: Demonstrate key foundational indicators of a civic minded student and engaged citizen. In 2013-2014, a pre-post survey was used as an indirect measure of the SLO. A total of 29 students who participated in the fall alternative break trip (2 days) to Batavia and Rochester, NY, the spring alternative break trip (6 days) to Horry County, SC, and the disaster recovery trip (3 days) to Long island, NY. Findings indicated that there was a positive movement overall in the learning outcome from 3.26 to 3.33 (highest positive possible was 4=Agree). **Results/Action:** Closing the loop on the assessment was “These results are utilized in targeting training for team leaders as well as content for reflection during the experience.”

Other examples of Students Affairs using assessment can be found in Chapter 5. In addition, the SA Division AAPR and the SA Department AAPRs can be accessed from [Exhibit 4.2](#).

Administration and Enrollment (A&E)

A&E Division AAPR Goal 1: Meet enrollment goals. The goal is aligned with the College's Strategic Plan Goal B: Ensure the Financial Stability of the College and Goal C: Achieve Optimal Student Enrollment and Retention. The desired outcome included to enrolling 1350 incoming students and to produce a 360-degree virtual campus tour. The goal required the following resources: College Week Live - \$4,666, Cappex and Right Student - \$11,850, and Virtual Media-Virtual Campus Tour - \$9,500, totally \$29,016. **Results/Action:** Applications for fall 2013 were up 2.9% and accepts were up 10.1%. Desired outcome for the next year included enrolling 1375 incoming students via a number of initiatives that would require \$36,000.

Marketing & Communications Dept. AAPR Goal 1: Ensure Alfred State's website structure, navigation, and look is easy to use, attractive, and functional. The goal is aligned with the College's Strategic Plan Goal B: Ensure the financial stability of the College and Goal C: Achieve optimal student enrollment and retention and it is aligned with the A&E division Goal 6: "...ensure all of Alfred State's communications including public relations, digital media, and printed material are of the highest quality." **Results/Action:** The [National Research Center for College and University Admission's \(NRCCUA\)](#) Enrollment Power Index tool serves as an indicator that the College's website is meeting or exceeding high standards of web functionality and design. In 2007-2008, the NRCCUA gave the website a grade of C+ and by 2012-2013 a grade of B+. In fall 2014, a new website was launched to further improve the quality of the College's website, which will annually be assessed by the NRCCUA.

Admissions Dept. AAPR Goal 1: Build a strong inquiry base of potential students. The goal is aligned with the College's Strategic Plan Goal B: Ensure the financial stability of the College and Goal C: Achieve optimal student enrollment and retention and it is aligned with the A&E division Goal 1: Meet enrollment goals. The desired outcome included implementing "marketing initiatives through College Week Live, Cappex, Right Student, and Virtual Media." Total required resource asked was \$26,016. **Results/Action:** The outcome included results that showed an increase in inquiry of 6.5% for the previous year (2012).

Admissions relies on numerous assessments to inform its planning, including the two below.

Campus Tour Evaluations. Results/Action: Based on feedback received on the fall 2011 and spring 2012 campus tour evaluations, the Physical and Health Sciences Building was included in the campus tour to provide prospective students and their families with an opportunity to see more academic areas on campus.

Open House Surveys. Feedback from the fall 2011 and spring 2012 Open House surveys indicated that visitors felt there was not enough time provided in the schedule to tour the campus. **Results/Action:** In response, Admissions moved the

program registration and tour check points to the Student Leadership Center, a more centrally located space that has enough room to accommodate the resource tables which serve as the departure points for academic and campus tours. Prospective students and their families were able to make better use of their time by speaking with representatives at the resource tables while waiting for the next academic or campus tour to be dismissed, and as a result spent less time travelling between locations.

Academic Affairs (AA)

AA Division AAPR Goal 1: Make teaching and learning the primary discussion and primary goal across the academic schools and departments. Improve teaching effectiveness and student learning in departments. The goal is aligned with the College's Strategic Plan Goals A: Promote academic excellence and a scholarly environment. **Results/Action:** Resources expended totaled \$154,000 for the High Needs Grant that was used to achieve the desired outcome of implementing teaching methods that support engagement of students, improve digital learning through mini grants, training and professional development. The outcomes met for the year included: January PDW Conference Day included presentations on digital learning and presentations by faculty on teaching and learning. May PDW Conference Day included poster sessions showcasing teaching and learning across programs. The High Needs grant was used to develop improved online teaching and overall changes in curriculum in the Nursing program.

Nursing Dept. AAPR Goal 7: Align current RN-BSN online courses to reflect SUNY best-practice model. The department goal is aligned with the College's Strategic Plan Goal A: Promote academic excellence and a scholarly environment and with the AA division Goal 1 (see above) and Goal 5: Continue to develop and improve online education. **Results/Action:** The desired outcome to have two faculty receive a 3-credit course release per the High Needs Grant spring 2014 in order to complete the SUNY best-practice online course development and to have both courses rated satisfactory per the SUNY online rubric was met.

Assessment of Academic Departments

Academic departments have been developing their assessment plans and reports for the past decade. In 2012-2013, the AAPR Template was created that combined the Annual Report, the Assessment Plan, the Program Student Learning Outcome (PSLO) Maps, and the PSLO Summary Reports—with the intent of simplifying the reporting, reviewing, and disseminating process. The assessment intranet pages with AAPRs hyperlinked above reflect this change with a line drawn across each program's page: below the line are the program's assessment documents up to 2011-2012 and above the line are the program's assessment documents simplified with the new AAPR Template beginning in 2012-2013.

Each AAPR includes a stated mission as well as articulated goals aligned with the College's Strategic Plan. As of 2013-2014, departmental goals aligned with the divisional goals. Other

items included in the AAPR are as follows: academic efficiency; budget allocation; assessment cycle; PSLO maps; PSLO Summary Reports with measurable outcomes; departmental achievements; and a section on “closing the loop.” In 2013-2014, recording of civic engagement activity, action taken on 5-year reviews and programmatic accreditations, and more details regarding resources expended or required for goals were added to the template. The new AAPR Template (individualized for each department) has simplified the assessment planning and reporting process for department chairs and their assessment coordinators and it has eased the task of collecting the assessment documents and uploading them to the Assessment intranet site for the OAPD. For clarification there is the generic [AAPR Template](#) (click and go to bottom of the page) that the AAPR modifies for each of the 4 divisions and for each of the 39 departments on campus; hence, in a given year, there are over 43 AAPRs templates prepared by the OAPD and then emailed to respective vice presidents and department chairs to be completed during PDW—with the exception of the [Admissions Office](#) who complete their report in October following their annual cycle. Academic department chairs and their faculty review and complete the AAPRs. The completed AAPRs are submitted to the OAPD in July, uploaded to the Assessment intranet site, and as of summer 2014, forwarded to the respective school dean (see “Academic Affairs departmental AAPRs” above) for review and to inform planning and budgeting.

Assessment of Academic Programs

Each registered academic program at Alfred State undergoes an “Assessment of the Major,” which can be either a Five-Year Review or a regularly scheduled assessment by the program’s accrediting body. The OAPD maintains the [Five-Year Review page](#) on the Assessment intranet site that provides departments with Five-Year Review schedules, timelines, templates, guides, forms, and links to reports and data. There is a [Five-Year Review Template for each school](#). Each template includes information about the College and the school along with information on the department, the curriculum, the last review, assessment, evaluation, perceived strengths and weaknesses, and conclusion. In the fall of 2014, review of the credit hours was added to the Five-Year Review Templates. Five-Year reviews are not conducted during the year of a self-study or a periodic review report.

The Five-Year Review consists of an external team site visit and reflects the program’s mission and goals. The review includes a self-study with an overview of the department, with its mission, programs, number of students and faculty, budget, and facilities. It also covers the curriculum, including curriculum structure, graduation requirements, acceptance criteria, student learning outcomes, enrollment, retention, graduation data, and placement statistics. Finally, the review documents the assessment of student learning along with the perceived program strengths and weaknesses. Results of the Five-Year Review are reported using the Assessment of the [Major-2 Program ... Summary Report Template](#) and completed reports are reviewed by the school dean and, as of 2013-2014, noted in the department’s AAPR. Hardbound copies of these documents are kept on file in the OAPD. The College is transitioning and beginning in 2014-2015 will retain electronic versions only of these reports on the departments’ assessment intranet pages.

Below are some examples of how departments have used the results of a Five Year Review to make improvements in their programs.

Five-Year Review, 2011, Automotive Trades. Reviewer comment: “Invest in new scan tools because that was the second most requested item by students in the program.”

Action Taken: The department acquired 4 new Solus Ultra, 1 Solus Pro, 1 GM Tech II, 1 AEZ Flasher J2534, 1 Honda MVCI, and 1 Ford IDS scan tools. The freshman building now has 16 variations of scan tools.

Five-Year Review, 2012, Engineering Science Program. Reviewer comment: a required computer programming course. **Action Taken:** ENGR 2001 Engineering Computing Applications was developed as a solution and taught, with one-time approval, in the spring 2014 semester. This course was approved by [Faculty Senate](#) in February 2014.

Five-Year Review, 2011, Court and Realtime Reporting and Captioning. Reviewer comment: offer Business Law online—many Alfred State students have to find it elsewhere and transfer it in. **Action Taken:** BUAD 3043 Business Law is offered online every fall semester.

Five-Year Review, 2008, Human Services. Reviewer comment: a permanent, adequate space is needed for the Basic Helping Skills class. **Action Taken:** The department, with funding from the College, was able to establish and equip a permanent helping skills classroom in 104 Brown Hall that features a central room with two attached breakout rooms where students can conduct videotaped mock counseling sessions.

Five-Year Review, 2013, Liberal Arts and Sciences—Social Science. Reviewer comment: That the department develop minors. **Action Taken:** The department is working on developing a minor in psychology. In addition, the new VPAA has established a minors working group to review and revise policy to create a more robust array of minors.

Programmatic accreditation is the assessment of the major of choice by an increasing number of academic programs at Alfred State. Here is the list of programmatic accreditors and certifiers by school at Alfred State:

School of Applied Technology

- [The American Design Drafting Association \(ADDA\)](#)
- [The American Welding Society \(AWS\)](#)
- [The National Automotive Technician Education Foundation \(NATEF\)](#)

School of Architecture, Management, and Engineering Technology

- [The American Council for Construction Education \(ACCE\)](#)
- [The Certified Financial Planner Board of Standards, Inc. \(CFP®\)](#)
- [The Engineering Technology Accreditation Commission /Accreditation Board for Engineering Technology \(ETAC/ABET\)](#)
- [The National Architectural Accrediting Board \(NAAB\) – In Progress](#)
- [The National Court Reporters Association \(NCRA\)](#)

School of Arts and Sciences

- [The Commission on Collegiate Nursing Education \(CCNE\)](#)
- [The Accreditation Commission for Education in Nursing \(ACEN\)](#)
- [The American Health Information Management Association \(AHIMA\)](#)
- [The American Veterinary Medical Association \(AVMA\)](#)
- [The Commission on Accreditation for Health Informatics and Information Management \(CAHIIM\)](#)

In 2013, Alfred State's [BS-N program in Nursing](#) was accredited by the [American Association of Colleges of Nursing's Commission on Collegiate Nursing Education \(CCNE\)](#) and that same year the [Bachelor of Architecture](#) program was accepted as eligible for candidacy by the [National Architectural Accrediting Board \(NAAB\)](#). Rigorous evaluation of a program by an accrediting body ensures that professional standards and learning outcomes are met. Alfred State recognizes that although programmatic accreditation is costly in terms of time, money, and energy, it is worthwhile because it assures students, employers, and stakeholders that Alfred State programs are providing a quality product that meets the standards established by the professional community.

Below are some examples of using programmatic accreditation review feedback to improve academic programs.

Programmatic Accreditation, Mechanical and Electrical Engineering, 2013.

Reviewer comment: "There is no overall aggregation...of the course level assessment data for each student outcome" (an ABET not a MSCHE expectation). **Action Taken:** A [Direct Assessment Form](#) (click and go to bottom of the page) was developed to assist in the reporting and aggregation of the data from individual courses for ABET programs only. ABET course instructors now complete the Direct Assessment Form after each direct assessment. The form uses pull down menus and fixed fields to simplify the reporting process. The overall score for the assessment is calculated automatically.

Programmatic Accreditation, Financial Planning, 2013. Reviewer comment: "There are some courses that contain less content application opportunities for the learner throughout the program of study. It is recommended that Alfred work to provide further synthesis opportunities for the learner throughout the program of study." **Action Taken:** Greater utilization of case studies is occurring in several additional classes which present additional synthesis opportunities for learners.

Programmatic Accreditation, 2008, Nursing. Reviewer comment: "The policies of the nursing education unit should be formally written and included in a Nursing Faculty Handbook." **Action Taken:** The Nursing department developed a Nursing Faculty Handbook.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Student Learning Assessment

At the heart of Alfred State's existence is student learning. All courses and programs at the College have articulated student learning outcomes. Course student learning outcomes are included on the [Course Outline Form](#) that is required for submission to the Curriculum Development Review Committee (CDR) (see Chapter 8 for more discussion of CDR). In other words, every course has student learning outcomes that have been approved by CDR. Program student learning outcomes, which are developed by respective departments, are included in the [College Catalog](#) and on the College's website for each [academic program](#). The ABET programs also provide on their academic program webpages, along with their PSLOs, their Program Educational Objectives, e.g., the [Electrical Engineering Technology](#) webpage. [Program Education Objectives \(PEO\)](#) (Exhibit 4.3) describe what graduates are expected to attain within a few years of graduation based on the needs of the ABET program's constituencies. The PEO Survey may be administered at a Curriculum Advisory Committee or, as called by ABET, an Industrial Advisory Board, using the respective [PEO Survey Template for ABET Programs](#); an example of a completed PEO Survey is found in the [CAC MET Minutes 2014](#).

Each department's AAPR has program assessment planning, program maps that link courses to PSLOs, PSLO summary reports, department goals, and other data. Since 2010-2011, course embedded assessment with direct measures, i.e., assessment that involves collecting student work within specific courses that relate to specific program outcomes, has been strengthened. This may be supplemented with indirect measures such as the [Graduate Exit Survey](#), which includes assessing [PSLOs](#) and [courses](#) (Exhibits 4.4 and 4.5). In addition, the ABET programs have their students complete Course Student Learning Outcomes (CSLOs) assessment surveys that are compiled into [CSLO Condensed Analysis Reports](#) (for example, see Exhibit 4.6) by the OAPD (where they are archived back to 2007) and then sent to department chairs who distribute the summaries to their individual faculty; because these reports include the course number and the curriculum number (course section), which can identify the instructor who taught the course, the reports are not posted on the Assessment intranet site or in the Accreditation SharePoint. Hence, the reports are for the departments only. A [CSLO Condensed Analysis Report example](#) (Exhibit 4.6) shows the layout of a report, which includes the number of responses in addition to frequency, percent, and mean data for each course student learning outcome. All of a program's PSLOs are assessed within a three-year period, however programs have the option of skipping PSLO assessment the year of their Program Five-Year Review. Typically, approximately one-third of a program's SLOs are assessed each year so that all of a program's SLOs are assessed over a three-year cycle. By July, the departments are to submit their AAPRs and other assessment reports to the OAPD where they are archived and uploaded to the intranet site.

At Accreditation and Assessment sessions, department chairs and their assessment coordinators have been encouraged to assess all PSLO venues, e.g., online, off-campus, and abroad (see [Accreditation and Assessment Session May 2013, Slide #19](#) and [Accreditation and Assessment Session August 2013, Slide #14](#)). It is the department chairs, often in conjunction with their assessment coordinators of programs, who direct assessment for their programs. Assessment is to be the same for all programs. The College's online programs—Coding & Reimbursement Specialist, Court Reporting and Captioning, Court and Realtime Reporting, Health Information Technology, Nursing, and Technology Management—are included in their departments' AAPRs. Most academic programs at Alfred State are taught on-campus but may include some courses that are taught online, and in some cases include courses that are taught as part of a study abroad experience or the Collaborative High School Program, which are discussed in Chapter 8. Course-embedded assessment for predominately on-campus academic programs is to include a sampling, if offered, of their online courses and courses in other venues, and this is an area that has improved in the past year but needs more development.

The College does not have a degree program that is offered abroad but it does offer some courses abroad. Over the last couple of years, Sant'Anna Sorrento, Italy (SAI) faculty have been directed to conduct course assessments by their respective Alfred State chairs. For example, in fall 2013, the Physical and Life Sciences chair directed SAI faculty teaching courses in his area to conduct CSLO assessment and to report the data back to him. The English and Humanities chair is having a department faculty observe Italian courses taught online. See Chapter 8 for more discussion of Study Abroad programs.

Using Assessment to Make Improvements in Programs/Student Learning

Each academic department's AAPR consists of an Excel worksheet with a template that addresses the following for each PSLO assessed: the PSLO defined, the action taken since the PSLO was last assessed, the assessment method including the direct measure and the indirect measure, the assessment criteria/benchmark, the data collection and analysis procedures, the results, and the closing of the loop information. As mentioned earlier, the College began using the AAPRs in 2012-2013 and prior to that time had several documents for the planning and reporting of the PSLOs.

Below are examples of PSLO assessments from AAPRs reported by two departments from each of the three schools:

School of Applied Technology

Automotive Service Technician (910). *PSLO: Demonstrate a functional ability to read and retain/apply written instructions and specifications relevant to their work environment.* All of the quizzes, exams, and lab requirements had been updated since the PSLO was last assessed. In 2013-2014, the department used written tests and the evaluation of the students' lab progress as the direct assessment methods and set the benchmark at 72% for both the quiz average and lab average. Data were collected by four instructors in five courses. The sample totaled 120 students. **Results/Action:** Results indicated that the class average in one of the courses for the quiz and the lab progress was 71%, which did not meet the benchmark. The instructors teaching the course in which the

students' quiz and lab averages were 71% will experiment with new classroom technologies to enhance pedagogies.

Welding Technology (916). *PSLO: Perform fillet and groove welds in a position on carbon steel plate.* As a result of the last assessment, the department created an assessment rubric. In 2012-2013, the department found that using a grading rubric helped students know what to expect, which resulted in students achieving higher targets than in previous assessments. A minimum desired class average of 80% was set as the benchmark. In the base year prior to the rubric, the class average was 77.6%.

Results/Action: Once the grading rubric was instituted, the class average in WELD 2735 increased to 83.9%. The department will continue to use the rubric and suspects that the rubric will be a useful early warning tool in identifying students who are weak in practical welding application.

School of Architecture, Management, and Engineering Technology

Architectural Technology (322). *PSLO: Demonstrate a mastery of the knowledge, techniques, skills, and tools of modern architectural practice.* A comprehensive bridge project was created in 2012-2013 as part of an assignment to assess this learning outcome. A project grading rubric was used to evaluate the work. A "C" or better was considered "success," as determined via the grading rubric. Data were collected by the teaching faculty on 73 first-year students. **Results/Action:** The department found that 94% of the students met the benchmark. Nevertheless, the department decided that an improved grading rubric should be developed and distributed with the project assignment in order to inform students of the criteria by which submitted projects would be assessed, and to assist faculty in evaluating the projects with the anticipation that results would consequently be higher.

Digital Media and Animation (325). *PSLO: Demonstrate adaptability/flexibility with technology and communicate verbally using specific terminology associated with the software, hardware, and industry.* A system to review material utilizing online portfolio blogs and portfolio review sessions was the action taken since the PSLO was last assessed. **Results/Action:** In 2012-2013, the portfolios were reviewed using a rubric. The department found that 57% of the students failed to meet expectations for using the design terminology that they learned and used in their foundation courses. The department "closed the loop" by reinforcing vocabulary acquisition after the first year.

School of Liberal Arts and Sciences

Nursing (530). *PSLO: Provide health education in a variety of settings using teaching-learning principles.* One action taken after the last assessment of the PSLO was the criteria for selecting a response on the Final Clinical Summary, which was quantified to enhance interrater reliability. In 2013-2014, the direct measure was rating for health education performance in Clinical on the Final Clinical Summary and the grade for the Health Education Capstone. The two indirect measures were an End of Program Survey and the Graduate Exit Survey items for providing health education. The benchmarks included 3.5 or better out of 5 on the Final Clinical Summary; an average greater than

80% on the capstone grade; 4 or greater out of 5 on the End of Program Survey; and the majority of students rating 2 of 3 for the preparation to provide health education as adequate on the Graduate Exit Survey. Data were collected on 57 graduating students. Results were positive except for the End of Program Survey item. The department closed the loop by incorporating a student learning activity in Nursing I “that health education includes patient teaching.”

Human Services (440). *PSLO: Identify the bio-psycho-social variables that affect individual and group development and behavior.* In 2007-2008, the department assessed this PSLO but the sample size in the classes selected turned out to be very small. The department resolved to ensure that in the next assessment the sample size would be larger and that information related to this PSLO would be emphasized. **Action/Result:** This was done in 2011-2012. When the PSLO was reevaluated, 45 program students were assessed and 90% met or exceeded the standard.

General Education Assessment

Between 2001 and 2009, SUNY provided direct guidance for local general education assessment plans via the [General Education Assessment Review \(GEAR\) Group](#), composed of faculty and assessment leaders from across the State University. GEAR developed SUNY Rubrics and Summary Templates and endorsed some commercial norm-referenced assessments. Today SUNY offers a [Self-Assessment Tool](#) of best practices tips to its institutions on general education planning that reflect as they put it, “slight revisions to GEAR’s work.” In March 2010, the [SUNY Board of Trustees](#) passed [Trustees Resolution 2010-039](#) that ended the [SUNY Assessment Initiative](#) that began in 2001. [SUNY’s Assessment Policy 1150](#) took effect in July 2010, and put in place the expectation that SUNY institutions would continue assessing student learning outcomes in academic programs and in general education such that they met or exceeded the requirements of the MSCHE and appropriate programmatic accrediting agencies.

However, SUNY still requires its institutions to use the [SUNY General Education Requirement \(GER\) Student Learning Outcomes](#). SUNY institutions may include additional GER SLOs but they are not allowed to delete any of them. Although the resolution granted SUNY institutions permission to revamp their general education assessment, the College essentially continued with its general education assessment plan and even added to it in 2010-2011 with program-level embedded assessment of these general education competencies: Critical Thinking, Information Management, Communication-Writing, and Communication-Oral. The [College’s General Education Assessment Plan](#) can be found on the Assessment intranet site (toward the middle of the page). In summary, the work of GEAR shaped the general education assessment planning at Alfred State and continues to provide criteria to which the College can ideally aspire.

Since 2001, as covered in Chapter 8 of this Self-Study, general education assessment follows a three-year cycle, involves direct measures of student learning outcomes, and occurs at both the institutional and at the program levels. At the institutional level, general education assessment follows a three-year cycle and is reported using the [General Education Summary Report Template](#). At the program level, general education assessment again follows the three-year cycle and is part of the course-embedded assessment reported in the AAPRs.

Using General Education Assessment to Improve Student Learning

The following are examples of how assessment of General Education is used to improve student learning. Additional examples may be found on the [General Education Assessment page](#) under “General Education SLOs Summary Reports.”

[Social Sciences, 2012-2012](#). After the 2009-2010 assessment, the faculty developed a list of concepts that were important for the students in their courses to know and understand. One of the course sections participated in the Clickers and Peer Instruction Initiative. Major findings in 2012-2013 indicated that the majority (68%) of students met or exceeded the standard by the final assessment.

[American History, 2012-13](#). After the 2009-2010 assessment, the assessment tool was changed from multiple choice exams to several essay items on three exams. Using the short essay questions for each objective has resulted in positive results. More than 90% of the students assessed met or exceeded the standard.

[Foreign Language, 2011-2012](#). After the 2008-2009 assessment, it was determined that program improvements should include having culture embedded throughout the lesson. Other improvements included implementing more teaching and learning strategies, embedding learning technologies in the course, and tying student projects and presentations to culture. Major findings included a higher percentage of students meeting the outcomes.

[Mathematics, 2011-2012](#). After the 2008-2009 assessment, the department refined the special assignment for the student learning outcome, “recognize the limits of mathematical and statistical methods,” so that it could be used in a broader base of courses. The department now has one format that may be used in College Algebra, College Trigonometry, and Pre-Calculus, and a second format that may be used in Statistics I and Liberal Arts Math. Major findings of the assessment indicated that the percentage of students meeting or exceeding the standards for each outcome increased relative to the last mathematics general education assessment.

[Other World Civilization, 2011-2012](#). After the 2008-2009 assessment, it was determined that more exposure to non-Western civilizations was needed. Over the past few semesters, faculty have emphasized this in their lectures and have included assignments that require students to research non-Western civilizations. A major finding of the 2011-2012 assessment was that students were able to demonstrate an overall knowledge of the history, institutions, economy, society and culture of at least one non-Western civilization.

Information Management Competency (2014). With the advent of online sections of Comp1503 a series of instructional videos were linked to topics covered in face-to-face library sessions and were added to the [online guide](#) used by all students in the course. In the fall of 2014, using a library worksheet as the instrument and employing a 4 point grading scale, a librarian evaluated a section of students taking the course online for the following SLO's: a) formulating a manageable research topic b) formulating a useful search strategy, and c) locating and retrieving information on their topic. For all three outcomes, 100% of

the students met the minimum benchmark, scoring a 2 (adequate) or above. For outcome (a), 63.6% met the aspirational benchmark of 3 (good) or 4 (excellent). For outcome (b), 73% met the aspirational benchmark. For outcome (c), 91% met this benchmark. Based on this information the librarians will update and revise the videos and the library worksheet to better explain topic focus and search strategy development.

General Education Assessment Considerations

After the [CAAP Critical Thinking Tests](#) and the [ETS iSkills](#) assessments and after round two of the general education assessment cycle, the College recognized that general education assessment at the institutional level needed revision. It was determined that the expensive norm-referenced instruments originally prescribed by GEAR did not align well with Alfred State because it is a “college of technology” with mostly two-year degree programs. For example, both CAAP and NSSE, recommended by GEAR, are designed to sample baccalaureate-degree seeking students at selected points in their education. The majority of Alfred State students are not registered as baccalaureate-degree seeking students. Consequently, these assessments at Alfred State have had relatively small sample sizes, no pre- and post-testing, and little to no programmatic breakdowns. Furthermore, for the general education areas not assessed with a norm-referenced tests, the responsibility for assessment has created a heavy load for a few departments as shown below:

Table 4.1

General Education Skill Areas Not Assessed with a Norm-Referenced Test

Department	General Education Areas—No Norm-Referenced Test
English and Humanities:	Communication-Oral
	Communication-Written
	Foreign Language
	The Arts
Mathematics and Physics:	Mathematics and Natural Sciences
Physical and Life Sciences:	Natural Sciences
Social and Behavioral Sciences:	Western Civilization
	Social Sciences
	U.S. History
	Other World Civilizations

This situation has made it apparent that “closing-the-loop” on general education assessment at the institutional level could be made more systematic. It is especially important that general education competencies, which are embedded in programs, be seen as an institutional “responsibility” not just the responsibility of one or two departments.

To address these issues, the College convened the Ad Hoc General Education Assessment Committee in 2013-2014 to explore alternatives to the status quo. The following actions were approved by the committee in spring 2014:

1. To assess Critical Thinking (on the General Education 3-Year cycle) using a [different] norm-referenced instrument, sampling a larger number of students than the College has

done in the past, which would allow for programmatic results as well as 2-year and 4-year results.

2. To have SAGE develop a “Closing of the Loop” process for institutional-level general education assessment.
3. Rather than use the standardized ETS iSkills test, which, like many of the other assessment instruments described above, is more appropriate for an all bachelor’s level institution, the College will develop an Alfred State Online Information Management Assessment Course to be piloted in the spring 2015.

Evidence of an Assessment Culture

Some manifestation of an assessment culture at Alfred State is the extent to which administrators and faculty are engaged in accreditation and assessment professional organizations over the past five years:

- The College’s current president has served as an evaluator for the [Southern Association of Colleges and Schools Commission on Colleges](#).
- The College’s previous president presented at the annual MSCHE conference and served as chair on an evaluation team site visit.
- One faculty member (now retired) served as a MSCHE commissioner.
- The dean of the SAMET serves on the [ABET Academic Advisory Committee](#) as one of the [ETAC](#) representatives.
- The AVPAA in the OAPD, in addition to what has been mentioned earlier, has been a reviewer on four evaluation team visits for MSCHE and one site visit for a SUNY institution and is currently enrolled in [SUNY’s Assessment of Learning Outcomes Certificate Program](#).
- The chair and a faculty member of the [Civil Engineering Technology Department](#) attended the [ACCE](#) meeting in February 2014.
- Two [Computerized Design and Manufacturing](#) faculty are test proctors for the ADDA.
- The [Mathematics and Physics Department](#) chair served on the SUNY Ad Hoc Advisory Group on Mathematics in General Education, 2009; the SUNY GEAR committee, 2008-2010; and the SUNY Provost’s Advisory Group on SUNY Assessment Initiatives, 2009. This individual was the national committee chair for Assessment of Student Learning at the American Mathematics Association of Two Year Colleges (AMATYC), 2003-2012, and is currently enrolled in [SUNY’s Assessment of Learning Outcomes Certificate Program](#).
- The chair and SUNY Distinguished Service Professor of [Mechanical and Electrical Engineering Technology](#) keeps abreast of ABET accreditation requirements by annually completing online ABET refresher training and has served on ABET review teams.
- A [Mechanical and Electrical Engineering Technology](#) professor presented at the April 2014 [Assessment Network of New York’s](#) Conference, and he and another professor in the department attended the 2013 ABET Symposium.
- The [Nursing Department](#) chair and faculty met with the [CCNE](#) accreditation representatives in October 2012. The chair and a faculty member attended the

[Accreditation Commission for Education in Nursing Self-Study Forum](#) in the fall of 2014.

- The director of the [Veterinary Technology program](#) is chair of the [AVMA Committee on Veterinary Technician Education and Activities \(CVTEA\)](#) and chaired two site team evaluations in 2014. A faculty member in the department served as the technician member of two site visit teams for the [CVTEA](#) representing the [New York State Association of Veterinary Technicians \(NYSAVT\)](#). Another faculty member served as a [New York State Veterinary Medical Society \(NYSVMS\)](#) representative for one site visit team for [CVTEA](#) and was recently appointed to the [AVMA's Council on Education](#), the body that accredits veterinary medical colleges.

Student learning and assessment were the key themes of these professional activities. Collectively, the direct and indirect contributions of these individuals enrich the assessment processes at the College that lead to improvements in programs and student learning. Further evidence of the assessment culture are the PDW activities that began in 2006 and occur each August, January, and May, including a day set aside during each of these periods for departments to meet and review their assessment efforts. This is in addition to the Accreditation and Assessment sessions mentioned earlier that began in 2011.

Strengths and Challenges

Since the last Self-Study, the College has made significant progress in formalizing and making assessment sustainable. Alfred State has an assessment process that is institutionalized and has become part of its culture. Assessment design is aligned with assessment planning that includes missions, goals, and articulated outcomes. Increasingly the assessment processes are linked to strategic planning, are interrelated, and are linked to budgeting. The system in place is cost-effective, organized, sustainable, monitored, and systematized. Assessment data are used to inform decision making, used for continuous improvement, and results are communicated to appropriate audiences.

There is still work to be done, however, in the area of assessment at Alfred State. Although all divisions and departments complete AAPRs, some are better than others. Some departments need additional training in order to fill out the entire report appropriately, in conducting assessment at a more advanced level, and in linking goals. Refining tools and creating rubrics will enable departments to provide more meaningful data. Developing both qualitative and quantitative measures to assess learning will enhance teaching and learning at AS.

For over a year the College has been working on revamping general education assessment in order to address the issues defined above. Improving the College's assessment of general education, as addressed in this chapter complements the recommendation in Chapter 8 to "complete a comprehensive evaluation of Alfred State's General Education program and to establish and implement a revised GE program." Refined assessment at Alfred State will come with continued training through the OAPD, SUNY, and professional workshops, and through efforts by the Ad Hoc General Education Assessment Committee and SAGE to further develop a practical "closing the loop" process.

Furthermore, the OAPD is a small office with many duties. It is not an Institutional Research

(IR) office. The College relies on several different offices to provide typical IR data and does not have an office devoted entirely to IR. At present, the Research Services office is staffed by a dean who does both IR and [Sponsored Programs](#). [Student Records and Financial Services](#) and [Technology Services](#) also provide IR data as requested. The current system is working but as Alfred State grows and as external IR expectations and/or mandates increase from programmatic accreditors, MSCHE, SUNY, the U.S. Department of Education, the New York State Department of Education, the College will need to rethink how assessment and IR are organized.

Recommendation: To have the Ad Hoc General Education Assessment Committee develop a revised General Education Assessment plan to be vetted by all appropriate constituents, implemented, and assessed.

Rationale: The expensive norm-referenced instruments originally prescribed by GEAR are designed for baccalaureate-degree seeking students. The majority of Alfred State students are not registered as baccalaureate-degree seeking students. Consequently, assessments at Alfred State have had relatively small sample sizes, no pre- and post-testing, and little to no programmatic breakdowns. Furthermore, for the general education areas not assessed with a norm-referenced test, the responsibility for assessment has created a heavy load for a few departments.

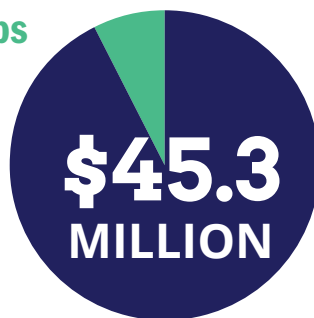


[POINT OF PRIDE]

Financial Aid & Scholarships

Alfred State students share in more than \$42 million in financial aid annually.

We also offer \$3.3 million in scholarships in a variety of categories, based on merit, which do not have to be repaid!



More than 88% of the student body receives some type of financial assistance.

Chapter 5: Student Admissions and Support Services (Standards 8 and 9)

Alfred State attracts and supports a wonderfully diverse array of students who select the College based on its reputation for providing one of the region’s best educations that prepares tomorrow’s leaders. The College admits students who value [project-based learning](#) and whose goals match our [mission](#)—and works to retain them, as outlined in Standard 8. Alfred State strives to provide student services that extend influence beyond the classroom walls and enable students to realize their goals. Through both orientation and subsequent systems to keep students engaged and focused, students are provided a multitude of opportunities to make a successful transition into the College and campus life. In accordance with Standard 9, the availability of academic support programs, international education (including study abroad opportunities), and robust activities and leadership programs provide students with an environment for a meaningful college experience.

Standard 8: Student Admissions and Retention

Standard: The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Enrollment Management and Planning

Alfred State annually participates in an enrollment planning process that involves the submission of five-year enrollment projections. The [Admissions Office Operational Plan](#) (Exhibit 5.1) includes enrollment targets that extend into the future. Table 5.1 illustrates the published targets for the next three years. It is important to note that in the future the College may choose to amend long range targets as circumstances evolve.

Table 5.1
Enrollment Projections

Year	Fall Headcount	Full-time	Part-time	First-Time/Transfer	Continuing/Returning	Total AAFTE
2014-2015	3550 (target)	3200	350	1350	1850	3410
2015-2016	3650	3300	350	1375	1925	3476
2016-2017	3725	3350	375	1375	1975	3538
2017-2018	3800	3400	400	1400	2000	3600
2018-2019	3875	3450	425	1425	2025	3663

Led by the AVPEM, the Enrollment Management Advisory Team (EMAT) meets on a monthly basis to discuss campus-wide strategies that will help the College meet enrollment goals. The group consists of the VPAA, the VPSA, the AVPAA, the three academic deans, campus service directors from [College Housing](#) and [Residential Life](#), [Office of Communications](#), [Student Records and Financial Services](#), [Facilities](#), [Technology Services](#), [ACES](#), and the two associate directors of [Admissions](#). Over the years EMAT has implemented initiatives related to retention, academic minors, student housing and meals, as well as the identification of marquis and push programs to direct marketing efforts for the upcoming year.

A Guidance Advisory Committee whose membership includes the AVPEM, Admissions counseling staff, and school counselors from diverse high schools in Western New York and Pennsylvania as well as from career and technical centers, meets on an annual basis for the purpose of information sharing and idea generation. A detailed and comprehensive Admissions Office Operational Plan (Exhibit 5.1) is produced each year and distributed to the [President's Council](#), EMAT members, the AVPAA ([OAPD](#)), and all members of Admissions. It is also available upon request to other members of the College. The Admissions Office Operational Plan (Exhibit 5.1) is based on a combination of on-campus program assessments: research related to characteristics of students most likely to enroll at Alfred State; national, state, and regional enrollment trends; evaluation of major recruitment activities; and the College's mission and [Strategic Plan](#). An [AAPR](#) (see Exhibit 4.2) is produced which outlines yearly goals and objectives as well as budget implications. The AAPR is reviewed annually by the office, noting outcomes on the previous year's goals.

Enrollment Goals

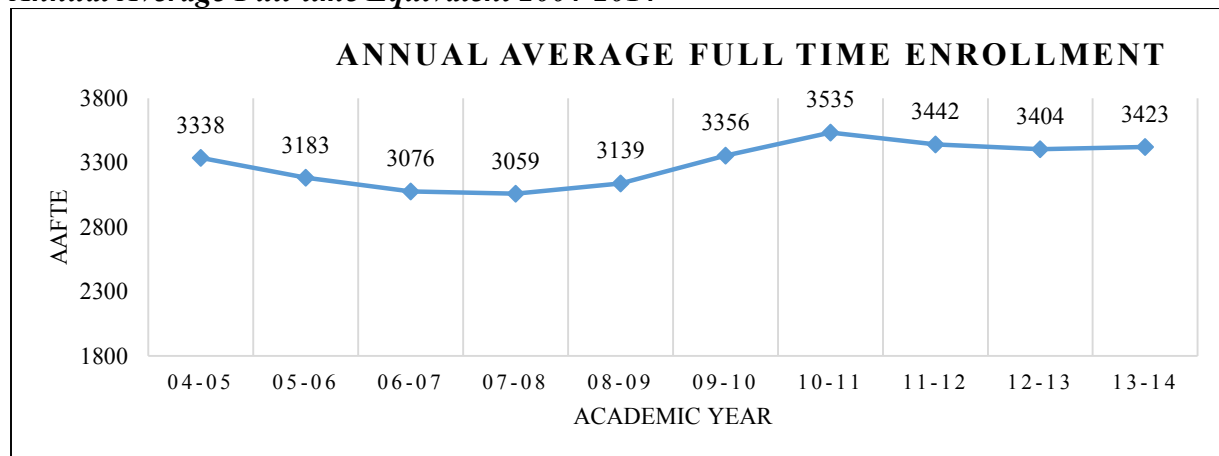
Alfred State has experienced both increases and decreases in enrollment over the past several years (see Table 5.1). Factors such as weak national and state economies, high unemployment rates, changes in the student loan industry, a decrease in the number of New York State high school graduates, and fierce competition for students have created challenges for college admissions. However, opportunities have also existed for Alfred State to mitigate these challenges. Public colleges are appealing to families due to the lower cost of tuition. Alfred State has a large number of technology, career-focused programs that have outstanding job placement rates and a number of excellent scholarship opportunities. Alfred State's ladder approach, which allows students to start in an associate-degree program and then continue in a sequential baccalaureate program, is a valuable retention and marketing tool. The upper-division BBA program in Technology Management was approved in 2006 and gives AOS graduates a four-year educational path that had previously not existed. In addition, millions of dollars have been invested in improved or new campus facilities. Therefore, the difference between planned and actual student totals has remained fairly stable with the largest disparity being less than 5% in fall 2011.

Alfred State has seen several positive trends over the past decade as a result of the care given to overall enrollment management. For example, there was a 31% increase in the number of applications, an increase in the number of female students (33% to 39%), and a considerable improvement in the academic profile of enrolling freshman at a time when the number of high school graduates was declining. The mean high school average for all freshmen increased from 82.68 to 85.11; the ACT composite score increased from 20.21 to 22.09. The mean high school

average for enrolling baccalaureate students went from 86.55 to 89.29; the ACT composite score increased from 23.26 to 24.25.

During the same period, the College’s annual average full-time equivalent grew from 3,338 to an estimated 3,423 for 2013-2014, as indicated in Table 5.2.

Table 5.2
Annual Average Full-time Equivalent 2004-2014



Note: 2013-2014 is estimated.

Targeted Student Populations

In accordance with the College’s Strategic Plan, Goal C: “Achieve optimal student enrollment and retention,” separate projections have been established for three target groups: out-of-state, New York City, and international students. As the number of New York State high school graduates decreased (particularly in Western New York, a primary market area), Alfred State looked at new markets and geographic regions. The New York City area was one that the College had focused little attention on prior to 2006. With its large population base, it was determined that an opportunity existed for enrollment growth. The out-of-state and international markets were chosen due to the potential for additional tuition revenue. Alfred State’s geographic proximity to other states and SUNY’s emphasis on international student initiatives were additional factors in the decision to focus on these two groups. In order to meet enrollment goals while at the same time providing a diverse student population, target market recruitment plans for these three student groups have been outlined in the Admissions Office Operational Plan.

Efforts to target the New York City area began in 2006-2007. Recruitment initiatives have been very successful with enrollment growing by more than 200%. Goals for out-of-state and international student enrollment have not been met. This has been particularly challenging since enrollment targets increased at the same time that tuition expenses rose significantly for these two groups. New marketing initiatives including online advertising have recently been implemented and are designed to reach these students who are outside of the College’s traditional recruitment locations. Major changes have taken place over the past several years in recruitment strategies, application requirements, and articulation agreements for international

students, and it is anticipated that these improvements will lead to an increase in international student enrollment. Ongoing evaluation of recruitment efforts for these student target groups is necessary to compensate for changing demographics and a decrease in the New York State student pool.

Efforts are assessed yearly and recruitment plans modified accordingly. Table 5.3 shows the target group enrollment between fall 2005 and fall 2013.

Table 5.3
Target Group Enrollment, Fall 2005 – Fall 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Out-of-State	192	152	191	240	223	231	203	178	174	176
New York City	101	116	119	140	239	317	323	341	348	365
International	44	55	62	87	89	92	53	43	43	45
Total	337	323	372	467	551	640	579	567	565	586

As Alfred State has expanded the number of baccalaureate-degree offerings from 13 in 2005 to 19 in 2014, enrollment of transfer students has grown from 217 to 313, a 44% increase. In 2011, a Transfer Advisory Committee was created to address transfer-related issues and to review, adjust, and establish internal procedures to support the transfer process and provide a positive experience for this group of students. The committee is comprised of the AVPAA, the Senior Associate Director of Admissions, and the Transfer Advisor; the group meets on an as-needed basis. Several factors allow for increased growth in Alfred State’s transfer student population. These include the approval to offer the Technology Management and Nursing programs online beginning in 2011 and 2013, respectively, the addition of a five-year Architecture program in 2012, and the College’s plans for future growth in four-year major offerings.

Communications and Publications

A variety of information is shared with prospective students to assist them in making an informed decision regarding their future college plans. Through both printed publications and the [Admissions’ website](#), students have access to information related to the following items: admissions policies, academic program offerings, financial aid, grants, loans, scholarships, costs, billing, refund policies, articulation agreements, a transfer course equivalency manual, policies regarding transfer credit, and items related to student life. In addition, PSLOs for each academic major are well publicized in the *College Catalog*.

The Admissions Office coordinates a series of communications to a variety of student populations in the form of recruitment publications, brochures, letters, fact sheets, flyers, emails, and postcards. Over the past decade communication plans have been in place for students in eighth through twelfth grade that were in the inquiry stage as well as for students who have been accepted and/or paid their acceptance deposit. In 2012, a follow-up communication plan was implemented for sophomore and junior high school students whose names were purchased for search mailing purposes. Communication plans that targeted potential transfer and adult students

were implemented in 2013 and for prospective online students in 2014. Parents, members of the guidance community, and transfer counselors at two-year institutions are also included. Themes that are emphasized through these communications include the College's focus on project-based learning and [civic engagement](#), employment and transfer information, experiential learning opportunities, quality of academic programs, costs, scholarships, and the value of an Alfred State education. Additionally, students are consistently directed to the website as well as to social media sites.

All materials are reviewed and updated on a yearly basis to ensure accuracy. Plans are in place to expand the focus of recruitment publications for a variety of student populations.

Admissions Criteria and Application Review

The Admissions Office supports the College's mission by recruiting and admitting a student base that positions Alfred State as a nationally-recognized college of technology. Generating a volume of high-quality applicants is a primary objective of recruitment activities.

Application review and processing allows applicants to be assessed and counseled appropriately according to their educational goals and academic background. Freshman admission is based on a student's overall high school average, rank in class, performance in required subjects for intended major, and standardized test scores if applying for direct entry into a baccalaureate-level program. The [SUNY Supplemental Application](#) was added as a required document for freshman admission during the 2010-2011 academic year. It asks students to provide senior-year courses, activities, awards, work experience, and an essay. Application review procedures are well documented within the Admissions Office, are updated annually, and are followed consistently by the Admissions counseling staff.

Placement in math and English coursework is made using guidelines established by the respective academic departments and is based on courses completed and scores earned on the SAT, ACT, and/or New York State Regents examinations. With the move to document imaging and a paperless application review process in 2011, department chairs can review transcripts when additional evaluation is necessary for accurate course placement. In those rare instances when course placement cannot be determined, students are asked to complete placement testing either prior to or during summer orientation through the [Student Success Center](#).

Transfer students are evaluated for acceptance on a review of both the high school and college background with greater emphasis placed on college-level coursework. Following acceptance, transfer students receive a transfer credit evaluation from the Transfer Advisor within the [Student Records and Financial Services Office](#). This evaluation is completed following rules outlined in [Academic Regulation 305](#) and shows transfer credit earned, potential transfer credit for courses in progress, and indicates how the credit will be applied to the student's intended major.

The ladder approach between Alfred State's two- and four-year programs allows students who are applying for a baccalaureate-level program to be accepted into the corresponding associate-degree program, if they do not initially meet all entrance requirements. Students who do not meet all established entrance requirements for their intended academic program but show potential for

success may be offered admission through the [Alfred State Opportunity Program \(ASOP\)](#) or the [Educational Opportunity Program \(EOP\)](#). Both ASOP and EOP are extended programs that allow for lighter course loads and developmental coursework as needed. EOP, a state funded extended program for educationally and economically disadvantaged students, also includes a financial component using guidelines established by New York State. Students accepted through ASOP or EOP receive information on these programs in their acceptance packet. While first-year academic advising for EOP students is centralized within the Student Success Center, advising for ASOP students is at present done by the appropriate academic department. As the College continues its focus on student retention, support services for these at-risk students are continually evaluated.

The [Student Success Center](#) provides students access to educational opportunities through a coordinated group of programs and services including [Disability Services](#), [EOP](#), [ASOP](#), [Tutoring](#), the [Math and Writing Labs](#), and [Supplemental Instruction](#). In addition, the Student Success Center is staffed with three Academic Success Coaches who provide secondary academic advising to ASOP students and teach college preparatory and developmental courses that are required for students in the EOP program and strongly recommended for students in the ASOP program.

Prior to the start of each semester, freshman and transfer students are invited to an orientation session. First semester course registration is completed with assistance from academic representatives as well as personnel from Student Records and Financial Services, Technology Services, Student Engagement, and Admissions. Prior to each semester, freshman and transfer students also meet with their academic advisor within their department.

Retention

Alfred State maintains a Student Success Committee (formerly Retention Committee) that invests in a number of efforts to promote retention. In the fall of 2013, the Student Success Committee created a special sub-group that focused on early intervention and first year students. The efforts of the sub-group, steering committee, and College led to a determined, high-touch approach. The approach, aimed at students whose interim grade point average was below 2.0, included “action contacts” by Residence Directors (personal check-ins to express concern and offer assistance or referral), the Academic Deans coordinating their schools’ faculty to make personal contacts with advisees (whose grade point average is under 2.0 GPA), and special cohorts receiving similar check-ins such as underrepresented students by the Coordinator of Equity, Inclusion, and Title IX (then titled the Director of Multicultural Affairs). As a result, the College benefited from its highest [retention rate](#) over a five-year period (74%), surpassing the average of the preceding four years (67%) and increasing 6% in just one year (see Table 5.4).

Table 5.4
First-time, Full-time, Fall-to-Fall Retention Rates

Year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Totals	67%	65%	68%	68%	74%

Furthering its commitment to retain the students admitted to Alfred State and boost retention further, the College has launched a pilot Academic Intervention Team (AIT) in the fall of 2014. This group is charged with applying a case management approach to reported students exhibiting academic red flags that may impede their success. The group meets weekly for 30 minutes (often via teleconference) and makes critical referrals to ensure that students receive the support needed to be successful. The pilot AIT will be assessed in the spring of 2015 by the Student Success Committee for an evaluation of effectiveness and decisions on its permanent adoption, refinement, and/or continuance.

The Student Success Committee recognizes that tracking students and developing an early warning system is critical to providing timely intervention. In 2011, the College purchased [MAP-Works](#), a platform for student retention and success that is based on Student Development Theory. This platform is an early warning system that, in theory, identifies at-risk students according to eighteen social and academic risk factors for attrition so that appropriate interventions can be developed to assist the student. Unfortunately, low usage rates among a critical mass of faculty and staff and high cost resulted in the discontinuation of MAP-Works after the 2013-2014 school year. In the fall of 2014, the college encouraged faculty to use an email alert system to notify the new Academic Intervention Team of students who were at risk. This system has resulted in 108 alerts regarding 80 students which is consistent with the level of engagement in the past with MAP-Works. The college is committed to engaging more faculty and staff in identifying at-risk students. At the time of the completion of this self-study, the college is in communication with SUNY-Delhi to learn more about an early warning system integrated into the Banner student records system which would not require faculty and staff to learn a new system, and hopefully result in more participation. Alfred State remains committed to maintaining advances in student retention.

Standard 9: Student Support Services

Standard: The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Alfred State provides a robust array of support services that are appropriate to the students enrolled at Alfred State and that align with the College's mission. The services are consistent with student expectations and are spread across multiple divisions that collaborate to fulfill institutional obligations to the College's student-centered mission. Student Affairs plays a significant leadership role at Alfred State with respect to student engagement, diversity and multicultural issues, student well-being, safety, community development, and civic engagement.

The Division of Student Affairs ([organizational chart](#)) has a committed team of administrators, professional staff, and paraprofessional staff who put students first. The division emphasizes a set of core divisional values. Before adding (or removing) a Student Affairs' program, altering a department's focus, or even hiring new staff, the division asks how that action will benefit and stay true to divisional core values, which include:

- S:** Insistence on student Safety/Security/Support/Stability (well-being)
- I:** Respect for the Individual and Inclusivity

- D:** Passion for the **D**evelopment of both students/communities, and self/work teams
E: Commitment to student **E**ngagement/**E**xperiences (involvement)

The Student Success Center

The Student Success Center is tasked with providing academic support services and maintains a director, tutors, and support staff. In addition, students serve as peer mentors during the year. Additional tutoring is made available through the SAS in math, ESL, and writing. Available services include tutoring, supplemental instruction, and disability services. The department oversees instruction by both peer and professional tutors and coordinates assistance for students with disabilities. The Student Success Center also coordinates assistance for students in EOP. Tutoring programs can take many forms. Online tutoring is available for math, writing, and basic-level accounting through a consortium called [STAR-NY](#). Alfred State also offers free peer tutoring services for most courses. Peer tutors are selected from students who have earned an A or B in a course and have received subsequent special training. In addition, the College uses tutoring labs, supports a math lab and writing center, in which many members of the faculty volunteer their time to assist.

ASOP is an extended program that allows students up to six semesters to complete an Associate's degree. The course work is paced to enhance the students' chances for success. The program allows for lighter course loads, college preparatory and developmental courses, and other support services.

Supplemental Instruction (SI) is a weekly review series for students taking courses that have been historically challenging. SI allows students to improve their understanding of course material and improve their grades. Attendance is voluntary.

Alfred State is committed to providing an equal opportunity for a college education to all qualified students. Alfred State welcomes students with disabilities and is committed to providing reasonable accommodations to qualified students to participate in campus programs and activities. The College's [Student Disability Services webpage](#) provides information about services available to students with disabilities.

Career Development

The Alfred State [Office of Career Development](#) provides career counseling and advising, transfer advising, resume, and cover letter assistance through in person critiques and a customized online résumé/portfolio/website builder ([OptimalRésumé](#)), mock interviews, and job/internship search coaching. Career Development works to help students explore options through personal advising and systems such as [CareerBeam](#), a self-paced online program that helps students and alumni "clarify career goals, develop a professional resume and cover letter, prepare for interviews," and locate information about jobs, internships, companies, and industries. In 2013, the office moved into the newly opened [Student Leadership Center](#) to maximize its visibility among students. Students at Alfred State "hit the ground running" with a [99% employment and transfer rate](#) (see Employment and Transfer Report). Of those employed, 91% are in fields related to their major. The office hosts several career fairs each year and manages a system called [JobLink](#), a

web-based job posting system that connects employers with Alfred State’s students and graduates.

Health and Wellness

Alfred State maintains a [Health and Wellness Services](#) at both the Alfred and Wellsville campuses. Both offices treat student illnesses or injuries and assist students with personal or emotional needs. A registered nurse is available during posted hours on a non-appointment basis. Counselors are available during posted hours as well; an available counselor will see a person in crisis without an appointment on a walk-in basis. Health and Wellness Center records are kept strictly confidential. All full-time students must pay a mandatory health fee of \$109 per semester. In the fall semester of 2013, Health Services saw 1965 students: 966 at Wellsville and 999 at Alfred (see Table 5.5). Also in the fall of 2013, Counseling Services saw 926 students through appointment (see Table 5.6).

Table 5.5
Visits to Health Centers, 2013-2014

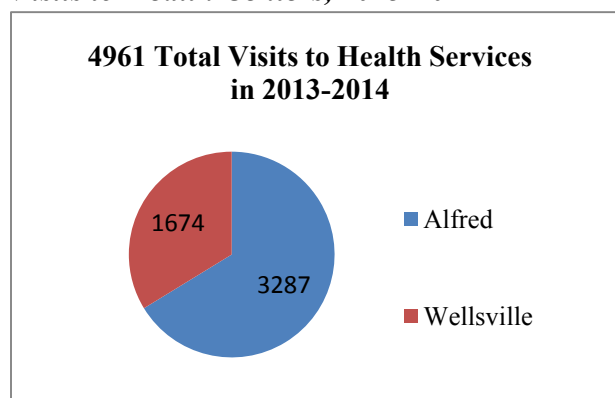
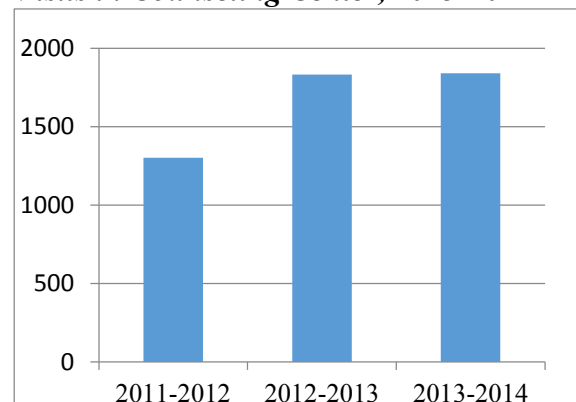


Table 5.6
Visits in Counseling Center, 2013-2014



The health fee covers services provided at the student Health and Wellness Centers including treatment, prescription and non-prescription medicines, monitoring of chronic illnesses (with a referral letter from family the physician), referrals to other physicians or facilities if necessary, wellness programming, administration of allergy shots, basic laboratory tests, seasonal flu shots, individual and group counseling, access to the [Mind Spa](#), alcohol and other drug counseling, and relationship counseling.

The Health and Wellness Services staff promotes a holistic, integrated understanding of individual health in which students learn to value the importance of finding harmony in mind, body, and spirit as it relates to their well-being. The department empowers students to achieve their educational goals by establishing meaningful interpersonal relationships, engaging in civic responsibility, and learning how to make positive, healthy choices in their personal lives. Client satisfaction surveys affirm a 93% satisfaction rate with their counseling experience. In another section of the survey, 93% of the respondents said that the “student-counselor” interaction was favorable, citing privacy, a feeling of support and being respected, and a sense that their concerns were taken seriously. A full 88% claimed experiencing a greater sense of self-acceptance, insight into their particular problem, and a more positive outlook toward life.

As evidence, Health and Wellness Services employs the “Mind Spa.” In 2013-2014, ten programs emphasized learning strategies for reducing stress and effectively managing anxiety. As a result, students attended 191 sessions at the Mind Spa this year, a 70% increase over the number of sessions attended in 2012-2013.

Health and Wellness Services also works to educate students following high-risk behaviors surrounding drugs or alcohol. The department, following an assessment involving 120 students of program effectiveness, converted the former “Signals” Program (group setting) to the current “Healthy Choices.” The change was the result of assessment data indicating that while recidivism had dropped, change in attitudes/perspective had not shifted.

Residential Services: Residential Life, Campus Housing, and Judicial Affairs

Alfred State’s Residential Services administers residential life on campus, campus housing, and judicial affairs. The department oversees a robust set of activities and programs throughout the academic year. Residential Life provides approximately 600 residential programs annually on topics including personal growth, academic achievement, cultural competency, civic engagement, multicultural competency, and social activities. Staff members make approximately 1400 individual student contacts each year as part of a community development model based on the Association of College and University Housing Officers-International (ACUHO-I’s) B.A.S.I.C. framework.

The Residential Life program provides a number of opportunities for on-campus students to grow and develop. Each residential facility develops leadership opportunities including Hall Council development and administration, and standing representation on the Alfred State’s Student Senate. Additional, specialty living areas through campus allow students to engage in more personalized ways with the Residential Life program to enhance individual learning, growth, and maturation, including [Living Learning Community’s](#), [Baccalaureate Lifestyle](#), [Substance-free Lifestyle](#), [Healthy Living Lifestyle](#), and [24 and Over Lifestyle](#). [Pet-Friendly residence](#) is another option for students. The intention of Peet Hall’s “baccalaureate lifestyle” is to provide students seeking a baccalaureate degree the ability to live in an environment that allows them to develop relationships and community with students who expect to remain at the institution for a similar duration. The lifestyle was conceived when the college’s baccalaureate population was relatively small and relationships among four year students were more scattered. The creation of the baccalaureate lifestyle allowed students to self-select into an area that facilitated closer, continued relationships beyond the two year duration (which represents a majority of the residential student population). The baccalaureate lifestyle in Peet Hall only houses 200 students and at full occupancy can only house approximately 1 in 4 of our baccalaureate students.

The Residential Life program engages in a number of student-centered and high-touch practices to our students. Two examples of these types of programs include a midterm support program and a student locator and referral system. Each semester Alfred State’s residential directors contact all residential students experiencing academic difficulty to connect them with appropriate campus support services and to assist the students in resolving any related academic, social, or environmental difficulties they are experiencing. The locator and referral system is a program that provides both faculty and staff a conduit to contact a student with concerns regarding

attendance, academic difficulty, or other needs, and a residential professional will make contact with the student and connect them with the appropriate campus resources or faculty or staff member making the contact.

Residential Services is a dedicated, student-oriented group of professionals who create an environment conducive to learning. Based on student responses to the 2013-2014 ACUHO-I EBI Resident Assessment survey, the Residential Life program has positively impacted the residential population in regards to out-of-the-classroom learning. Specifically, students report that their on-campus living experience has enhanced their learning regarding risky behavior, life skills, intrapersonal development, personal interactions, and their ability to engage in a diverse world and better understand social justice. Additionally, students have reported that living on campus has improved their integration to college and enhanced their retention and graduation rates. The group provides services, personal contacts, and skill development opportunities that foster successful, well-balanced, and fulfilling life experiences for the students of Alfred State and its community. In the fall of 2014, the College provided housing accommodations for 2,406 students.

Partnering with Academic Affairs, Residential Services also administers four living learning communities: [Leadership, Healthy Lifestyle Community, Architecture, and Nursing](#). While living learning communities (LLCs) are an important part of the College's residential goals and experience, the College uses them to enhance the student experience, engagement, and positively impact retention. If the LLC does not meet expected levels such as poor retention or low interest, it will be suspended. One living learning community, Global Scholars, had minimal student interest and was suspended in 2014. Conversely and successfully, the Architecture LLC produced a retention rate of 79% in 2014.

The [Office of Judicial Affairs](#) oversees the adjudication of violations of the College's [Student Code of Conduct](#). It adjudicates and provides educational sanctions for an annual approximate average of 500 individuals resulting from an approximate 250 unique incidents. The associate dean of Judicial Affairs oversees the hearing process and administration of the Code of Student Conduct. The office also sends communications to students each year to ensure that all students receive and are aware of [Principles of Community](#).

Safety on Campus and University Police

Law enforcement is coordinated by the [University Police Department \(UPD\)](#), a fully sworn and accredited law enforcement agency. The UPD consists of 12 police officers, 4 dispatchers, and a secretary. The campus uses emergency blue light telephone call boxes located across the campus. The UPD maintains a communications desk and conducts vehicular, bicycle, and foot patrols 24-hours a day, 365 days a year on campus and in the residence hall areas. The UPD generates an average of approximately 15,000 blotter entries each year, most of which are service-oriented activities. The department also generates an average of over 700 police incident reports. Alfred State's UPD is one of only eight police departments in SUNY that is fully accredited by the New York State Division of Criminal Justice Services. Moreover, it is the only accredited police department at a SUNY college of technology and only the second accredited police agency in Allegany County. Alfred State is in full compliance with the federal Crime Awareness

and Campus Security Act (Clery Act) and provides an [Annual Security and Fire Safety Report](#) by each October.

The UPD also coordinates the development and dissemination of the College's [Emergency Preparedness and Emergency Procedures](#). The department coordinates end-user procedures. In concert with this document, UPD coordinates annual training for emergency preparedness and this training on procedures is mandatory for all employees at Alfred State. As of September 2014, 87% of Alfred State employees were trained for emergency preparedness by the UPD. In order to assess the training, UPD also conducts an annual emergency shelter-in-place drill using both text-based alerts and the College's Outdoor Warning Sirens. The drill involves a member of UPD dressed in a "red-man" defense suit to attempt to gain entry to classrooms until neutralized using the techniques taught in the training. The drills are videotaped and serve as evidence of training effectiveness, or of areas where improvements can be made.

Student Engagement and the Student Leadership Center

The new Student Leadership Center serves as the campus center for social and cultural programming. It is the hub of opportunity to advance the College's commitment to building civic-minded and engaged students who will become tomorrow's leaders. The center houses many of the College's student services. The [Office of Student Engagement](#), previously the Office of Student Activities and Orientation, takes the lead on [Greek Life](#), [New Student Orientation](#), [Emerging Pioneers Leadership Program](#), Performing Arts, and other student life activities. The [Student Senate](#) is also located in the center.

An important element of the Student Leadership Center is the [Leadership Suites](#): 13 student spaces are competitively awarded to student groups inspired by a passion and commitment to making a difference. These suites provide the opportunity for all students to be involved in civic engagement and leadership activities. The Leadership Suite space is designed as an inviting "storefront" with a glass wall facing the high traffic open area of the center. Students staff the suites throughout the day and will creatively utilize surrounding space for recruitment, promotion, performances, and props to promote their cause. A detailed business plan is submitted that is required to identify and address a root cause of a community challenge. The plan includes a mission statement, vision, specific goals, and details on marketing and budget that will contribute to a successful civic engagement project that will engage other students.

Leadership Suite organizations and clubs invested 660 collective hours in activities and programming in 2013-2014 academic year that resulted in 2,671 student civic engagement experiences. These experiences generated over \$13,500 in philanthropic fundraising for community partners and produced significant impact in the suite focus areas of blood donor education, cancer fundraising, lumberjacking heritage demonstrations, recycling advocacy, responsible pet ownership, music education, disaster relief, cultural education, civic education and reporting, community planning and design, and provision of prom dresses to underprivileged youth.

The Emerging Pioneers Leadership Program is based on the Social Change Model and advocates that every student can be a leader and a positive change agent within the community. This program involves workshops, mentor relationships, community service, and engagement

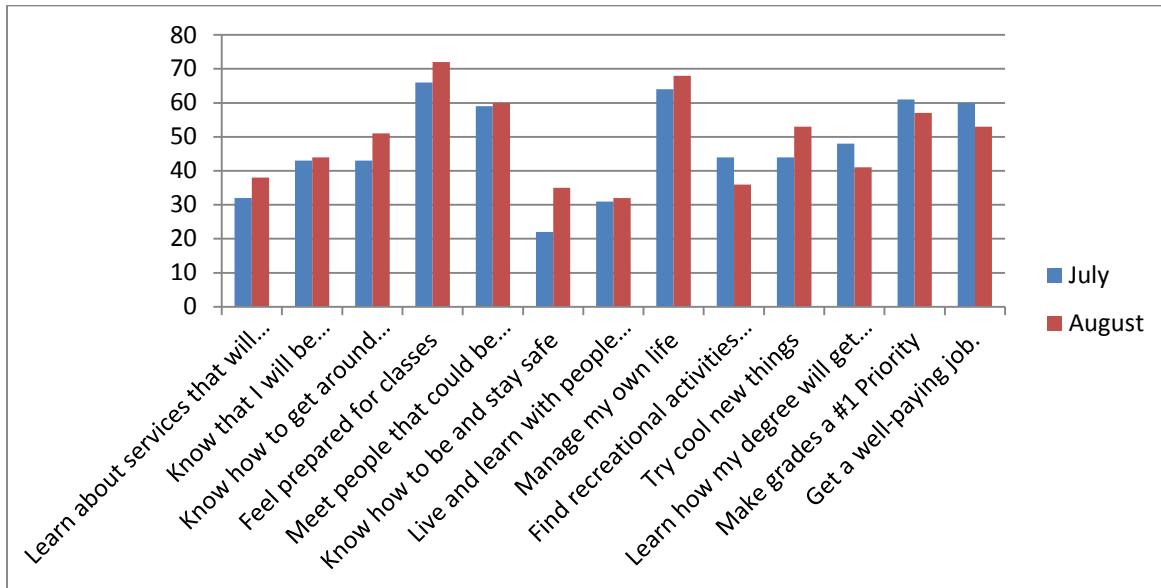
opportunities. Students begin the program with the Blue Level Certificate and work their way up to the Pioneer Capstone experience. To assess effectiveness, the program employs the ACUI/EBI Student Leadership Assessment survey to measure program effectiveness. Of 121 participants in 2013-2014, 65 responded and the results show strong performance gains in improving sense of belonging to the campus (83%) and improved the perceived value of their education (75.3%). Other performance indicators are illustrated in Table 5.7.

Table 5.7
EPLP Program - Indicator Factors by Performance

Indicator Factors by Performance	
Overall Program Effectiveness	80.3%
Diverse Populations	85.3%
Self-Knowledge	85.2%
Interpersonal Competence	82.7%
Cognitive Complexity	81.8%
Intrapersonal Competence	81.7%
Collaboration Among Leaders	79.3%
Practical Competencies: Management	78.8%
Outcome	78.8%
Collaboration Among Members	77.3%
Principled Dissent	76.7%
Effective Leadership	75.8%
Organization Advisor	75%

The Office of Student Engagement takes a lead role with new student orientation programming. The activities of the Admissions Office are well documented earlier in this chapter under Standard 8. The College conducts orientation sessions for all first-year and transfer students and is responsible for a variety of other programs targeted toward new students to increase readiness. From 2008-2010 during summer sessions, the Office of Student Engagement used an online survey instrument to assess student acculturation to institutional values (see Table 5.8). The forced-choice survey questions, delivered in both July and again in August over the course of three years (2008-2010), revealed that student acculturation concerns shifted between July and August. As a result of this assessment, the office implemented a number of new workshops into the August Orientation program (Weeks of Welcome or WOW) in order to better tailor the workshop offerings to meet the transitioning needs of the incoming students. These workshops, titled “Leaderships,” provide students an opportunity to increase their awareness and skills sets in areas such as “time management,” “organizing your time,” and “connecting with the College community.”

Table 5.8
2008-2010 Orientation Surveys: July and August



Equity and Inclusion (Introduced in Chapter 3)

The College is in the midst of searching for a new "Coordinator of Equity, Inclusion, and Title IX." This position replaces the former Director of Diversity and Inclusion position, although the duties are similar except for the addition of the Title IX duties. The [Interim Coordinator of Equity, Inclusion, and Title IX](#) provides leadership and coordination to multicultural experiences for the campus community and to Title IX. The coordinator is committed to creating opportunities for students to challenge bias by promoting sustained dialogues around individual differences and to prepare students to be engaged and effective citizens in an increasingly global society. The coordinator collaborates with other academic departments and the Student Affairs offices on campus to create a welcoming and supportive learning environment for all. The coordinator works to foster a climate that recognizes and embraces the value multicultural diversity brings to the educational experience at Alfred State. Recent activities include sponsorship of a Women’s History Month historic quilt exhibit, as well as participation in the Martin Luther King Junior Day of Service.

The [Kaleidoscope Coalition](#) was formed Oct. 6th 2010 by a handful of faculty, staff, and student groups. Originally four groups, Kaleidoscope has grown in size, mission, and programming. There are currently seven groups and more joining for the 2014-15 year. Kaleidoscope branched out from using their budget to fund only coalition-specific programs to an inclusive affinity group that helps oversee the cultural and diversity programming throughout the campus. One unique program employed by the Kaleidoscope Coalition is a mini-grant process where a club or individual can request funding for a program that will benefit the campus climate as a whole. In the past year, Kaleidoscope was able to be a part of important initiatives including the Tunnel of Oppression, the Interfaith Film Series, Anti-Bullying Week,

Safe Zone and Ally Certification training, the College's first ever overnight Diversity Retreat (2014), and the Oxfam Dinner.

One innovative program launched in 2013 is the CREATE (Cohort Reaching Educational Achievement Through Engagement) Program. The program was designed to help underrepresented students, who were experiencing lower graduation rates, be successful. The pilot effort involved 26 students. Of the group, 16 left Alfred State (6 in the fall, 10 spring). Of the 10 remaining members, 2 are on academic probation and the average GPA was 1.79. In light of this data (as of 9-2014), the program is being re-evaluated for improvement or discontinuation. In September 2014, staff began coordinating the integration of the CREATE Program into the Emerging Pioneers Leadership Program as a mechanism to achieve the desired results.

International Education

[International Student Services](#) helps international students make a smooth transition into the culture and student life at Alfred State. It is the official liaison with the U.S. Citizenship and Immigration Service and other government and non-government agencies concerned with visa, employment, and legal issues for the international population on campus. The office assists students with academic issues, paperwork, banking, employment, airport shuttling, and other challenges they may face. The office works with Alfred State students and faculty on study abroad programs. Another function of the office is the promotion of a cross-cultural environment on campus. During International Education Week, for example, the International Club hosted a football tournament, faculty and guest speakers presented on their foreign travels, there were international dining opportunities, and an international film night. The office also coordinates International Orientation and answers questions about life at Alfred State. It is located in the Student Leadership Center. The Coordinator for International Student Services serves as the advisor to the International Club.

Civic Engagement

The [Center for Civic Engagement](#) is located in the new Student Leadership Center. Civic engagement is a major tenet in the College's Strategic Plan. Students are provided leadership development programming and community-based learning opportunities through the center. They are connected with civic-minded student organizations. An objective of the center is to develop leaders who will make a positive difference in the world. The center is the hub of coordination to help students channel their passion into action through community service, cultural immersion experiences, advocacy, and political involvement. It works with the community, faculty, and staff to facilitate opportunities to make a difference—whether in Alfred, New York or around the world. In 2012-2013, more than 1,300 Alfred State students contributed nearly 60,000 hours of community service.

Alfred State was named to the 2013 [President's Higher Education Community Service Honor Roll](#). It was also selected as a [NASPA "LEAD" Institution](#), a national initiative on civic learning and democratic engagement.

Student Financial Services

The Alfred State Student Records and Financial Services cluster is an integration of Student Accounts, Records, and Financial Aid. Financial Aid oversees the College's need-based student financial aid programs, including grants, loans, and work-study. Financial Aid is also responsible for ensuring institutional compliance with relevant mandates under the Higher Education Opportunity Act-2008. For 2013-2014, the total cost of attending Alfred State for a full-time, in-state student was \$23,239, and approximately 89% of Alfred State students received some form of financial aid. Of the fall 2013 first-time student cohort, 97% applied for need-based financial aid and 86% were determined to have such need. In 2013-2014, 82% of full-time undergraduates received need-based grants or scholarships (average award was \$6,616).

Academic Advisement

Academic advisement is managed in the academic departments once a student is matriculated (has a major). Departments meet with new freshman and transfer students before the beginning of each semester. The department faculty serve as advisors for students in their program(s) and for undeclared majors. A student enrolled in the undeclared major program must transfer to a degree-granting program within two semesters of admission. Each semester, faculty meet with each advisee and review the student's proposed schedule before releasing the Personal Identification Number (PIN) so students can register for classes in Banner-Web. Advisors are available to discuss everything from course work, transfer credits, degree requirements, and internships. The advisor's signature is required on all course add/drop forms. The Advisor uses [Curriculum Tracking Forms](#) (Exhibit 5.2) to advise student about progress through program requirements. The only exception to departmental advising is for the EOP program where advising is managed through the Student Success Center by EOP academic coaches.

Athletic Programs

[Alfred State Athletics](#) recently undertook a major [transition](#) from the [NJCAA](#) to the [NCAA](#) in Division III. The first provisional year of competition was 2013-2014. Alfred State fields 18 intercollegiate athletic teams and approximately 360 student athletes. Student athletes experience the same academic, financial, and administrative norms as students that do not participate in athletics. The [Athletic Department](#) provides student-athletes with an educational, enjoyable, and successful athletic experience. As described in the departmental mission, the Athletic Department strives to develop student-athletes into productive members of the community and foster an environment where academic success, social responsibility, and competitive athletic excellence are highly valued. The transition to NCAA and also the athletic fee increase that accompanied the transition were completed with student consultation. There was student representation on the NCAA transition work group, forums facilitated for students, a presentation to Student Senate, and the campus hosted a [fee forum](#) (Exhibit 5.4) to gather [student input](#) (Exhibit 5.5) before making final decisions.

Consistent with the NCAA's Division III philosophy, Alfred State is fully committed to the effective integration of academics and athletics. To aid the transition into the NCAA, Alfred State hired three additional professional staff, including an assistant director of Athletics with direct responsibilities overseeing compliance with NCAA rules and regulations. Alfred State also added another athletic trainer and an assistant football coach with equipment manager duties. The College's Faculty Athletic Representative chairs the Intercollegiate Athletic Board. In addition to offering 18 intercollegiate athletic programs, the Athletic Department oversees physical education, intramurals, recreation, and the Fitness Center. In 2012-2013, approximately 603 students participated in intramurals and there were 1,603 fall memberships for the Fitness Center (funded through a voluntary fee, 40,000 swipes/access points). In 2013-14, full-time students at the Alfred campus took one credit of Physical Education; these classes served approximately 800 students through 37 course offerings.

One challenge experienced during the transition has been the expansion to a four-year culture with four-year eligibility for student athletes while still having a limited number of baccalaureate programs to meet the demands of Alfred State student-athletes. In September 2014, the President's Council voted to accept ASOP students into baccalaureate programs and to reduce the combined SAT score to a minimum of 900 to increase accessibility for student-athletes. In addition, lack of indoor practice space makes scheduling team practices, intramurals, and recreation a challenging task.

Student “Handbook” Information

Before the review period (pre-2005), Alfred State made a purposeful decision to eliminate a printed, aggregate student handbook and instead provided the individual resources from that former handbook both online and/or through issue-specific printing. An online format allows for mid-year updates, clickable functionality, and more targeted locations of links. For example, the [Student Code of Conduct](#), or directory information such as [telephone](#) or [campus maps](#), are in appropriate online pages and searchable via the College website. The [parking regulations](#), [emergency procedures](#), how to [sign up for alerts](#), or information about our campus sirens including the ability to listen to the siren, are online and have some interactive functionality and up-to-date accuracy not possible in a printed handbook. How-to or guide information, such as [applying for financial aid](#), a [guide to moving and packing](#), or [dining meal plans](#), is all available online. Academic issues such as how to [obtain a tutor](#), how to [obtain disability services](#) assistance, or where to find the [academic calendar](#) are also available via our pages. This online format and targeted locations serve our College of Technology's needs to provide important “handbook” information in modern times.

Student Grievances

The College has a formal policy and grievance process for responding to incidents of harassment and [sexual harassment](#), responding to bias acts and hate crimes, and a detailed Student Code of Conduct. The College also has formal policy and grievance processes for responding to incidents of academic integrity and faculty evaluation of student work as outlined in the [Academic Integrity Code](#). Appeal procedures and due process rights are afforded to students with grievances with established policies and procedures. Examples include the student appeal

process set forth in the Student Code of Conduct or the appeal process for [Campus Housing Waiver](#) procedures.

Each student is made aware of these policies and processes during both the summer and mid-year New Student Orientation programs. Each student annually receives a notification email regarding policies and the Student Code of Conduct. All these policies and documents are also available in electronic format. Student records associated with the appeal or grievances process are stored in accordance with the College's policies and procedures as outlined in the [Access to Student Records](#) policy.

Student Records and Confidentiality

The College has formal policies and procedures that guide the maintenance and release of student records and information in a safe and secure manner. The Office of Student Records and Financial Services is responsible for maintenance and implementation of these policies and timelines for the retention of student records and providing privacy protection as outlined under the Family Educational Rights and Privacy Act (FERPA). As necessary, the Office of Student Records and Financial Services consults with the [American Association of Collegiate Registrars and Admissions Officers](#). The College also has published these policies and procedures on the [website](#). Individual offices are responsible for management of their student records in accordance with established internal controls procedures and in alignment with the FERPA Policy. All faculty and staff are required to complete mandatory training on topics including protection of confidential information. Faculty and staff follow the [SUNY Records Retention and Disposition policy](#) and schedules.

Assessment of Student Services

Alfred State has consistently used assessment of student services to improve programmatic offerings, increase student success and retention, and to refine programmatic offerings to enhance the College's [mission, vision](#), and goals. Through the assessment processes, a number of assessment tools and methods have been employed. Student assessments include: the [SUNY SOS](#), the [NSSE](#), the [National Assessment of Service and Community Engagement Survey](#), the [ACUHO-I EBI](#), [Resident Assessment](#), and most currently, [the Student Affairs Assessment Suite](#), in addition to a number of student satisfaction surveys and departmental custom assessment programs.

The Division of Student Affairs requires each student services area to complete periodic assessment. Assessment results are on file in the Student Affairs' Office. Assessment data are used to inform institutional effectiveness, KPIs as outlined in the College's Strategic Plan, tracking the use of services, and student satisfaction with the College services and programs. Assessment results show improvements in many student services areas, as presented in Chapter 4 of this Self-Study. Here are some examples of assessments that were used to improve student services areas.

Healthy Choices. Assessment data directly led to the 2012 change of Alfred State's alcohol and other drug program on campus from "Signals" to "Healthy Choices."

Assessment involving 120 students was completed in 2011-2012 to determine the impact the current “Signals” program, which stressed the signs, symptoms, and consequences of abuse, had on student attitudes about alcohol and drugs. Data from the assessment showed that in a group setting, resistance to drinking and drugs was impacted by the student’s gender, curriculum, and membership in a Greek organization or club. Changing the delivery has provided a comprehensive look at each student in the program.

Student Safety. “Operation Lock-Out” is a program initiated by the UPD in order to increase student awareness of the importance of locking residence hall doors. In 2012, the UPD assessed the program and determined that it was effective for the majority of students, but also identified a small segment of the population who could not be persuaded to heed this important message. The UPD used this data to renew its commitment to Operation Lockout.

Athletics. In transitioning from the NJCAA to NCAA, Alfred State formed an NCAA Work Group (2012) to assess athletics on several fronts including staffing, team sponsorship, facilities, and budget. Alfred State acted upon this programmatic assessment, completed application for NCAA membership, and implemented institutional changes related to association membership. Upon transition into the NCAA, Alfred State developed and implemented a new policy and procedure manuals for personnel and student athletes. NCAA membership requires yearly assessments and attendance at association meetings and educational sessions, the completion of a self-study, financial aid audits, graduation rate data submission, and an annual report submission. Separately from mandates, Alfred State has implemented institutional changes related to capital, operations, and organizational structure. These ongoing assessments, prompted by the transition to the NCAA, have resulted in the expansion of office and athletic training space, the widening of the soccer field, and the addition of three new professional staff.

Community Development. By employing the ACUHO-I Community Development model B.A.S.I.C. (Building a Strong Involved Community), the Residential Life Office has developed a data collection method for assessing the level of community development using the resident’s floor as the unit of analysis. This baseline data has been used to show a connection between residence assistant (RA) interactions, and community development and retention. Based on these results and the analysis of this data set, staff training was significantly changed to better address student engagement. The BASIC Model has been central to our student engagement programs and has driven changes in our RA programming model, our duty coverage model, and the Core Competencies used to develop our training programs. Similarly, the [EBI Resident Assessment](#) provided supporting data trends on community development. Between academic year 2009-2010 and previous assessment from 2008, there was an increase in mean residential satisfaction in Factor 1 Hall/Apt Student Staff from 5/37 to 5/24, and a slight increase in Factor 2 Hall/Apt Programming from 4.85 to 4.88.

Resumes. In 2008 (and 2010), the Office of Career Development reviewed and scored resumes from students in collaboration with academic departments. Findings were that the resumes were not optimal: in 2008, the mean score (out of 26 possible) was 11.11. As a result Career Development updated their resume instruction methods and received

instructor support for formal evaluation of resumes. Follow-up assessment showed improvement in resumes for all 13 major categories reviewed; in 2010, there was a 27% increase with the mean score improving to 18.1 (out of 26 possible).

Strengths and Challenges

The College has an Admissions Operations Plan that assists with the prioritization and execution of its admissions efforts. Admissions material highlights the focus on project-based learning and civic engagement in order to recruit students whose goals are congruent with the College's values and approach. The College's efforts related to retention have resulted in an impressive gain in retention rate among first-year, full-time students (6% increase). The College does seek, however, to establish an effective, comprehensive retention system that utilizes both preventative and reactive strategies to maximize broad campus buy-in and measurable effectiveness. This initiative is intended to maintain the higher retention rate achieved in fall of 2014.

As a residential college of technology, Alfred State offers a wide array of student support services. The College is particularly proud of its efforts in the realm of civic engagement and student leadership. More specifically, the 2013 opening of the Student Leadership Center with associated Leadership Suites are unique and a distinctive of Alfred State. The College's status as a LEAD Institution through NASPA and as a member of the President's Higher Education Community Service Honor Roll are evidence of the institution's strengths relative to civic engagement.

[POINT OF PRIDE]

20:1

Student:Faculty Ratio



Chapter 6: Faculty (Standard 10)

The Alfred State faculty has consistently supported the institution's [mission](#) as a student-centered teaching college. Highly-qualified in the promotion, facilitation, and evaluation of student learning, the faculty regularly participate in professional development opportunities to develop their pedagogical skills and to make use of innovative learning activities and technologies. The teaching and professional rank (i.e., non-teaching) faculty are responsible for, and provide oversight of the College's academic, professional, research, and service programs in accordance with Alfred State's mission and goals, as prescribed by Standard 10, and as evidenced in this chapter. Ongoing attempts to diversify the faculty are supported by comprehensive and equitable search and hiring policies, as discussed in Chapter 3.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Faculty Responsibilities

As stated in the [SUNY Board of Trustees Policies](#), Article X, Section 4, "the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program." To that end, Article 3 of the [Alfred State Faculty Senate Bylaws](#) outlines the responsibilities and duties of faculty. This article states "The Faculty is responsible for the development of the educational program of the College and for the conduct of the College's instructional, service, and scholarship programs..." and goes on to enumerate specific rights and responsibilities in detail. Faculty members collaborate across departments and with the administration on campus initiatives by serving on various [Faculty Senate](#) standing committees.

Curriculum is initially developed or revised by faculty in their respective departments based on input from industry, accreditation agencies, or seamless transfer considerations within SUNY. Their proposals are then reviewed by the Faculty Senate's [Curriculum Development and Review \(CDR\) Committee](#). The CDR Committee members are elected by the faculty in a process described in the Alfred State Faculty Senate Bylaws, Sections 7.19 and 7.20. Processes for the review of new or revised programs and courses are outlined in the CDR Committee's website. After the CDR Committee approves a course or program, the initiative is posted to the committee website for review and feedback by the entire faculty prior to official action by the Faculty Senate.

With the support of the [OAPD](#), Alfred State faculty regularly participate in extensive assessment of academic programs and course offerings to ensure the integrity of student learning outcomes. Each department requires full participation by every faculty member in ongoing assessment

protocols. These assessment activities are evaluated and summarized in each department's AAPR. The departmental AAPRs include PSLO summary reports, program maps connecting courses to four General Education competency PSLOs (critical thinking, information management, written communication, and oral communication), program assessment planning, department goals, and other data. Department chairs, the designated assessment coordinators, and faculty members complete and review the AAPRs, which are submitted to the OAPD AVPAA. Each report is uploaded to the Assessment intranet site and also forwarded to the respective school dean. A fuller description of faculty involvement in assessment protocols can be found in Chapter 4.

Faculty Population by Rank, Credentials, and Background

The [Policies and Procedures Manual](#) specifies the following titles for full-time instructional faculty: instructor, assistant professor, associate professor, and professor. Librarians are included in the full-time instructional faculty, and ranks are classified as assistant librarian, senior assistant librarian, associate librarian, and librarian. In fall 2013 the College employed 168 full-time faculty that provided approximately 89.1% of instruction. Table 6.1 shows a summary of full-time faculty by rank for fall 2013 and includes the average number of years in rank for each title.

Table 6.1
Number of Full-time Teaching Faculty by Rank

Rank	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	#	Avg. Yrs. at Rank	#	Avg. Yrs. at Rank	#	Avg. Yrs. at Rank	#	Avg. Yrs. at Rank	#	Avg. Yrs. at Rank
Prof.	38	22.3	38	23.3	35	23.9	36	24.2	32	24.5
Assoc.	43	13.7	48	14.6	47	13	49	12.5	46	13
Asst. Prof.	47	5.3	41	5.4	43	6.7	46	6.6	51	6.4
Instructors	17	4	16	4.5	21	5	24	4.8	22	4.8
Lecturers	12	5.8	14	7.1	15	9.4	13	6.5	17	8.3
Total	157		157		161		168		168	

NOTE: Table does not include librarians; data from IPEDS Human Resources annual surveys

The College maintains a sufficient number of faculty members to ensure the success of its students. Qualified part-time faculty supplement full-time faculty in meeting the educational needs of Alfred State's students. The College employed 60 part-time faculty in fall 2013. The hiring of qualified part-time and adjunct faculty allows the College to broaden the range of programs and courses offered and to lower the student-to-faculty ratio. Table 6.2 illustrates the number of faculty and students for the period 2010-2013.

Table 6.2
Number of Faculty and Students 2009 to 2013

	2009	2010	2011	2012	2013
Total Number of Faculty	203	217	217	221	228
Full-Time Faculty	157	160	179	168	168
Part-Time Faculty	46	47	38	53	60
Total Student Enrollment	3531	3709	3613	3528	3549
Student to Faculty Ratio	20.32	20.84	19.46	18.68	18.1

Alfred State has demonstrated enhanced credentialing of its faculty since the 2005 Self-Study. The number of master’s, doctoral, and professional degrees has grown exponentially, and the College has significantly fewer faculty who hold associate’s and bachelor’s degrees. This transition has occurred even as the length of tenure remains high. Table 6.3 demonstrates the change in credentialing from 2004 to 2014.

Table 6.3
Faculty Credentials 2004 to 2014

	2004	2014
Associate’s Degree	39	32
Bachelor’s Degree	26	21
Master’s Degree	88	104
Doctoral Degree	24	40
Professional Degree		5

As stated in Goal A of the [College’s Strategic Plan](#), one of the College’s priorities is to “promote the recruitment, retention, and development of outstanding and diverse faculty and staff.” One aim is to recruit and hire faculty and staff who are representative of the ethnic and gender diversity of Alfred State’s student population. Over the last decade, the percentage of male faculty reflects the higher number of traditionally male-oriented programs offered at the College and has remained relatively stable at 64%. The College is making deliberate efforts to recruit and retain women faculty, as described in Chapter 3 (Affirmative Action.) In addition, significant efforts have been made to attract and retain individuals from diverse racial and ethnic groups. The rural location of the College presents a challenge to recruiting faculty in general, and the cultural homogeneity of its populace makes it even more challenging to recruit individuals from minority populations. Notices of open faculty positions are widely distributed with the hope of recruiting qualified candidates from various cultural backgrounds and efforts by faculty and administrative staff are employed whenever possible to increase the possibility of attracting new faculty members who will assist in the goal of better matching the ethnic and gender diversity of Alfred State’s student population. Despite these efforts, individuals from ethnic and racial minority backgrounds currently make up less than 7% of the faculty at Alfred State.

Faculty Recognition for Teaching, Service, and Civic Engagement

The high performance levels of Alfred State’s faculty is in part demonstrated by the number of those recognized for teaching and service activities. Since the 2005 Self-Study, eight professors

have received the SUNY Distinguished Teaching designation and two have received recognition for Distinguished Service at the College. The Distinguished Faculty designation is reserved for the State University system's most accomplished faculty members. [SUNY Chancellor's Awards for Excellence](#) are awarded on the basis of exceptional performance in designated areas. Since 2005 Chancellor's Award recipients employed by the College include 27 for Teaching, four for Faculty Service, three for Librarianship, eight for Professional Service, and two for Scholarship and Creative Activities. In addition, one Alfred State faculty member is a recipient of a New York State United University Professions Excellence Award.

The effectiveness and high performance of Alfred State's faculty in student outcomes is also demonstrated in senior students' assessment of their experiences at Alfred State. According to the [2014 NSSE](#), Alfred State student-faculty interaction and the quality of interactions were significantly higher than other SUNY colleges. Student satisfaction with the quality of their interactions with faculty and academic advisors was 15% higher than the rest of SUNY. At the same time, faculty encourage students to be involved in community-based projects and civil engagement activities. Alfred State students demonstrated 21% more involvement in community-based projects than the rest of SUNY.

Other indicators of the strong achievement of Alfred State faculty can be found in a review of the Annual Performance Plans. The standard form for the plans is called the [Annual Performance Plan and Report on Accomplishments Form](#) (Exhibit 6.1). Many Alfred State faculty members have been recognized for individual accomplishments at local, state, and national levels. As indicated in Chapter 7, many faculty members are directly involved with student-centered [civic engagement activities](#). For example, the [Disaster Relief Club](#) has travelled to a number of sites across the state affected by floods and storms. Other examples of faculty's civic engagement can be seen in [Examples of Faculty Involvement in Civic Engagement Activities](#) (Exhibit 6.2).

Faculty have the primary responsibility of developing academic courses, many of which conform to criteria encouraging [civic engagement \(in the classroom\)](#) as specified by the [Carnegie Foundation for the Advancement of Teaching](#). Service-learning opportunities have been greatly enhanced by the creation of the [Center for Civic Engagement](#). The director of the Center collaborates with faculty and students in developing courses that link student learning outcomes with the values and needs of larger communities. In 2012-2013 approximately 822 students in 78 courses taught by 44 faculty participated in course-related service-learning and volunteer activities.

Many of Alfred State's faculty members participate in activities that promote project-based learning such as the [Solar Decathlon in China in 2013](#). The [Building Trades Department](#) continues to hold a "[Semester in the South](#)" course, with the lead faculty and students performing extensive projects related to damage from Hurricane Katrina. Faculty members are also involved in professional associations at the local-, regional-, and national-level, with many receiving external recognition for their professional performance (see [Examples of External Recognition of Individual Faculty](#), Exhibit 6.3).

Efforts to Recruit and Retain Faculty, Including Faculty from Diverse Backgrounds

Alfred State continues to commit to the highest standards and resources to recruit and maintain a diverse faculty. This goal aligns with the Strategic Plan and the Goals and Strategic Initiatives 2012-2017. Specifically, Goal A aims to promote academic excellence and a scholarly environment through increased efforts to recruit and hire faculty and staff who are more representative of the minority diversity of Alfred State's student population. The Alfred State Affirmative Action Plan has broadened the applicant pool for faculty searches, increased use of advertising venues that enhance diversity for all vacancies, and increased awareness through training of all members of search committees on process and affirmative action guidelines. The recruiting process for terminally qualified faculty is based on accreditation requirements of individual programs. Search committees strive for the best possible fit when reviewing applicants, and that best fit may be met by applicants with a master's degree in some cases. Only terminally qualified faculty are considered where mandated by program accreditation requirements

As discussed in Chapter 3, faculty recruitment is handled primarily by the Office of [Human Resources](#) in conformity with the SUNY Board of Trustees Policies, which assures that equitable practices are followed throughout the recruitment and hiring processes. Once a departmental request is approved by the VPAA and [President's Council](#), the department partners with HR following procedures outlined in the Search Process/Affirmative Action Manual (listed under "Recruitment" on the [HR Forms](#) intranet site). The Faculty Recruitment Policy in the Policies and Procedures Manual states that through "[t]hrough extensive notification and involvement of professional colleagues, good faith efforts shall be made to locate and consider a wide pool of applicants, including qualified minority persons, women, and disabled persons, resulting in the appointment of an outstanding candidate."

All programs and services of the College are administered without discrimination on the basis of age, sex, marital or military status, race, color, creed, national origin, disability, or sexual orientation. This policy of nondiscrimination extends to admission, financial aid, housing, counseling, educational programs, athletic activities, and placement as well as to all aspects of employment. A search committee commonly consists of the department chair, four to five departmental faculty, two faculty members from outside the department, and an ex-officio affirmative action advocate. Open positions are advertised in *Chronicle of Higher Education*, *Inside Higher Ed*, *Women in Higher Education*, and in other locations determined by the department. The hiring of part-time faculty is handled by the individual school's leadership team and involves the department chair and some departmental faculty in the review of candidates' credentials.

The College has measures in place to help new faculty acclimate to Alfred State with the ultimate objective to retain them over the long run. New faculty members are invited to participate in a faculty mentoring program. The [Guide for Mentors and Mentees](#) is used to assist participants to work together to enhance the new faculty member's professional skills. The OAPD has responsibility for the administration of the mentoring program. In addition, new faculty in the School of Applied Technology participate in a "Tools for Teaching" program using Barbara Davis' book of the same title. This orientation program is led by experienced faculty

members. The [Student Success Center](#) and the OAPD also partner in a new faculty orientation program on Orientation Day of Professional Development Week (PDW). The program covers topics such as the College's policies and resources, and includes important information on the support services available to students.

Alfred State faces challenges attracting and retaining qualified faculty. Legislative budget cuts have impacted every SUNY campus in some way and here are manifested in lower than average starting salaries, limited salary increases, and curbs to some benefits. Alfred State's rural location may dissuade some qualified faculty candidates to relocate from more urban environments. The transition of Alfred State from a primarily associate degree college to a two- and four-year degree institution brings with it the need for a cultural shift as increasing numbers of terminally qualified faculty are hired to teach upper-level baccalaureate courses. This cultural shift has been eased in part because many terminally qualified faculty teach classes in both associate and baccalaureate level courses, ensuring that channels of collaboration and communication remain open with their non-terminal degree colleagues.

Faculty Development

Alfred State strives to support and develop its faculty in a variety of ways. Professional Development Week periods are held three times per year over several days, with faculty participating in workshops on project-based learning, teaching with technology, and numerous other pedagogical topics. During this time, all faculty and professional staff attend at least one workshop on a specially designated Conference Day. The Conference Day workshop evaluations are collected by HR in order to obtain feedback on the programs.

Some aspects of professional development are handled by the OAPD. This includes overseeing Faculty Orientation, assisting with PDW, chairing the [Institutional Review Board \(IRB\)](#), and coordinating some faculty development activities such as the [Clicker and Peer Instruction Initiative](#). The office maintains, as resources only, these sites on the intranet: [Advising and Retention](#); [Clickers and PI](#); [Faculty Development](#); [Faculty Handbook](#); [Faculty Mentoring](#); [IRB](#); and [Professional Development](#).

The Office of Academic Affairs oversees a [Professional Development Fund](#) to support research projects, scholarly work, and travel to academic and professional conferences. Faculty are invited to apply for funds each fall. Award decisions are based on elements of the Strategic Plan Goal A, including the potential impact on student learning, national recognition of the College through publication or conference presentations, resource development, organizational effectiveness, and external community enhancement. School deans are responsible for disbursing funds. An annual average of \$14,000 has been awarded in recent years through the Professional Development Fund. In addition, UUP Individual Development Awards are made to faculty when funds are available.

The transition of the College from a primarily two-year to a two- and four-year degree granting institution has brought about new opportunities for the professional development of faculty. College [grant-funded scholarship activities](#) have been instituted with a desired outcome of a 20% increase in faculty research activities primarily through grant support. As shown in Table 6.4, the College awarded \$63,000 in Faculty Scholarship Grants between 2011 and 2014 beyond the

\$14,000 that is awarded through the Professional Development Fund. The initiative supports the Strategic Plan’s goals of promoting academic excellence and a scholarly environment, ensuring the financial stability of the College, and supporting faculty, staff, and students as they grow personally and professionally. The grant-funded scholarship policy was approved by the [President’s Council](#) in July, 2011. New guidelines and policies allow for reduced teaching loads in support of scholarly productivity that is recognized during the [Promotion and Continuing Appointment](#) process. Since the inception of this scholarship policy, the College has had an average of 11 applications each year and has awarded \$63,000 to successful applicants, as shown in Table 6.4.

Table 6.4
Faculty Scholarship Grant Funding 2011-2014

Year	Funding Total
2011-2012	\$22,000
2012-2013	\$26,000
2013-2014	\$14,400
All Three Years	Combined Total: \$63,000

The [Alfred State Baccalaureate Faculty Teacher/Scholar Program](#) is designed to enhance the reputation of Alfred State and to improve the recruitment and retention of faculty members with terminal degrees. Faculty teaching baccalaureate courses who have an active research program may request a 12 equivalent credit hour teaching load for semesters when they are teaching at least one baccalaureate course. Eligible faculty include individuals who have recently matriculated in a doctoral program, or who are working on a doctoral dissertation that relates to teaching. This program started spring 2011. There were ten Teacher/Scholar requests in fall 2013 and twelve requests in spring 2014. All requests were approved with a one-course release.

The Office of Academic Affairs also oversees special assignment applications available for personal professional development, a department specific objective, or an institutional objective/special project. Some examples of special assignments include faculty advising of the student honors program, advising of the student literature publication, and occasional assignments for recruiting or new program development. A typical instructional release time is three credit hours. Any faculty member who does not have a full teaching schedule must have a special assignment application on file. The College has had an average of 14 applications the past two years.

Evaluation Process for Promotion of Full and Part-Time Faculty

The policies and procedures for evaluating faculty at Alfred State are aligned with the SUNY Board of Trustees Policies (see also Chapter 3). The criteria for evaluating academic employees (teaching faculty and librarians) are based on effectiveness in teaching/librarianship, mastery of subject matter, continuing growth, scholarly ability/activity, and effectiveness of university service. These criteria help determine a faculty member’s eligibility for promotion, continuing appointment, awards, and other forms of recognition. In the past the criteria were used when considering applications for Discretionary Salary Increases (an increase to base pay), while under the current contract they help determine if certain faculty are eligible for Discretionary

Salary Awards (a one-time increase). The [Agreement between the United University Professions and the State of New York](#) governs this evaluation process, and the College administration is charged with administering individual awards. At the college level, policies and procedures related to faculty evaluation can be found in the Policies and Procedures Manual. Further information related to faculty evaluation can also be found in the [Faculty Handbook](#).

At the end of each academic year, Alfred State faculty complete an [Annual Performance Plan and Report on Accomplishments \(Exhibit 6.1\)](#) that details their activities in each of the key areas listed in the SUNY Board of Trustees Policies and the Policies and Procedures Manual. The plans are submitted to department chairs and are used to develop the annual department reports. The documentation of achievements and activities helps ensure that each faculty member meets the College's expectations of quality teaching and effective service. Each performance plan also documents successful achievement of student learning outcomes, includes the results of student evaluations, provides evidence of innovation in teaching, and describes contribution to program or course development. In addition, faculty performance plans document a faculty member's scholarly research, publications, professional memberships, creative activities and service to the College and local community.

As part of the review process for contract renewal, continuing appointment, or promotion, all teaching faculty members and librarians must submit a portfolio. Although the review processes are different for contract renewal, continuing appointment, and promotion, all three are aligned with the SUNY Board of Trustees Policies. For example, as outlined in the Policies and Procedures Manual, the promotion process breaks faculty responsibilities into specific weighted percentages. Effectiveness in teaching is prioritized at 45%, and portfolios must include peer assessments as well as student evaluations of teaching effectiveness. Portfolios may also include grade distributions, surveys, and the development of new course materials. Mastery of subject matter (10%) may be demonstrated by advanced degrees, licenses, and honors, and awards. Continuing growth (10%) documentation in the portfolio would show evidence of reading, research, or other activities to keep abreast of current developments in the applicant's field. Scholarly ability (10%) can be demonstrated by carrying out significant research work, contribution to the arts, and reputation among colleagues. In the case of librarians, the weighted percentages are the same, but the criteria for teaching effectiveness have been changed to reflect indicators that address effectiveness in librarianship.

The evaluation of faculty is also impacted by the distinct difference between the programs and degrees at the Alfred and Wellsville campuses. Whereas the Alfred campus is increasingly focused on creating ladders allowing students to stack credentials leading to a baccalaureate degree requiring faculty with terminal academic degrees, the Wellsville campus is focused on applied degrees preparing students for various trades. Therefore, the emphasis on hiring and promoting faculty at Wellsville is based on the mastery and experience in a given trade and a faculty member's ability to engage the students in "hands on" learning leading the students to master as well. In addition, acceptable indicators of scholarly ability differ between the Alfred campus and the School of Applied Technology in Wellsville. These differences can be seen in the Policies and Procedures Manual's "Promotion" section. College and University (SUNY) public service, committee work, administrative work, and work with students and community are some of the activities the applicant will present to show effectiveness of university service (25%).

Faculty portfolios for promotion (including those for librarians) are first evaluated by the departmental review committee, department chair, the school dean (except in the case of librarians), and then by the Faculty Senate [Promotion and Continuing Appointment Committee for Alfred](#) or the [Wellsville Promotion Committee](#) (each campus promotion committee has a “Request for Promotion” form on its intranet site). Recommendations are then forwarded to the VPAA, with the president making final decisions. A similar procedure takes place with continuing appointment applications, although the department chair does not participate in this process and in the event of a negative evaluation, the application and portfolio go directly to the president. Deans, the VPAA, and the President may also contribute to faculty personnel decisions on an individual basis depending on circumstance.

Evaluation also occurs for teaching faculty who are outside of the full-time ranks. These positions include part-time temporary adjuncts (who teach at most 60% of a full-time load), full-time temporary lecturers, (who teach a full load) and part-time faculty (who teach regularly on a term appointment). Department chairs are responsible for observing and evaluating all part-time and adjunct faculty and follow the same process for student evaluation of teaching effectiveness. Evaluations of part-time faculty align with those of full-time faculty in their adherence to SUNY’s criteria governing effectiveness in teaching, mastery of subject matter, continuing growth, scholarly ability, and effectiveness of university service. According to the Board of Trustees Policies, faculty with temporary appointments (including part-time employees) are granted term appointments if they have been at the College for four consecutive semesters, but in all cases department reviews, student evaluations, peer reviews, and other pertinent data are used in determining future assignments.

Safeguarding Academic Freedom

Policies on academic freedom at Alfred State are in full alignment with federal and state law, and with the SUNY Board of Trustees Policies Title I (pg. 45), and are echoed in the Agreement between the United University Professions and the State of New York, Article 9. In addition, the Faculty Senate By-Laws Article 3.1.3 address the responsibility of faculty to investigate and report violations of the tenants of academic freedom. This topic is also discussed in Chapter 3, as it relates to Standard 6 (Integrity).

Instructional Support for Faculty

Alfred State’s [Technology Services](#) provides comprehensive technology services by bringing together skills, knowledge, equipment, and commitment with a user-centered view. The department works with individual departments and faculty to meet special needs while staying abreast of ongoing developments in information technology to provide recommendations on long-term strategy and direction. Alfred State provides a variety of software resources critical to teaching and advising effectiveness, including assistance and instruction in how to use Banner, Blackboard, SharePoint Services, and Event Management Software. Although the College’s [Help Desk](#) acts as the primary point of contact for faculty requests and questions, face-to-face assistance between IT staff and faculty is common, often on an informal walk-in basis.

The Instructional Technologies group within Technology Services provides a wide range of support to faculty in regards to classroom resources. The College currently has 47 smart classrooms on both campuses and two additional smart classrooms will be operational on the Wellsville campus by January 2015. The IT group maintains a media production facility in the Hunter Student Development Center where individual and group training in Blackboard and other instructional technologies is provided on a regular basis. To supplement this technology support, the OAPD maintains a variety of instructional support resources on its intranet site. [Blackboard resources](#), [peer instruction workshops and sessions](#), and [advising and retention information](#) are among the resources provided through the OAPD.

In addition, the [Hinkle Library](#) provides broad support services for faculty in both instruction and research. The four full-time librarians consult frequently with faculty on collection development, accreditation surveys and requirements, student assignments, and faculty and student research needs. The instruction librarians teach information literacy sessions in many subject areas and create a wide variety of well-used online research resources called [LibGuides](#) that point on-campus and online users to valuable resources, including, for example, the library guides for [online students](#), [Comp 1503](#), and [Children's Literature](#). Online information literacy instruction is available via a series of instructional videos prepared by the librarians, one example being the [HIT \(Health Information Technology\) Guide](#) for this completely online program. During the 2013-2014 academic year, the library's two instructional librarians taught 83 on-campus classes, reaching over 2000 students. Their efforts are appreciated by both students and faculty. In April 2014 the College conducted a [LibQUAL](#) survey, which measures a patron's minimum, desired, and perceived satisfaction levels with library services and resources. In the overall "Affect of Service" function (which includes, for example, questions about information literacy, quality of reference help, and willingness to help users) students felt the library exceeded their acceptable service quality levels (minimum mean=6.37; perceived mean=6.98; measured on a 9 point scale); faculty felt the library far exceeded their expectations (minimum mean=7.64; perceived mean=8.40). The [LibQUAL online guide](#) includes additional analysis.

Strengths and Challenges

Alfred State's high placement and student transfer record attests to its support of strong academic programs with qualified faculty who are dedicated to the College's primary mission as a teaching institution. This support takes many forms, including mechanisms built into the Academic Affairs division, the OAPD, the Technology Services Department, and the Hinkle Library. The College's support of faculty involvement outside of the College through professional associations, accrediting agencies, and industry contacts brings measurable benefits to the student population. [Examples of external recognition of individual faculty](#) can be found in Exhibit 6.3.

Legislative budget cuts and Alfred State's rural location continue to present challenges to the College in recruiting and retaining qualified faculty, especially women and minorities. Starting salaries, pay increases, and benefit packages are impacted. Part-time faculty numbers have trended upwards in recent years (see Table 6.2), in large part due to budgetary restraints that are discussed in Chapter 2

The increasing demand by employers for graduates with technology-based bachelor's degrees provides Alfred State with opportunities for the development of new programs. The increasing number of full-time faculty with terminal degrees is gradually shifting the institutional culture of Alfred State. Where once the College featured two-year programs taught mostly by well qualified faculty without terminal degrees, the introduction of baccalaureate level programs has led to an increased number of faculty with PhDs. Working out the expectations and responsibilities of these faculty groups has been a gradual process, but the above mentioned development opportunities for all faculty, as well as the ones geared only to baccalaureate faculty have been welcomed, and will continue to be evaluated. The success of this cultural shift is critical to accomplishing the goal of attracting and retaining a diverse and qualified group of faculty that will allow the development of baccalaureate programs in response to industry needs.



Over 70 majors

[POINT OF PRIDE]



Bachelor Degree Programs
(BArch, BBA, BS, BTech)



Associate Degree Programs
(AAS, AOS, AS, AA)

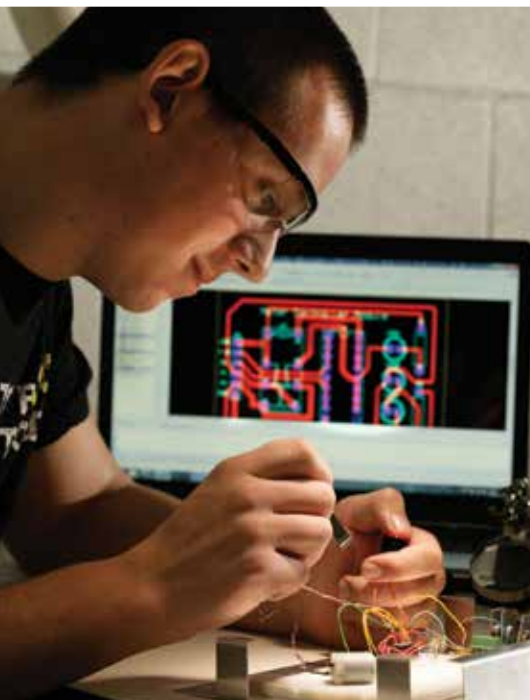


Online Degree Programs
(BBA, BS, AAS, Cert)



Certificate Programs

Educational Offerings



Chapter 7: Educational Offerings

(Standard 11)

This chapter describes how the academic content, rigor, and coherence of Alfred State's educational offerings conform to the College's [mission](#). The chapter examines how its academic programs align with the College's [Strategic Plan](#), how student learning outcomes include [project-based learning](#) and real-world experiences through [civic engagement](#), and how the emphasis on real-world problem solving results in Alfred State's having a [99% employment and transfer rate](#).

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Revising or Developing New Academic Programs and Courses

Alfred State offers 70 [majors](#) and 15 [minors](#) administered by 17 academic departments. Six of these majors are delivered [online](#) (2 certificates, 16 AOS, 4 AA, 6 AS, 23 AAS, 10 BS, 4 BTech, 4 BBA, 1 BArch). Fourteen of these programs lead to a variety of [green careers](#). More than 1,000 courses are listed in the [College Catalog](#) and about 450 courses are offered in a typical academic semester.

Alfred State considers the diversity and quality of its academic programs as a distinguishing feature of the institution and strives to maintain relevancy and high standards for them. In conjunction with external Curricular Advisory Committees (CACs), faculty help determine the need for new programs to meet economic needs regionally, state-wide, nationally, and internationally. All of the College's career-focused programs have Curriculum Advisory Committees (CAC). In the School of Arts and Sciences (SAS), for instance, CACs meet once per year for Nursing, Health Information Technology, and Veterinary Technology and once every two to three years for Human Services. In the School of Architecture, Management, and Engineering Technology (SAMET), CACs meet annually for all of the ABET accredited programs, as well as Business, Digital Media, and Computer Information Technology programs unless they are hosting a Five-Year Review. In addition, all of the School of Applied Technology (SAT) programs at the Wellsville campus have CACs that typically meet once a year. Minutes of the CAC meetings are kept on file in the departments (see Exhibit 7.1 for [samples of CAC meeting minutes](#)).

Any new offerings or major revisions to an existing program must be vetted through a multi-layered and carefully managed approval process. The progression begins with departmental approval in which the program is being proposed. The academic dean confirms that the proposal aligns with the [Strategic Plan](#). The Deans' Council, including the VPAA and the AVPAA, then

reviews new and revised programs. A [New Program Viability worksheet](#) (Exhibit 7.3) describing the idea is submitted to the dean of the school in which the proposed program would be housed to initiate the approval process. [Admissions](#) is also consulted regarding the need for new or revised programs. In addition, [Alumni Surveys](#) (Exhibit 7.2) are gathered to further assessment of curricula relevancy and development.

Upon favorable review by all parties, including the [President's Council](#), an executive summary of the proposed program is drafted by the department. The Executive Summary will initiate the process for the development and submission of the proposal.

The rigor of the curriculum is assured in large part by the College's [CDR Committee](#). This committee's membership is comprised of two faculty from each of the three schools, one faculty from the [Student Success Center](#), one faculty from the [Hinkle Library](#) and a student representative. The [Faculty Senate By-Laws](#) outline the committee's charge, which is to "review ...new and revised courses and program proposals for compliance with State Education Department, SUNY, and Alfred State's Academic Regulations" with regard to "the basic philosophies of the College."

Approved new programs are then reviewed by the President's Council and the [College Council](#). Upon acceptance at the College level, these new/revised program proposals are then submitted to [SUNY's Office of Academic Programs and Planning](#) for approval, and then to the [New York State Education Department](#) for review, approval, and registration. The [SUNY Office of Academic Programs and Planning](#) provides support for [SUNY](#) faculty and administrators responsible for the development of program proposals.

Alfred State's academic departments are clearly actively engaged in offering students a diversity of new and revised educational opportunities. Over the past five years, Alfred State's CDR Committee has approved 427 courses, 17 curricula, 9 academic minors, 2 certificate proposals and revision of 6 existing minors. New programs include 12 newly registered bachelor degrees in Manufacturing Technology, Technology Management, Information Technology–Network Administration, Digital Media and Animation, Forensic Science Technology, Information Security and Assurance, Business Administration, Human Services Management, Nursing, Sport Management, Technology Management (online delivery), and Architecture. Two accelerated three-year track bachelor degrees have also been approved in Human Services Management and Business Administration. Three associate degree programs have been registered in Automotive Parts Technology, Teacher Education Transfer – Adolescence Education and Environmental Technology (reactivation).

While many new programs are created, some older ones have been or are in the process of being eliminated. With no students currently enrolled, the Manufacturing Technology bachelor degree and Automotive Parts Technology programs are being deactivated. Other programs have been deactivated in recent years: Air Conditioning Engineering Technology, Computing Graphics Technology, and Business: Secretarial Science-Word Processing, Business: Secretarial Science-Executive, Office Technologies and Landscape Design & Construction.

New or significantly revised courses are proposed by the department. Faculty can access new course proposal instructions and a new Course Proposal Form on the [CDR Committee's page](#).

After approval by the department, the proposal is reviewed by the academic dean and CDR before being forwarded to the Faculty Senate for potential approval. This review process ensures that all new courses/revisions meet expected standards and contribute to the institution's programs, focusing in particular on course student learning objectives and whether they are appropriate to the course level, delivery format, topics to be covered, and amount of time spent on each topic. This last item is especially important in order to assure that credit hours are appropriately assigned and awarded. As part a new "Verification of Compliance with Accreditation-Relevant Federal Regulations" process initiated by [MSCHE](#) in 2012, Alfred State has (as of January 1, 2015), as part of this Self-Study process, provided a comprehensive report to MSCHE detailing its compliance with credit hour requirements.

Supporting Student Learning and Engagement

Alfred State's curricula enable students to develop real-world intellectual skills through [project-based learning](#) that increasingly emphasizes [civic engagement](#), cultural immersion, [leadership](#), and [sustainability](#). Faculty lead a wide range of internships and community service experiences regionally, nationally, and internationally. For example, the [Building Trades programs](#) involves students in the actual building of homes in the community or working for not-for-profit organizations on village halls, town halls, and many other projects. The [Architectural](#) programs often include community-based projects that assist in planning and grant development. Alfred State students have traveled to Haiti and New Orleans to help rebuild infrastructure damaged by natural disasters, a life-changing experience for many participants. Direct affiliation with [Sant'Anna Institute](#) in Sorrento, Italy, provides a once in a lifetime experience where architectural and business students have worked on community planning projects including a major port renovation. Additional opportunities are offered through the [SUNY study abroad program](#) with 640 programs in more than 50 countries. Through programs offered through the newly created [Student Leadership Center](#), students are encouraged to embrace greater and more effective [leadership roles through civic engagement](#) that often emphasize sustainability.

Alfred State has made a significant effort to prepare new students for higher education in both the classroom and online. It offers academic counseling and financial assistance through the state-funded Equal Opportunity Program to eligible students who show the potential for success but are not totally prepared for their chosen major. The College requires all online students to complete a helpful orientation that shows them how to access, navigate, and interact using the College's learning management system while simultaneously introducing them to academic culture and web-based resources. It also offers noncredit courses for students who need to obtain professional certification or registration. Its outreach to adult learners through full-time and part-time offerings, online programs, and noncredit offerings are discussed in Chapter 8.

Programmatic and Curricular Student Learning Outcomes

All academic programs offered at Alfred State have itemized Program Student Learning Outcomes (PSLOs) that are on the Alfred State website under "[Academics](#)" These outcomes address specific programmatic expectations but also include general education requirements where appropriate. For each course in a program, there are specific Course Student Learning Outcomes (CSLOs) that describe the knowledge and skills students will have acquired upon

completion of the course. The PSLOs and CSLOs not only guide a program's course offerings, they provide a mechanism for evaluation/assessment which is addressed in Standard 14 (Chapter 4). As part of the assessment process, departments map the PSLOs to courses in the program. CSLOs appear on each syllabus along with other information that includes the instructor's name, office hours, class meeting times and location, textbook and supplies, policies for absences/grading, topical coverage. Faculty, in fact, refer to approved Course Outlines with CSLOs to develop their own syllabi. The Course Outlines for each department are on the Academic Affairs intranet under each school's page: [SAT](#), [SAS](#), and [SAMET](#).

To further ensure the rigor of the curriculum and educational excellence, the College places great emphasis on meeting the standards that are promulgated by various [programmatic accreditors](#). Curricula that do not have programmatic accreditation fall under the requirements and procedures of the College's program review process and are reviewed every five years by an external review committee (see Chapter 4).

Another gauge of educational excellence is the number of students, who, with faculty assistance, participate in regional and national competitions. For example, the Wellsville programs have participated in the [Skills USA](#) competitions since 1999 with 109 students winning gold at the state level and 13 winning bronze through gold medals at the national level. These types of activities since 2013-2014 are being included in AAPRs. Civic engagement has been incorporated into the AAPRs (see Chapter 4). In addition, Alfred State now has a process to identify and measure PSLOs directly related to civic engagement (see Chapter 4).

Strategic Planning and Promoting Academic Excellence and a Scholarly Environment

Goal A of the College's Strategic Plan is to "Promote academic excellence and a scholarly environment." Since 2008 numerous strategic outcomes under Goal A have been met. Starting in 2009-2010, \$150,000 was made available annually from reserves for academic equipment, and since 2010-2011, \$50,000 per year has been invested from the Academic Equipment Fund for the improvement of classroom teaching and learning environments. Student Affairs professionals have redesigned their programs to maximize learning in the "other" classroom, an example of which is the hiring of a director of Performing Arts. Other strategic outcomes under Goal A that have progressed successfully include increasing faculty research activities through grant support, increasing the number of faculty members with PhDs, increasing the number of associate degrees offered, raising [funds] for facilities and programs that advance agricultural sustainability and rural economic vitality in Western New York and becoming a leader in New York State for [renewable energy programming](#) for students and the industry.

Learning Resources and Services to Foster Information Management and Technology

Alfred State's centrally located Hinkle Library provides significant resources and staffing support to meet the information needs of students and faculty. The Hinkle Library's collection is comprehensive, consisting of 60,375 volumes, including books, e-books, periodicals, and special collections. Additional holdings include 3,200 video titles, 140 journal titles, 12 newspaper

subscriptions, and 96,854 full-text periodicals and newspapers accessed via online databases that can be used remotely or through 52 on-site computers. In addition to the many resources available at the Hinkle Library or via its databases, students on the Wellsville campus are served by a branch library featuring a collection geared to their programs. The library includes roughly 3,000 print volumes, current trade and recreational magazines, newspapers, as well as an extensive collection of automotive manuals. In addition to the materials that are available locally, the entire College community has access to the resources at all the other [SUNY libraries](#) through shared databases and interlibrary loan.

Library staff members provide students with hands-on instruction in information literacy as reported in the [Hinkle Library AAPR](#) and as discussed briefly in Chapter 4. Faculty members can schedule classes with reference librarians who teach students how to identify, locate, and use sources for assigned research and library projects. Online videos extend information literacy instruction to distance learning students.

The [Technology Services Department](#) located in the Academic Affairs division provides comprehensive technology services. This includes computer, phone, and all related technology services across the College. At present, nearly all classrooms on campus are “smart” in that they are equipped with computer, audio, and video technology, making the teaching and learning environment one of seamless technological integration. The current [Facilities Master Plan](#) has provisions for continued growth and maintenance of teaching and learning technologies, including computer and other lab spaces. These technology upgrades, which include both software and hardware related to teaching, are typically funded through the student technology fee. The [Equipment Request webpage](#) explains the funds allocation process for classroom/laboratory equipment, computers, software, and classroom-laboratory furniture. Using the [Equipment Request Form](#), faculty submit their required needs for both equipment and technology to the Academic Equipment/Computer/Software Team, comprised of the school deans, Technology Services director, Technology Services assistant director, and controller. The team meets as needed (sometimes weekly) once a faculty member submits the form online. Department chairs work with deans on prioritization of projects. This team works with chairs on College priorities. After the allocation for the fee is made, all of the technology requests go to the Technology Services director and all of the equipment requests go through the respective school dean and to the controller. Additional funding is through equipment funds from the College and grants faculty and administration understand the needed to have the appropriate equipment and technology in both the classroom and laboratories.

Policies and Procedures Regarding Transfer Credit

Students accepted to Alfred State may bring in transfer credit under the academic policies and standards listed in the *College Catalog*. The [Transfer Credit Information page](#) provides information about transferring courses, articulation agreements, international transfers, the advanced placement program, the college-level examination program, the international baccalaureate exams, information technology certification exams, and more. At the bottom of the [Enrollment and Management’s Policies and Procedures page](#) is information about transfer credit and a link to the Transfer Credit Manual. Separate criteria are used for pre-matriculation transfer credit (including Advanced Placement, Regents College Exams, and International Baccalaureate) and post-matriculation transfer credit. In general a grade of “C” or better is necessary for

acceptance of credit, or credit will be given for courses passed with a grade of C minus or better if the overall index of the courses being transferred remains at 2.0 or higher, but the grade is not included in the Alfred State GPA calculation. Program-specific coursework is evaluated by the department chair or an appointee. The Admissions Office oversees the designation of credit and course equivalents. Departments are frequently asked by the Admissions Office to review course descriptions as suitable equivalencies from other institutions through the [Transfer Evaluation Form](#) (Exhibit 7.4).

For students wishing to transfer into some creative programs, a portfolio review may also be required. General Education categories fulfilled at another SUNY institution will soon be considered fulfilled at Alfred State due to the new “seamless transfer” resolution developed by the [SUNY System Administration](#). Now students at one SUNY school will be able to determine what credits and course requirements will be satisfied even before they apply at another institution, as explained on the [SUNY Transfer Paths website](#). The [Seamless Transfer Requirements memorandum](#) that was sent to campus presidents from the SUNY Provost on June 13, 2013, provides guidance on implementing the SUNY Board of Trustees’ Resolution 2012-089, *Seamless Transfer Requirements*. Through minor revisions internally, major revisions externally, and multiple waiver requests, Alfred State is making significant progress toward programmatic compliance with the SUNY seamless transfer resolution (see the [SUNY Student Mobility website](#)). All the Wellsville programs have a waiver on credit hours. Many of the Alfred programs comply with the SUNY Seamless Transfer Requirement and the rest are in process of complying as planned—see [Seamless Transfer Status Update](#) (Exhibit 7.5).

As Alfred State transitions from a primarily two-year institution with the development of four- and even five-year programs, articulation agreements for incoming students have been developed. These are listed in the [Articulation Agreement Spreadsheet](#) (Exhibit 7.6). Twenty of the 70 programs at Alfred State are at the baccalaureate level. Currently 24 agreements exist for transfer-out opportunities while 52 transfer-in agreements have been developed. Although currently these articulation agreements are not totally seamless, students are aware of an approved path to advanced degrees prior to graduation from their host institution. This also provides an opportunity for students to acquire additional course work before they transfer to Alfred State. The articulation agreements are reviewed and revised periodically as new programs are developed and as new program criteria are generated by accrediting bodies. Articulation agreements allow institutions to align course content and especially student learning outcomes, this ultimately assists both institutions in moving toward seamless transfers. SUNY has created Transfer Paths that summarize the common lower division requirements shared by all SUNY campuses for similar majors within most disciplines to improve the ability to have seamless transfer. College faculty were fully engaged in the SUNY-wide process to assure that students and programs had the required classes regarding seamless transfer.

Graduates from any of the associate degree programs (AAS, AA, AS, and AOS) may apply for direct entry into the corresponding baccalaureate degree program or the technology management BBA degree program at Alfred State. Students with an AOS degree are accepted in the program as ASOP students until completion of the five bridge courses (15 credits) in Liberal Arts and Sciences/General Education. Evaluation of transfer credit is made by the department chair or designated appointee(s) in the department to which the student transfers. All grades, including Fs, for courses that have been taken and that are required in the new program shall be transferred

as earned. If the student has already completed a degree at the College, no grades that were earned for that degree can be excluded from the student's academic transcript during the transfer evaluation. Transfer from one degree program to another requires approval of the chair of the department in which the student is registered as well as approval of the chair of the department to which the student wishes to transfer. A student may satisfy degree requirements by taking courses at another college and transferring no more than 12 credit hours within a seven-year period after leaving Alfred State. This transfer program shall have prior written approval by the student's department chair. Courses transferred in this manner may replace comparable courses already taken at Alfred State, thereby removing such courses from the calculation of index.

Over 90 curricular and co-curricular clubs and organizations provide ample opportunity for transfer students to get involved in campus activities and beyond. The Student Leadership Center, a new campus hub for [leadership and civic engagement opportunities](#), offers clear pathways for students to apply classroom learning and to supplement academic studies with activities that match their passion and interests.

Honors Program

The [Honors Program](#) was created in the late 1990s to encourage highly engaged and academically motivated students to explore some aspect of their program's offerings in greater depth to broaden their awareness of themselves as responsible, contributing members of a larger community. Honors Program participants complete a series of seminars, as well as a substantial project and 10 hours of volunteer community service. The number of Honors students typically ranges from 50 to 70 per semester and has risen with the addition of bachelor's degrees. The permanent Alfred State transcript for students who completed the program's requirements reads "Honors Program Graduate."

Project-based learning and Civic Engagement

Alfred State has a historic commitment to community service and service learning. Central to the College's commitment to its students is to prepare future citizens of the world who develop those critical skill sets required to contribute to their community. Project-based learning and civic engagement are experiential approaches to teaching and learning that have proven to engage students in a deeper knowledge of the subject matter. The emphasis on real-world problem-solving is a core theme across the curriculum and as a result, Alfred State has a 99% employment and transfer rate.

Alfred State has intentionally incorporated civic engagement as a core element of its Strategic Plan. In order to foster a culture based on civic engagement, Alfred State has:

- Built a new Student Leadership Center designed to highlight curricular and co-curricular leadership and civic engagement opportunities. This center includes 13 [Leadership Suites](#) that are awarded to student organizations that take an active leadership role in some form of civic engagement. Student organizations apply for the suites, developing a business plan that includes a mission statement, vision, specific goals, marketing strategies, and a budget.

- Established a Student Leadership Institute raising funds for curricular and co-curricular civic engagement opportunities for students.
- Identified strategies to [incorporate civic engagement into the curriculum](#). Outcomes include [Faculty Senate](#) endorsement of an institutional definition of civic engagement, a clear process for identification of civic engagement courses, and academic transcript notation for successful completion of these courses.
- Awarded Leadership Suites to co-curricular and curriculum clubs actively involved in civic engagement projects.
- Initiated the [Emerging Pioneers Leadership Program](#) for students interested in serving the community through civic engagement. Based on the Social Change Model of Leadership Development, the program provides structured development opportunities through a series of certificate programs.

These initiatives demonstrate the College’s conformity with its Strategic Plan, some of whose action items require it to:

- Develop service program in academic programs to increase community outreach.
- Create a campus culture that promotes civic engagement and student leadership opportunities so that a majority of students will participate in a civic engagement or student leadership program before they graduate from College.
- Train club and organization advisors in promoting civic engagement initiatives.
- Identify faculty and staff involved in civic engagement experiences to recognize and celebrate those involved in civic engagement.

At the curricular level, the Faculty Senate has also approved a process for identifying courses that meet certain community engagement criteria as “Civic Engagement Intensive” and notating completion of such courses on academic transcripts. The institution’s specific definition of civic engagement aligns with project-based learning as follows:

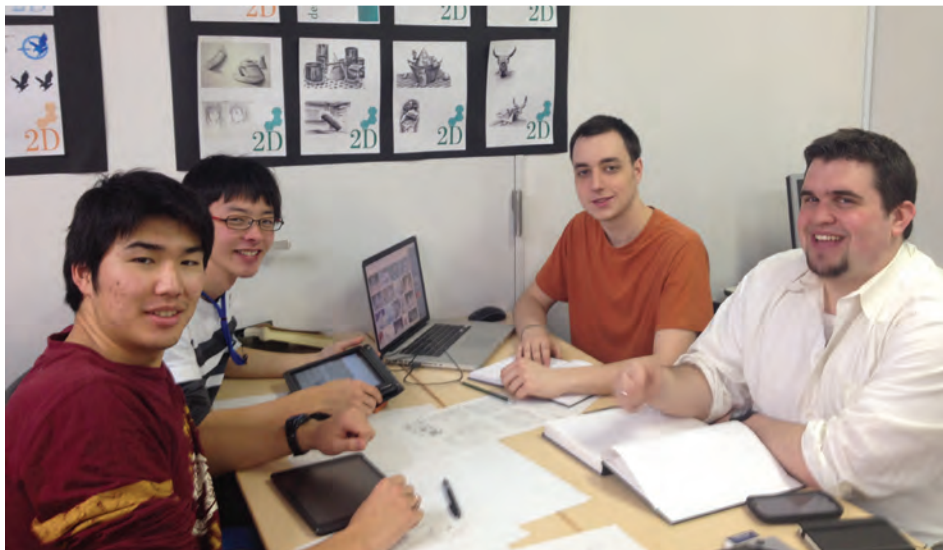
Civic engagement consists of individual and collective actions designed to identify and address issues of public concern. This problem solving approach emphasizes critical thinking, collaborative action, and meaningful reflection with a particular focus on understanding the root causes of community challenges. This level of engagement ultimately results in individual transformation, societal change, and graduates who are engaged citizens in their community.

Strengths and Challenges

The Educational programs at Alfred State build on a long history of serving regional community and industry needs. Long before “STEM” became an academic buzzword, Alfred State was creating college curricula in the sciences, technology, engineering, and mathematics. These applied programs have resulted in a 99% transfer and placement rate. Alfred State includes one of the strongest and broadest set of STEM programs in the state, including the full spectrum of skilled trades programs in Wellsville. Placing students is not an issue with a shortage of graduates in STEM and skilled trades throughout the region and the nation. The College is known for these programs, and the region relies on Alfred State for supplying a trained

workforce in STEM areas that include the skilled trades. The ability to engage students through civic engagement and sustainability add to student employability.

Challenges include the ever decreasing student population in the region and the need to expand to other markets, as described in Chapter 5. Expanding four-year programs while maintaining the skilled trades two-year programs is a challenge regarding recruitment of both faculty and students. The budget and the ability to fund strong technology related programs will always be a challenge in a state funded institution. Technology based programs need a continuing investment in both faculty and equipment to assure that students are obtaining the best educational experience to prepare them for the world of work.



[POINT OF PRIDE]

Study**ABROAD**



General Education and
Related Educational Activities

Chapter 8: General Education and Related Educational Activities

(Standards 12 and 13)

The College's General Education (GE) program, which aligns with the College's [mission](#) and meets the [SUNY General Education Requirements \(SUNY-GER\)](#), is woven into the design of each academic program. Students have ready access to information about GE in the [College Catalog](#) and through their academic advisors. Annual assessment reports for the GE program provide (see [General Education SLOs Summary Reports](#)) evidence that assessment results drive improvements in GE course design and instruction. The College has recently developed a plan to improve the assessment feedback loop for the college-wide infused GE competencies. The College has processes in place to ensure that all its educational activities--including basic skills education and support, certificate programs, experiential learning, non-credit offerings, other instructional sites, and distance education-- meet the same high standards as its onsite academic degree programs, align with the College's mission, are regularly assessed and improved by informed evaluators, and whose requirements and procedures are clearly articulated in College publications.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communications, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

The General Education Program at Alfred State

The General Education (GE) program at Alfred State is designed to allow students to develop the competence and skills necessary to become productive citizens and professionals in today's world. The program focuses on the [MSCHE](#) general education expectations, [NYS liberal arts requirements](#), and SUNY-GER and is aligned with the College's mission, vision, core values, and [Principles of Community](#). The foremost goal is for students to become confident in their knowledge and develop skills which allow them to apply that knowledge to the challenges of our changing world.

The core of Alfred State's GE program is formed by the SUNY-GER content area requirements and the infused competencies required by both SUNY and MSCHE. As determined by, and consistent with, degree type, students (except those in AOS degree programs) take SUNY-approved GE courses from the ten SUNY Knowledge and Skills content areas (silos): Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, and Basic Communication (divided at Alfred State into two discrete subjects, Written Communication and Oral Communication).

In response to the [July 2010 amendments](#) and [June 2013 Seamless Transfer changes](#) to the SUNY-GER mandating Basic Communication and Mathematics and the completion of work in only 7 out of 10 content areas for baccalaureate, AA, and AS degree programs, Alfred State has been adjusting its program requirements for all AA/AS students to include at least one SUNY approved course in each of the following three content areas: Basic Communication–Writing, Basic Communication–Oral, and Mathematics. In addition, students must complete work in 5 of the remaining 8 silos. AAS students must take a course in Basic Communication–Writing and complete work in 5 silos (except Nursing, Health Information Technology, and Veterinary Technology which require only 3 additional silos). Coupled with GE distribution requirements are SUNY’s minimum credit requirements for courses in the liberal arts and sciences (LAS) by degree program. These are displayed in Table 8.1.

Table 8.1
SUNY Minimum LAS Credit Requirements for Undergraduate Degrees

Degree	Minimum Number of LAS Credits
Associate in Arts (AA)	45
Associate in Science (AS)	30
Associate in Applied Science (AAS)	20
Bachelor of Science (BS)	60
All other undergraduate baccalaureate degrees (BBA, BTech)	30

Alfred State’s GE requirements are available to students in the *College Catalog* (print and web), and are outlined in each program’s [Curriculum Tracking Forms](#) (Exhibit 5.2) distributed by advisors. In the *College Catalog*, each course description includes a heading that indicates the GE attribute, if any, and academic advisors also distribute an annually updated list of GE courses by content area to their advisees. Additionally, GE requirements by degree type are listed online within the [College’s Academic Programs menu](#).

In addition to distribution requirements for GE knowledge areas, programs are expected to infuse, as appropriate by discipline and degree type, the competencies of Basic Communication, Critical Thinking, and Information Management (encompassing both information literacy and technological competency). Since 2007, this has included the College’s AOS programs which, following the [NYS Rules of the Board of Regents section 3.47\(c\)](#), are not required to include liberal arts coursework. Program-specific applications of Critical Thinking and Information Management vary based on program and level. This distribution of competencies can be found in the PSLO map for each curriculum (see AAPRs in Chapter 4). Second, most academic programs (except AOS) require, in addition to the required courses in Basic Communication and Mathematics, specific GE courses that align with the learning outcomes of the program, with the result that the knowledge, skills, and experiences students acquire in GE courses can help contextualize and scaffold the career-focused work of their degree programs. Those elective GE courses within degree programs that fall outside of this framework are in place to broaden the educational experience of the student and allow some measure of exploration.

The additional competencies of values, ethics, and diverse perspectives are concentrated within isolated courses among some GE knowledge areas (e.g., Composition, Literature, Philosophy, Sociology, and Anthropology), instead of being fully distributed across the entire GE program. While a typical GE program will include at least one of these courses, there is no SUNY or local requirement that students take a sequence of GE coursework providing a sustained study of values, ethics, and diverse perspectives, and assessment of this outcome is at the level of the individual course in which one of these competencies is located. In the spring of 2013, the College surveyed degree programs to ascertain the degree to which each one included skill areas and GE competencies, including values, ethics, and diverse perspectives. Table 8.2 shows that of the 56 programs responding (of which 85% were non-AOS), more than half reported including this content.

Table 8.2
Incorporation Within Degree Programs of Values, Ethics, and Diverse Perspectives

	Embedded within program courses	Not addressed in program	Included in several assignments	Not included in any assignment	Rubric is used to assess item
Values	59%	20%	51%	45%	24%
Ethics	69%	6%	55%	34%	24%
Diverse Perspectives	51%	14%	57%	35%	27%

Despite this level of positive reporting, the [NSSE](#) conducted across the SUNY system in the spring of 2014 reveals that first-year Alfred State student responses were significantly (-21 points) below the SUNY average in response to the question whether the College “Included diverse perspectives...in course discussions or assignments.” Although this finding may be partly a result of the more technically- and professionally-oriented course of study most Alfred State students are pursuing relative to other SUNY institutions, it indicates that the College has more work to do to ensure all students are exposed to a diversity of values and perspectives. However, the College has been dedicated to sending faculty to an annual weeklong Curriculum Transformation workshop that focuses on integrating diversity into the course structure and syllabus across all disciplines: 53 faculty have attended the workshop since 2002. The College also requires all new students at Freshman Convocation to pledge to abide by the [College’s Principles of Community](#), which speaks directly to the College’s commitment to support equity and inclusion. Additionally, the College has embarked on an initiative to expand civic engagement opportunities for students, faculty, and staff. In 2013, the College created a civic engagement attribute for courses to indicate they include significant moral and ethical leadership experiences. To date, four courses have been approved to receive this attribute.

As Alfred State continues to evolve, it will be important to find new ways to systematically integrate the study of values, ethics, and diverse perspectives, as well as civic engagement, across the GE program in alignment with the College’s mission, including the possibility of elevating them to required college-wide competencies. Given that the new proposed MSCHE standards elevate the study of values, ethics, and diverse perspectives (consistent with mission) to the level of criterion, this degree of integration becomes even more timely and necessary.

Alignment with Institutional Mission and Core Values

Alfred State's GE program is aligned with the College's mission to provide "career-focused education enriched by the liberal arts." While certain core knowledge areas, skills, and competencies (in Communication, Mathematics, Critical Thinking, and Information Management) are components of nearly all programs, the flexibility of GE options beyond that core allows for student exploration beyond their more career-focused curricula. By completing elective courses from among the eight additional GE silos, students are exposed to a diversity of ideas and perspectives, a learning outcome that reflects the College's core values (see Executive Summary).

General Education Course Approval Process

Alfred State's guidelines, processes, and procedures for designating courses as GE have been consistent since the [Approval of Courses for General Education](#) (Exhibit 8.1) was approved by [Faculty Senate](#) in spring 2003. To be allowed the GE designation, 75% of a course's content must be specific to the GE silo, and the course must be designed for a general audience and not for students in a particular curriculum.

The departments that control the teaching of each GE silo decide if a course should be given that GE designation. If the department approves the designation, the course author submits a GE application to the College's [CDR Committee](#). If the CDR Committee approves the designation, the application goes to the full Faculty Senate for discussion. If approved there, the new GE designation goes to the VPAA for submission to SUNY and addition to the College's campus list of approved GE courses.

Assessment and Improvement of the General Education Program

Assessment of the GE program is conducted in rolling three-year cycles in accordance with the [General Assessment Timeline](#). The Program and Course Student Learning Outcomes (PSLOs and CSLOs) for each of the 10 SUNY-designated Knowledge and Skills areas are assessed by the relevant academic departments. Targeted assessment plans, which include PSLOs/CSLOs and rubrics, for each GE area are available for review on the College's [General Education intranet page](#).

Assessment results for each area are reported on SUNY's [General Education Summary Report Template](#), which is structured to encourage reflection on how previous assessment results have led to actions to improve the quality of GE. The form requests the following information: program changes or improvements as a result of the previous assessment, sampling method, assessment instrument and method, major findings, and action(s) to be taken to address those findings. GE assessments are generally conducted by all faculty who teach the given content, so discussions of how to make improvements program-wide arise directly within the process. The reports are submitted to department chairs and to the [OAPD](#), and all reports from 2005-2006 to the present can be reviewed on the General Education intranet page.

With respect to the 10 SUNY Knowledge and Skills content areas, these summary reports provide evidence that GE assessment is driving incremental improvements in the GE program, both to individual courses and across entire content areas. The reports also demonstrate improvements over time of assessment methodology as faculty understanding of assessment has increased with experience, with the result that successive assessments have become increasingly meaningful and robust. With respect to the college-wide infused competencies (Critical Thinking and Information Management), however, the College has been challenged to establish a similar positive assessment feedback loop in two ways—discussion of this and an accompanying recommendation are found in Chapter 4.

With respect to structural improvement of its GE program, Alfred State finds itself at a crossroads. While the SUNY-GER has provided a solid foundation for GE at Alfred State, SUNY has made significant recent changes to those requirements: in 2010 it reduced the distribution requirements for knowledge areas, and in 2013 it required GE to be satisfied within the first two years of a four-year program and instituted new program credit caps. These changes have at times created conflict between SUNY and local policy, prompting the College to reevaluate its GE program and its process for waiving local GE requirements as it prepares to be fully compliant with the new requirements. For these reasons, as well as the need for a reevaluation of its college-wide GE competencies described above, the College plans to initiate a college-wide reevaluation of its GE program. This will encompass both the structure of the program and the assessment of it, as outlined in the recommendation in Chapter 4 to develop and implement a new GE assessment plan.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Basic Skills and Academic Support for Underprepared Students

Alfred State has three types of supports for under-prepared students: initial course placement and remedial/developmental course offerings, the Educational Opportunity Program (EOP) and Alfred State Opportunity Program (ASOP), and student support services. These provide a range of interventions for students who arrive with different levels of preparation.

Course Placement and Remedial/Developmental Courses

Incoming under-prepared students are identified by a combination of measures—high school GPA, NY Regents' scores in math and English, and SAT/ACT scores, if available—and directed into those courses and programs that provide them the best chance of success. Students under-prepared in math or English are placed in MATH 1004 Mathematical Concepts or COMP 1403 English Fundamentals, both of which are remedial and do not carry academic credit. In English, this initial placement is then confirmed by a composition placement exam given the first day of class in both COMP 1403 and COMP 1503 Freshman Composition. COMP 1503 students who fail this exam are strongly encouraged to enroll in COMP 1403, while COMP 1403 students who earn high scores are recommended to advance to COMP 1503. On average, 2% of students are

moved between courses this way, which suggests that the College’s initial placement methods are reliable. The College currently has seven remedial/developmental courses, and on average 238 students enroll in these courses each academic year.

EOP and ASOP

Two programs exist to support under-prepared students who do not meet established entrance requirements but show potential for success: the ASOP and the EOP. As described in Chapter 5, both programs allow for lighter course loads and remedial coursework as needed. While ASOP students receive academic advising from faculty in their academic department, EOP students are initially advised by professional staff in the Student Success Center. After the first year, EOP students move into their major curriculum and are paired with an advisor in their degree program, who jointly advises them with the Student Success Center professional. ASOP students account for 12-18% of new students registered each year, whereas EOP accounts for 4-5%.

As both Tables 8.3 and 8.4 show, retention among ASOP and EOP students is low, falling below the College’s average 67% college-wide retention rate, and the 3-year graduation rate is even lower. In fall 2012, the College adjusted its academic standing regulations to be more in line with four-year institutions, incorporating remedial coursework into calculations for academic standing. This resulted in an increase in the first semester in ASOP student retention, as the tables demonstrate. While the College recognizes the difficulties these under-prepared students face, it is unsatisfied with these results and continues to work at developing better systems of interventions and supports to improve retention and completion rates for these programs. One recent attempt was the College’s piloting of MAP-Works (described in Chapter 5) now replaced with the Academic Intervention Team.

Table 8.3
Registration, Retention, & Graduation Rates, Firs-Time, Full-Time ASOP students

Fall Admission	# New ASOP students registered at Census	% in spring (1 semester)	% in fall (1 year)	% graduated within 3 years
Fall 2006				
Fall 2007	138			14%
Fall 2008	166			11%
Fall 2009	160	69%	46%	15%
Fall 2010	240	68%	45%	17%
Fall 2011	171	66%	53%	18%
Fall 2012	201	78%	51%	
Fall 2013	160	88%		
Fall 2014	~123			

Table 8.4***Registration, Retention & Graduation Rates of First-Time, Full-Time EOP students***

Fall Admission	# New EOP students registered at Census	% in spring (1 semester)	% in fall (1 year)	% graduate d within 3 years
Fall 2006	46			15%
Fall 2007	52			17%
Fall 2008	56	73%	50%	11%
Fall 2009	53	74%	47%	17%
Fall 2010	57	74%	54%	16%
Fall 2011	60	58%	43%	
Fall 2012	46	78%	50%	
Fall 2013	~58			
Fall 2014	~52			

Student Support Services

Under-prepared students struggling with their courses are directed as needed by instructors and advisors to several student support services through the Student Success Center: the Writing Center, workshops with Academic Success Coaches, tutoring services, and Supplemental Instruction (SI). In addition, students are directed to work with tutors in the Mathematics Lab, which is managed by the Mathematics and Physics Department and staffed by both student-proctors and faculty.

Table 8.5 shows, in the first column, an increase over the last five years in the number of professional support staff working in the areas of tutoring and academic advising. The hours staffed by tutors in the Math Lab and Writing Center, on the other hand, have fluctuated as a result of changes in approach, perceived need, and funding over time. Finally, the table shows that while there has been a decline in the number of different courses offered through SI, the total number of participants in SI has remained relatively stable.

Table 8.5***Professional Supports, Tutoring, and Supplemental Instruction 2009-2014***

	Number of Professional Supports	Math Lab Visit Hours	Writing Center Visit Hours	SI student participants	SI courses
Fall 2009	8.4	2417	5269	239	15
Spring 2010	8.5	1679	3030	252	18
Fall 2010	8.65	3160	4717	248	17
Spring 2011	8.7	2481	3954	251	13
Fall 2011	8.76	3084	3658	220	10
Spring 2012	9.75	2402	2584	225	13
Fall 2012	9.74	1868	3321	275	9
Spring 2013	9.8	1651	5232	220	10
Fall 2013	9.8	2201	4108	234	11
Spring 2014	8.9	1864	3023	207	10

Certificate Programs

Until 2011, Alfred State had several certificate programs. Because of low enrollment and budgetary constraints, the College eliminated all but two, which remain highly enrolled: [Coding and Reimbursement Specialist](#) and [Court Reporting and Captioning](#). Both career-focused programs are designed for students who may already have completed a degree and plan to enter a career for which further liberal arts courses are unnecessary. The Coding and Reimbursement Specialist program is approved by the [AHIMA](#) and prepares students for careers in coding and reimbursement. The Court Reporting and Captioning program is certified by the [NCRA](#) and leads to careers in all fields of reporting, including real-time and closed captioning for the hearing impaired. Courses and credits completed in these programs ladder directly into the corresponding AAS degree programs.

Certificate programs are treated as equivalent to all degree programs. Program objectives, requirements, curricular sequence, and PSLOs are published in the *College Catalog* and on the [College's Academic Programs intranet](#) sites. In addition to the national accreditation process for each program, regular assessment is conducted in the same way as for all other academic programs. (See Chapter 4 for more discussion on programmatic assessment.) In terms of services, the College makes no distinction between certificate programs and degree programs, and students enrolled in these programs have equal access to a full range of student support services.

Experiential Learning

Alfred State recognizes that there are many ways outside of the classroom for students to acquire college-level knowledge and skills, and the College has reviewed and established several avenues for students to earn equivalent college credit for such experiences. The policies and procedures for awarding credit for experiential learning were developed in accordance with the

SUNY Learning Commons [Experiential Learning Course Design](#) and by faculty knowledgeable about the subject matter. These programs and opportunities, described below, are published in the *College Catalog*.

College Level Examination Program (CLEP). CLEP, administered by the [College Board](#), allows students to earn college credit by examination. As referenced in the *College Catalog*, [the College website](#), and the College's [Academic Regulation 307](#), students who successfully complete a CLEP examination are granted transfer credit as predetermined by the respective department chairs. All CLEP exams must be the "Subject" exam.

Course Challenge Credit. As described in the *College Catalog*, [the College website](#), the College's [Academic Regulation 306](#), and the College's [Policies and Procedures Manual](#), any matriculated student may challenge a course for credit with approval of the course department chair, provided the student is not currently registered in the course and has not already earned a final grade for the course at the College. The course challenge assessment is prepared and evaluated by the appropriate departmental teaching faculty. A grade of "P" is awarded upon successful completion of a challenge and is treated as transferred credit in meeting graduation requirements.

Information Technology Professional Certification. In accordance with the College's [Transfer Articulation Manual](#), and as described on [the College website](#), transfer credit will be granted as predetermined by the respective department chair for successful completion of various information technology certification exams.

Internships. Fourteen of Alfred State's academic programs include an internship among their courses offerings. These allow students who satisfy the prerequisites to earn academic credit through real-world experiences in their discipline coupled with academic assessment requirements (e.g., journals, academic papers, written and oral reports, portfolios, and final presentations). Following [SUNY policy](#), 40-45 hours of fieldwork are required per academic credit.

Nursing Professional Certification. In accordance with the College's [Transfer Articulation Manual](#) and [Academic Regulation 307](#), transfer credit is granted for successful completion of the LPN professional certification exam.

U.S. Armed Forces Institute Credits. As described in the *College Catalog*, the College may grant credit, under the recommendation of a department chair, for completed courses of study that have an application to the student's program. Such credit is limited to courses within disciplines taught at the College and is granted in accordance with The American Council on Education [Guide to the Evaluation of Educational Experiences in the Armed Services](#).

Non-Credit Offerings

Alfred State's [Center for Community Education and Training \(CCET\)](#) offers hundreds of personal and professional development [noncredit course opportunities](#) each year, with several of the courses resulting in a professional certification. Offerings include Defensive Driving, Credentialed Alcoholism and Substance Abuse Counselor trainings, the New York Materials Quality Control/Quality Assurance Technician Certification, the Associated General Contractors of New York Density Testing Inspector Certification, NYSDOT Welding Certification, exam preparation courses, and exercise classes. Courses are offered on campus, offsite locations, and online in order to provide the widest access to the campus and community. At present there are no non-credit courses that transfer into a degree program.

CCET has a contractual agreement to offer noncredit courses through [Education to Go®](#). They average six weeks in length and the cost of each course is typically \$79. Topics include healthcare, computer applications, test preparation, personal development, and leadership development.

Non-credit offerings provide a growing revenue stream for the College, currently realizing several thousand dollars in profit each year. As Table 8.6 shows, both the number of courses and the number of student registrations have been growing over the last five years.

Table 8.6
Growth of Non-Credit Courses 2008-2014

Academic Year	Courses	Registrations	Participant Contact Hours
2008-2009	96	1,346	13,258
2009-2010	142	1,428	21,755
2010-2011	170	1,667	29,287
2011-2012	175	2,023	25,062
2012-2013	183	2,031	28,776
2013-2014	203	2,070	30,106

Assessment of non-credit courses is conducted through participant evaluations at the end of each course. These evaluations, collected and reviewed by the CCET coordinator, measure the effectiveness of course facilities and course delivery methods, instructor knowledge and preparedness, and overall satisfaction. The evaluations drive improvements to individual courses (e.g., in course length, instructor, or location) and to the program overall (e.g., by driving decisions about whether to offer a course again or how courses are scheduled). CCET develops new programming by researching new high-interest training topics and responding to suggestions and requests collected in surveys.

Other Instructional Sites

Alfred State has two programs that fall under the rubric of “other instructional sites”: a partnership with [Sant’Anna Institute in Sorrento, Italy](#), that provides Architecture and Business students a one-semester study abroad experience, and Alfred State’s [Collaborative High School Program](#).

Sant’Anna Institute (SAI) operates under the authorization of the [Italian Ministry of Public Education](#). Alfred State’s partnership with SAI was initiated in 2009 with a faculty-led semester abroad and has since expanded to include Alfred State courses taught onsite and online year round by both SAI and visiting Alfred State faculty. SAI hosts semesters abroad led by Alfred State faculty in [Architecture](#) and [Business](#) each spring, and these programs include internship opportunities, [project-based learning](#)—often with a [sustainability](#) or a [civic engagement](#) component--and field trips to further enhance students' cultural experience abroad.

All Alfred State courses taught at SAI are approved through the College’s standard process, and any SAI faculty who teach them are approved by department chairs, deans, and the VPAA as with any adjunct faculty. Courses taught at SAI must align with program assessment, and course and faculty assessment are conducted under the direction of the department chair.

Students studying at SAI have Wi-Fi access at the school and in their apartments. The facilities include a computer lab and library, and there are language exchange partners available for students to improve their language skills. While the program remains relatively small since its inception, as Table 8.7 shows it has slowly grown over time.

Table 8.7
Growth of Sant’Anna Institute Spring Study Abroad 2009-2014

Year	Alfred State Faculty	Alfred State Full-Time Students	Non-Matriculated Students
2009	1	9	0
2010	1	11	2
2011	1	12	6
2012	2	14	10
2013	2	23	17
2014	2	18	41

Another area of growth is Alfred State’s Collaborative High School Program, in which approved high school instructors in area high schools teach Alfred State courses. To participate in the program, high school faculty must possess the same minimum credentials as adjunct faculty. Once approved for the program, high school instructors follow the standard course syllabus as established by the appropriate academic department and work with a College faculty mentor. Mentors are required to observe the high school course, share best practices with the high school faculty, share tests and other assignments, and ensure that academic rigor is maintained. High school instructors and their students have access to the College’s email and Blackboard learning management systems and can make use of these resources. While students in these courses rely on their home school’s support services, Alfred State offers tutoring if they choose to come to campus. In some cases, the high schools bring these students to the Alfred campus expressly for the purposes of library orientation and training in research.

In addition to providing an educational service to the community and revenue for the College, a central purpose of the high school program is to encourage students to continue their education at Alfred State. The following data show the number of students who take additional courses at the

College and how they perform:

- In 2008-2009, the program enrolled 178 unduplicated students. 47 went on to take additional courses at Alfred State. Of those, 34 had a cumulative GPA of 2.0 or higher.
- In 2009-2010, the program enrolled 216 unduplicated students. 28 went on to take additional courses at Alfred State. Of those, 22 had a cumulative GPA of 2.0 or higher.
- In 2010-2011, the program enrolled 297 unduplicated students. 40 went on to take additional courses at Alfred State. Of those, 32 had a cumulative GPA of 2.0 or higher.

Distance Education

As affirmed in its [Distance Education \(DE\) Policy](#), which is included in the [Policies and Procedures Manual](#), Alfred State's approach to DE (referred to primarily as "online education" on campus) has been to ensure that, regardless of instructional delivery method (whether online or onsite), all programs and courses meet the same expectations with respect to educational effectiveness, student learning, academic rigor, and faculty preparation. Thus course outlines, credit hours, and student learning outcomes are the same for online and onsite versions of all courses, and exams and other course assignments are often shared. New courses and programs intended for DE only must follow the same local, SUNY, and state processes for approval as onsite courses and programs.

Increasing online degree programs and courses has been an action item in the College's [Strategic Plan](#). At present, Alfred State offers [six degree programs online](#): two certificate programs, two at the associate degree level, and two at the baccalaureate level. As the programs grow, additional GE courses are added online to provide these students with more options and to ensure their on-time graduation. Because of Alfred State's rural location and the growing number of non-traditional students who must work, the College continues to increase the number of courses and programs delivered through DE. This strategy has been effective, for example, in the College's summer session programming, which once consisted entirely of onsite courses. Plagued by low onsite enrollment, these courses were gradually replaced with online versions, and now yearly enrollment for [summer session](#), largely delivered through DE, is on the rise. As Table 8.8 demonstrates, these efforts to increase access, coupled with the growth of online courses and programs over the last five years, have led to an overall increase in student enrollment across semesters and intersessions.

Table 8.8
Online Courses and Enrollment Counts by Academic Year

	Fall		Winter		Spring		Summer		Academic Year Total	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
2008-2009	54	858	20	249	57	940	44	469	175	2516
2009-2010	65	1188	21	257	78	1350	51	566	215	3361
2010-2011	90	1425	28	266	92	1555	49	623	259	3869
2011-2012	85	1428	30	355	107	1585	63	656	285	4024
2012-2013	82	1559	35	297	103	1591	72	713	292	4160
2013-2014	100	1556	36	360	102	1720	76	659	314	4295

Upon enrolling in an online course, DE students are required to complete a short online orientation that familiarizes them with the College and its online resources, the Blackboard learning management system, and the requirements for being successful at distance learning. After they show a sufficient level of mastery, they are allowed to access their courses. DE students have a number of resources to help them successfully engage with their online courses, including 24-hour access to over 100 databases containing more than 60,000 e-books and 79,000 journals provided by the Hinkle Library. The instructional librarians have developed a wide variety of online research resources called [LibGuides](#) that point online users to valuable resources. Online information literacy instruction is available via a series of instructional videos prepared by the librarians, one example being the [HIT guide](#) for this completely online program. Guides for off-campus users are easily found on the library's homepage and include in-depth instruction on how to access library resources. The librarians also provide research support through email and will call or take telephone calls from online students if they need additional assistance. For technical support of Blackboard, email, and other course-related technologies, online students can contact the [Help Desk](#). For other concerns or questions regarding DE, students can contact the Online Concierge.

Alfred State has long been concerned with student identity verification; not only does the College have a robust process to ensure verification, but it has tested several remote proctoring systems since 2012. Access to Blackboard requires username and password authentication through a secure server to verify student identity and ensure system integrity. Since fall 2013, the College has been piloting a product called [Remote Proctor Now](#) by Software Secure. Course exams taken with this system use the test taker's web camera to ensure exam integrity. Each exam session is recorded and reviewed by multiple Certified Review Specialists for accurate and prompt identification of any exam policy violation or suspicion of cheating. SUNY has been reviewing verification systems as well and may adopt and mandate a different system, but at present the College is planning on full adoption of this software, to be implemented with full orientation and training, by 2015.

DE course and program development is the province of the faculty, with technical and training support from the [Technology Services Department](#) which is part of the College's Online Support system. In some cases, external vendor resources or content (like Pearson's MyMathLab) are superior to those available within [Blackboard](#) (the College's adopted learning management system) and in such cases faculty may elect, with approval of the VPAA, to use these resources. The College has offered [professional development opportunities](#) throughout the year for faculty, including workshops on best practices in DE and training in the use of Blackboard. Faculty have traditionally worked one on one, as needed, with Online Support to develop their online courses. The lack of required training has resulted in the quality of courses being inconsistent at times. Significant work has been completed over the past year, and is being continued as evidenced in the forthcoming recommendation, to align Alfred State's online learning program with best practices guided by Open SUNY, Quality Matters, and the Online Learning Consortium.

The [Alfred State Online site](#) centralizes information on its online programs and for-credit/non-credit online courses. The page also includes information about and links to services and technical support. The creation of this page began a significant renewed focus on the quality of DE at Alfred State. At this time, Alfred State partnered with the SUNY Learning Network (now [Open SUNY](#)) to conduct a review of the College's online education using the [Sloan-C Quality Scorecard](#) as a part of Open SUNY's [Institutional Readiness effort](#). Using this instrument, a committee composed of faculty, online staff, and administrators evaluated the College's institutional readiness for offering high-quality online education and created the [AS Sloan-C Quality Scorecard](#) (Exhibit 8.2). In response to the evaluation results, an Online Sloan-C Response Committee was formed and developed the "[AS Open SUNY Institutional Readiness Implementation Plan](#)" (completed June 2014) (Exhibit 8.3). The committee also drafted, as a refinement of the College's existing DE Policy, the "[AS Online Education Policy and Procedures](#)" (completed May 2014) (Exhibit 8.4).

These new guidelines further standardize and formalize processes for the continued development and improvement of online education at Alfred State. First, they propose the implementation of a system of course review—both of existing and new courses—attentive to regulatory requirements and incorporating best practices for online learning. Second, they propose expectations for online faculty and course design that align with best practices. Third, they require all faculty teaching online to receive orientation, training, and support from an instructional designer trained in current technology and online pedagogy.

The second factor was the awarding of a SUNY High Needs grant to the College to support the online BS in Nursing for 2013-15. Supported by these funds, an orientation and training program for faculty teaching online was created and first piloted in spring 2014. Six faculty, working through the semester with an instructional designer and guided by the Sloan-C Quality Scorecard, were trained in best practices for online learning. Two Nursing faculty revised four existing online courses, and four faculty from the liberal arts created new online courses to support the online Nursing program. This pilot program was a success, providing the opportunity to develop, test, and refine online orientation and training. Using the grant funds, the College has hired for the 2014-15 academic year a second instructional designer to continue this grant-funded orientation and training through the 2014-15 academic year with 12 new faculty from five different academic departments. The permanently funded designer had been directed to focus on expanding the implementation of faculty orientation and training across the College.

The third impetus for change has come from the new leadership at the College, including the appointment in summer 2014 of the vice president for academic affairs, Dr. Kristin Poppo. Based on the work completed in 2013-14, Dr. Poppo sought a recommendation from an ad hoc faculty committee regarding course design and evaluation. In September 2014, Dr. Poppo tasked the Faculty Senate e-Learning Committee to create an inclusive ad hoc faculty committee to develop a template for course design and choose a course evaluation rubric with the intent to create a common experience for students taking classes online and ensuring all courses include those features that are supported by research in best practices. The committee made its recommendation in November 2014 for a common template and evaluation process, which will allow the instructional designers to build a faculty orientation course to be piloted in spring 2015. The College will then transition all classes to the new design using the common evaluation rubric to ensure consistent quality across all online classes.

The College has made significant progress in the past year in DE. The new online orientation and training will be required of all new faculty teaching online (except in those cases where faculty have built courses that meet the expectations set forth in the chosen evaluation rubric). In addition, the College is maintaining its membership in Quality Matters and the Online Learning Consortium to keep abreast of best practices, and it has added new tools and resources for online instructors. The most recent of these is [Atomic Learning](#), a large content resource library for both faculty training and academic courses. All of these efforts are being driven by a collaborative process involving administration, faculty, and online support services, based on a common understanding that the College needs to improve online education.

Strengths and Challenges

Overall, Alfred State's General Education Program is strong: we share with the rest of SUNY a robust system that ensures a diversity of knowledge areas while preserving opportunities for students to apply GE knowledge and approaches within their core curriculums. While all degree-programs meet the SUNY-GE requirements, and the majority of degree-programs incorporate GE competencies systemically, the College will further ensure program inclusion and assessment of these competencies (communication, critical thinking, information management and literacy) and be deliberate in how we increase our students' exposure to the study of values, ethics, and diverse perspectives. As Alfred State continues to adapt and add new four-year programs, there will also be an opportunity to further refine a local version of the SUNY-GER, which increasingly reflects its identity and mission as a college of technology that enriches career-focused programs with the liberal arts.

Likewise, Alfred State maintains a high standard with regard to its related educational activities. It has built programs with an appropriate degree of rigor and quality that are beginning to be efficient and sustainable. The College continues to look for new study abroad and international education opportunities; is improving support for its ASOP population with the newest changes to the Student Success Center; and it will continue to have a strong focus on experiential and project-based learning opportunities for our students. In the area of online education, Alfred State has made great strides in the past few years in consistency, assessment, faculty training, and improved and updated processes and procedures. While the College's online student verification systems have always been in place, online education and assessment continues to

expand, and this has prompted extensive discussion about maintaining the quality and integrity of online education. With new resources dedicated to online education, new policies in place, and a new administration with background in online education, Alfred State expects to see significant improvements in all elements of distance education in the near future.

Recommendation: To implement campus-wide faculty orientation and training, consistent with a faculty-recommended course design and evaluation, based on best practices in online education, which will be included in an updated Distance Education Policy.

Rationale: The College is in the process of revising its current Distance Education Policy—including the development of a standardized course template—to align with best practices in online education, and it has been concurrently developing and piloting new orientation and training practices for new and existing online faculty. Both efforts are nearing completion and are scheduled for implementation in spring 2015. The College believes strongly that a new DE policy and training program must be in place in order to be fully in compliance with Standard 13.

Recommendation: To complete a comprehensive evaluation of Alfred State's General Education program and to establish and implement a revised GE program.

Rationale: While the SUNY-GER provides a solid foundation for GE at Alfred State, SUNY's changes to those requirements with its 2010 Seamless Transfer requirements have prompted the College to make several changes to local policies and programs, and this has at times created conflict between SUNY and local GE policy. Given that the College must adapt its local GE policies to the new SUNY guidelines, and given its desire to explore how to more fully integrate the study of values, ethics, and diverse perspectives—soon to become a MSCHE criterion—with other competencies reflective of Alfred State's mission and identity, the College believes it is time to reevaluate its GE program.

[POINT OF PRIDE]

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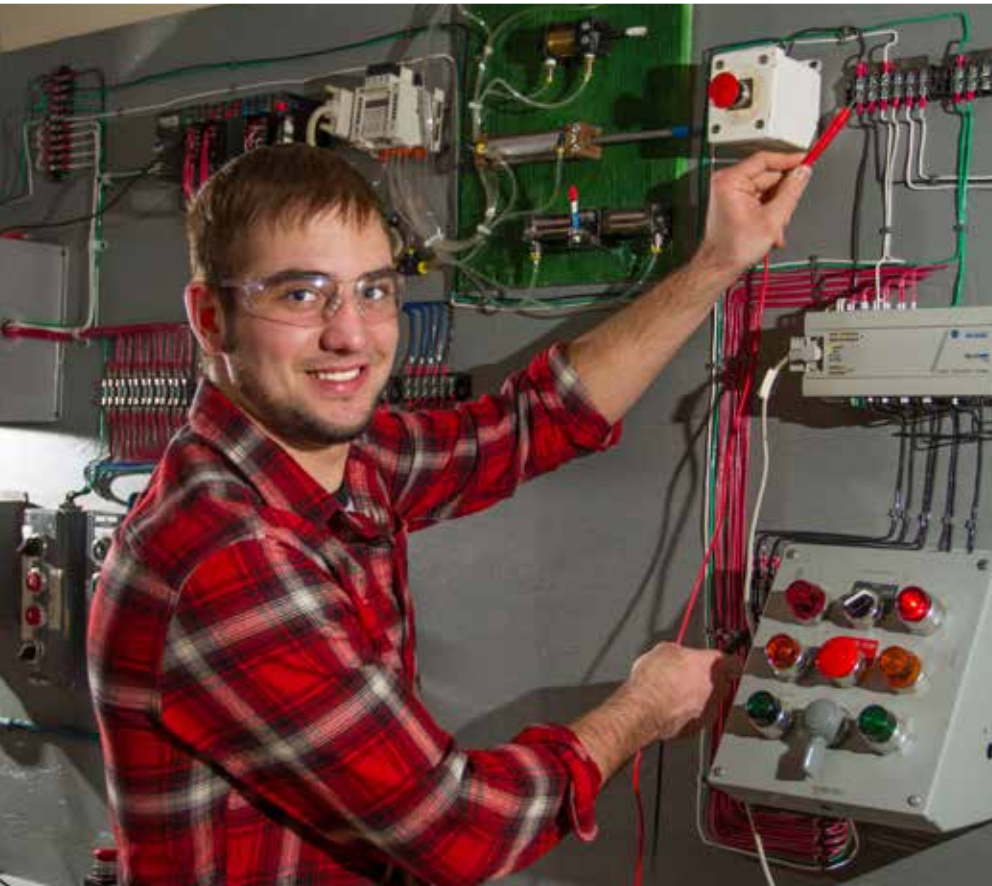


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Recommendations in the Self-Study

Recommendations in the Self-Study Table

Chapter	Recommendation
1	To initiate a new inclusive strategic planning process that will include the evaluation of the College's mission and vision.
4	To have the Ad Hoc General Education Assessment Committee develop a revised General Education Assessment plan to be vetted by all appropriate constituents, implemented, and assessed.
8	To implement campus-wide faculty orientation and training, consistent with a faculty-recommended course design and evaluation, based on best practices in online education, which will be included in an updated Distance Education Policy.
8	To complete a comprehensive evaluation of Alfred State's General Education program and to establish and implement a revised GE program.



[POINT OF PRIDE]

18 sports ONE TEAM

NCAA Division III

Baseball

Softball

M/W Basketball

Swimming

Cross Country

Track & Field

Football

Volleyball

Lacrosse

Wrestling

M/W Soccer

