



Periodic Review Report

Presented by:

**Alfred State College
SUNY College of Technology**

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Dr. John M. Anderson, President

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**Middle States Association
Commission on Higher Education**

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Chapter One: Executive Summary

About Alfred State College

Alfred State College (ASC) is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. Known as a personable, caring, and peaceful community that provides useable, real-world learning, ASC attracts goal-oriented students from the beautiful Western New York, metropolitan New York City, and around the world. The college's 70 student clubs, 18 intercollegiate sports, fitness center, internships, and practical learning along with the nearby lakes, ski slopes, and forests provide students with worthwhile pastimes and personal growth—and all for a price that is typically less than half the cost of many private four-year colleges. In addition, the class sizes at ASC are small and instructors are accessible. The quality, purposeful education gives students a jump-start in life. ASC graduates "hit the ground running," bringing their job-ready skills and innovative abilities to the twenty-first century workplace, a fact appreciated by employers.

The college began as a state school of agriculture in 1908, was incorporated into the State University of New York (SUNY) in 1948, and today is one of SUNY's premier colleges of technology with some 3,500 full-time students, 275 faculty and professional staff, and 74 programs, including over a dozen programs that can lead to green-collar careers. The college is comprised of two wireless campuses, one in Alfred, New York and the other 15 miles away in Wellsville, New York, as well as a motorsports facility, a horticulture center, and an 800-acre farm. In Alfred are the School of Arts and Sciences, the School of Management and Engineering Technology, Alfred State Lake Lodge, and the Center for Organic and Sustainable Agriculture; in Wellsville are the School of Applied Technology and the "green" home built by ASC students.

SUNY authorized Alfred State College to award the degree of associate in applied science in 1951, the associate in arts and the associate in science degrees in 1967, the associate in occupational studies in 1973, and the bachelor degrees in 1991. Today, the college has 19 baccalaureate degrees, 52 associate degrees, and 3 certificate programs. Although most courses are taught onground, two programs are completely online and online offerings are increasing. More information about ASC can be found at the college's website: www.alfredstate.edu.

ASC Mission and Strategic Plan

"Alfred State, a residential college of technology, provides career-focused education enriched by the liberal arts to produce job-and transfer-ready graduates" is ASC's mission, which translates into goals and action in the ASC Five Year Strategic Plan: Fall 2008-2013 (see Appendix 1). The college's focus is on reputation, recruitment, retention, and revenue, relating to the goals and initiatives outlined in its strategic plan. Its vision is to 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.'" Turning vision into reality, ASC is using its resources effectively, making informed decisions based on assessment, remaining true to its core principles, and implementing its strategic plan. Although the college faces some challenges, it is well poised for success in the coming years.

Major Changes since 2005 Self-Study

Since the 2005 self-study, ASC has undergone a number of changes. In the fall of 2005, the college experienced an unexpected and significant drop in enrollment. This coupled with four presidents and three vice presidents of academic affairs since 2005 has left ASC unsettled. While

attempting to recover, the college embarked on a presidential search that concluded successfully with the appointment of Dr. John M. Anderson in 2008 who immediately started the strategic planning process with a commitment to assessment and professional development.

The following is a list of additional major changes at Alfred State College over the last five years:

Strategic planning and assessment.

- Appointment of the Strategic Planning and Resource Council (SPARC) and the development of a new mission, vision, core values, and strategic plan.
- Creation of a new budget development model with its underpinnings in the strategic plan and assessment.
- The creation of the Office of Assessment and Professional Development and the hiring of its director.

Academics and enrollment.

- Significant enrollment growth, including the addition of eight new bachelor's degrees (information technology network administration - BTech - 8/07; manufacturing technology - BTech - 8/05; technology management - BBA - 3/06; digital media and animation - BS - 9/07; forensic science technology - BS - 12/07; information security and assurance - BTech - 11/08; business administration - BBA - 3/09; and human services management - BS - 5/09).
- The creation of the study abroad program in Sorrento, Italy, ASC's first semester-long international program.
- Growth in diversity of the student population, including an increase in international and minority students.

Sustainability.

- The erection of a test wind tower as a first step in development of a campus-commercial-wind farm.
- The embedding of green technology in the academic programs, including photovoltaics, geothermal, and the model green home on the Wellsville campus.
- The creation of the Institute for Sustainability, which combines the Center for Renewable Energy and the Organic and Sustainable Agriculture, including the Pioneer Farm growing organic vegetables and the plan to establish an organic dairy herd.

Capital and construction.

- The successful completion of a capital campaign to coincide with ASC's centennial, raising twice the goal.
- Approval of funding for a new \$33.5 million student leadership center, a first-of-its-kind facility that will create an "in your face" type of leadership development center in the heart of the campus.
- The construction of a 150-bed townhouse complex.
- The construction of an athletic facility.
- The renovation of the Central Dining Hall, including the creation of the heavily utilized student gathering space.

- Approval of a \$5 million grant for the Center of Organic and Sustainable Agriculture.
- Approval of funding for a \$14 million rehab of the Allied Health Science Building.

Preparing the PRR

Alfred State College's Periodic Review Report (PRR) combines responses to the 2005 Middle States Evaluation Team Report recommendation and suggestions (see Appendix 2), the Alfred State College Reaccreditation Self-Study of 2005 recommendations (see Appendix 3), and the Alfred State College Five Year Strategic Plan: Fall 2008-2013, providing information and insights on the college's progress, opportunities, and challenges over the past five years.

Completing the 2010 PRR was a valued goal taken seriously at the college. It occurred during a period of economic pressures and enrollment challenges, as well as several interim positions, alongside increasing value of technology-based education and mounting interest in ASC's ladder approach to four-year degrees. Action began the moment the 2005 self-study ended, addressing the Middle States Evaluation Team's one recommendation and 34 suggestions along with the approximately 150 internal recommendations. Augmenting the process was the hiring of President John M. Anderson in 2008 and his drive for the college to develop and implement its strategic plan.

The Periodic Review Report reflects contributions of members throughout ASC community, including the vice presidents of academic affairs, administration and enrollment, and student affairs. In 2009, five work teams were formed for chapters 2-6, respectively, meeting purposefully to collect information, discuss ideas, reflect, and draft sections of the report. Providing numerous reports, plans, and statistics were the associate vice president for academic affairs, school deans, dean of research services, director of assessment and professional development, and previous part-time director of assessment. In spring 2010, the director of assessment and professional development wrote sections, assembled materials, compiled appendixes, and edited the final draft for the PRR committee members to read and revise, accordingly. The PRR co-chairs submitted the PRR to the President of Alfred State College, Dr. John M. Anderson, in March 2010 for his review. In April, the PRR was shared with the college council and the college community via "Announce."

Periodic Review Report Highlights

Chapter 2: Responses to evaluation team report recommendation and self-study (internal) recommendations. Over 100 faculty and staff participated in the 2005 self-study through the various committees, sub-committees, and related activities. The result was a comprehensive, college-wide document with nearly 150 internal recommendations. Over the subsequent five years, these recommendations were incorporated into the various planning documents, including the college's mission, vision, Memorandum of Understanding (MOU) with SUNY (see Appendix 4), and Five Year Strategic Plan: Fall 2008-2013. The Middle States Evaluation Team's Report was similarly incorporated. Although it contained only one recommendation, many suggestions for improvement were offered that were carefully considered by the college. The recommendation was addressed by the college immediately, as it had been in progress prior to the evaluation team's arrival. A table was developed of the suggestions for improvements and each was assigned to an individual or group for further discussion and follow-up.

Chapter 3: Challenges and opportunities. Alfred State College is facing both challenges as well as opportunities in the near future. In recent years, the college has experienced

enrollment growth. Public colleges are attractive to families during declining economic times in part because of their lower overall cost compared to private colleges. ASC's technology-based career fields are desirable due to the numerous job opportunities available. The college has a 95 to 99 percent placement rate on a regular basis. The ladder approach that allows students to start in a two-year associate degree program and then continue in an appropriate four-year baccalaureate program is an additional selling feature. Nevertheless, ASC is facing challenges, including a decline in the number of high school graduates within the area at the same time out-of-state tuition is increasing. The downturn of the New York State and national economies creates financial hardships for the students Alfred State College is seeking to enroll, as well as budget concerns for the college itself. The campus infrastructure is aging and is in need of repair and/or replacement, which is difficult to accomplish in tough economic times.

Chapter 4: Enrollment and finance trends and projections. Alfred State College is one of sixty-four SUNY colleges, of which only eight are SUNY Colleges of Technology. Its academic programs are a unique hands-on blend of applied learning enriched by technology and liberal arts. The ladder approach to two- and four-year programs allows Alfred State College to maintain its academic profile in the four-year programs, while providing access through the two-year programs. Long-term enrollment goals are established in conjunction with SUNY System Administration. In addition, an annual process has been developed to update and refine goals as well as to tie strategic planning, budget development, and enrollment targets into a cross-campus, collaborative system. The ASC Five Year Strategic Plan: Fall 2008-2013 is the guiding document for ASC and serves as the basis for enrollment planning. Key factors are recruitment market demographics, new program development, and success in retention activities. As relevant data are evaluated by a cross-functional team (that includes the vice president for administration and enrollment, the dean of research services, the associate vice president for enrollment management, and the controller), the resultant projection is fed into the budget planning process, which is both comprehensive and inclusive, keeping ASC's mission and strategic plan in the forefront.

Chapter 5: Institutional effectiveness and student learning assessment processes.

Over the past five years, Alfred State College has continued to develop its assessment process of student learning and institutional effectiveness. Assessing student learning and institutional effectiveness at ASC is a dual, simultaneous process. The key documents guiding assessment are ASC's Assessment Plan (see Appendix 5), Five Year Strategic Plan: Fall 2008-2013, and Memorandum of Understanding with SUNY. Each academic program defines its goals and student learning outcomes while linking the college's mission, vision, and core values. Coordination, transparency, and accountability of assessment improved over the past five years, most notably between 2007 and 2009, and even further with the hiring of a full-time director of assessment and professional development who developed an assessment/institutional effectiveness website and an archiving of assessment documents policy. Continuous campus-wide assessment results inform the college from the course- to the institutional-level. Teaching evaluations are encouraged of all faculty and required of those seeking promotion and/or tenure. ASC complies with the extensive SUNY assessment requirements for general education and the major along with several accrediting and licensing commissions. Professional Development Week occurs three times a year and includes a day when departments meet and review their course and program student learning outcomes. The college uses assessment results and accreditation recommendations to improve student learning and institutional effectiveness, looping back to goals set by the instructors to the president and his cabinet. Although the assessment process is standardized at ASC, not all faculty and staff regard it as a worthwhile

activity, an issue being addressed by the new director of assessment and professional development with support from the newly formed Faculty Senate Assessment and General Education Committee.

Chapter 6: Planning and budgeting processes. The arrival of Dr. John M. Anderson as president of Alfred State College in 2008 brought with it a renewed and concentrated focus on strategic planning. From the extensive efforts of the campus-wide Strategic Planning and Resource Council (SPARC) and ASC cabinet, the Alfred State College Five Year Strategic Plan: Fall 2008-2013 was developed and endorsed. Key performance indicators (KPIs) were created as a means of providing on-going, quantifiable benchmarks on which to evaluate overall institutional progress toward the strategic initiatives. The strategic plan has since become a highly promoted and referenced document injected into ancillary planning and reporting processes and documents, such as department goal reports, department annual reports, college council reports, and institutional budgeting.

In January 2007, Interim President John Clark created the Alfred State College Budget and Planning Committee, envisioning the group as a conduit for bringing transparency to the budget submission, review, and approval process. Now entering its fourth year of existence, the committee hears and reviews budget proposals presented in person by the respective vice president or director. Each division is required to specify key strategic plans of the division and to tie budget requests to them and the college's strategic plan using an agreed upon budget submission template. In addition, each department is asked to identify resource requests that are driven by student learning outcomes and/or measures of institutional effectiveness.

Chapter 7: Online verification process, transfer of credit, and articulation agreements. Chapter seven addresses Alfred State College's online verification process plan, transfer of credit policy, and articulation agreements. Detailed are the steps the college is taking to develop a student verification process and the timeline for implementation. The college's evaluation of transfer credit policy website link and the transfer credit appeals process website link are offered, as is the website link for the college's Transferring Courses Articulation Manual and articulation agreements.

Chapter Two: Responses to Evaluation Team Report Recommendation and Self-Study (Internal) Recommendations

Response Process

As part of the most recent reaccreditation process, over 100 ASC faculty and staff participated in the college's 2005 self-study, which resulted in approximately 150 internal recommendations. Additionally, ASC created a worksheet based on the Middle States Evaluation Team's one recommendation and several suggestions for improvement (see Appendix 6). The ASC 2005 Self-Study Recommendations and Suggestions Review document was created that, over the next five years, helped guide the college's decision-making and planning (see Appendix 7). The recommendations and suggestions were reviewed by the cabinet and made available on the ASC Middle States webpage. Faculty Senate, faculty, and previous self-study committee members kept the recommendations and suggestions alive, although not without several starts and stops.

Response to Middle States Evaluation Team Recommendation

As noted, the evaluation team offered one recommendation to the college as noted:

The library currently provides no assistive technology for differently-abled students. The team recommends that the college address this need as soon as possible in order to meet its legal obligation and to be in compliance with the Middle States standard that indicates that "programs should be available to provide support to diverse student populations such as... students with disabilities."

The college was in the process of making corrective changes to its library before the arrival of the Middle States Evaluation Team. Based on input from The ASC Learning Center, a Kurzweil 3000 scan and read license was installed on a ground floor library computer linked to a flatbed scanner, which allowed students to scan documents in to be read aloud. Although this was a sufficient solution at the time, newer technology has been developed to allow the Office of Student Disability Services to place a *Key to Access* at the Hinkle Memorial Library's main desk for in-library use. This device allows the user to scan documents into a computer. It contains screen readers that can read documents, PDFs, and web pages aloud. It also has a spell checker, some word prediction, various other tools, and will work on any of the library's computers.

Furthermore, a proposal is being written into the Perkins Grant to allow ASC to purchase additional software and hardware for the Hinkle Memorial Library. The technology would assist students with disabilities appropriate access to library materials and resources.

Response to Middle States Evaluation Team Suggestions

Even though the college is not required to respond to the Middle States Evaluation Team suggestions for improvement, it deemed giving the suggestions full and serious consideration important. Responsible parties were identified for each of the suggestions, which were then evaluated. As a result, many of their responses were included in the MOU and strategic plan. Two examples are provided as follows.

Example 1. Assessment was a major theme of the Middle States evaluation (Standard 14), including not only the assessment of institutional effectiveness, but also the assessment of

program student learning outcomes. Although this has been ongoing since 2005, it has not always been smooth. ASC has made great strides in this area with the creation of the Office of Assessment and Professional Development and the hiring of a new director, representing a solid commitment to continuity. Since 2005, assessment has been integrated into the fabric of the college as reflected in the following excerpt from the assessment pages of the ASC website:

Assessment at Alfred State College (ASC) is a comprehensive layered structure focused on strengthening student learning and maximizing institutional effectiveness. It is designed to be rigorous, systematic, and continuous.

The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The assessment plan and process is consistent with the SUNY Assessment Initiative, the ASC mission and core values, as evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education. External assessment requirements (i.e., accreditation aspects, stakeholders' issues, and consumer desires) are addressed through assessment evidence that demonstrate the attainment of desired student learning outcomes. The multidimensional and cohesive nature of assessment allows the college to meet its mission, support its core values, and excel in the SUNY system with evidence-based teaching and learning activities.

Student learning assessment has multiple layers spread over designated cycles. The process is defined by a department-centered and program-centered approach, with outcomes-based plans that examine student learning and institutional activities for the purpose of improving learning.

Example 2. Alfred State College is on the cutting edge of assessment in student affairs. Since fall 2004, student affairs has completed or is in the process of completing 56 assessment activities (see Appendix 8). Not only is student affairs implementing a comprehensive, cross-campus student learning outcomes plan, senior staff in the division regularly present at professional conferences and seminars to promote and educate colleagues on the innovations being implemented at Alfred State College.

Responses to Internal Recommendations

As noted previously, approximately 100 members of the college community participated in the self-study. Over 150 internal recommendations were developed and presented in a formal document available on the ASC website. The ASC 2005 Self-Study Recommendations and Suggestions Review document was integrated into campus planning, including the strategic planning process in spring 2009. In April 2009 the recommendations were distributed to previous Self-Study Subcommittee chairs and across campus. Open forums were held May 2009 where comment sheets were distributed and collected for feedback (see Appendix 9). The recommendations were distributed multiple times across campus and broken down by type and given to specific subgroups to collect specific feedback on the recommendations. A scale was provided and individuals were invited to rank each item as follows: C-Complete, NR-No longer relevant, SP-satisfactorily in progress, HS-have not started/still an issue, and U-Unaware.

After the recommendations were initially reviewed by faculty and staff, the recommendations were regrouped and forwarded to specific people responsible for identified

areas to determine if the campus “impression” of progress was similar to the actual interpretation within the specific responsible area. Each chapter has been summarized below with the status of the specific recommendation listed on the Zoomerang Survey, 2010 (see Appendix 10).

Self-study chapter 1: Institutional planning and renewal. The internal recommendations in this chapter centered on the major planning documents for the college including mission, strategic plan, and the MOU. It was suggested that they be reviewed and rewritten, bringing consistency to the various documents. In spring 2008, a rigorous and inclusive process was initiated involving the broad-based Strategic Planning and Resource Council. This cross-college committee was charged with developing new mission and vision statements, establishing core values, and writing a five-year strategic plan that looks forward to 2013. It was a semester-long process involving a broad constituency, culminating in a set of goals, desired outcomes, and key performance indicators. The bi-annual cabinet retreat examines the progress on the measureable outcomes and assures that the college is moving toward these goals.

Self-study chapter 2: Policy development and decision making. The self-study process revealed a variety of areas in which improvements could be made in policy development and decision-making. Included were enhanced communication between stakeholders, consistent evaluation processes for employees, and better documentation of policies and procedures. Considerable progress in these key areas has occurred since the 2005 self-study.

The current administrative team has embraced a number of the internal recommendations. The Office of the President has instituted a regular newsletter to constituents and cabinet members, which has increased visibility and accessibility of the campus leadership. A regular evaluation process for the president and vice presidents was instituted by the president's office and included as a goal in the strategic plan. The Faculty Senate followed with the development of a common evaluation instrument and biannual evaluation for all management confidential personnel in 2008. Since first appointed March 1, 2008, the president has included the Faculty Senate chair as a voting member of his cabinet.

The ASC Faculty Senate continues to lead efforts to address internal recommendations made in the ASC Reaccreditation Self-Study of 2005. Beginning in 2006, a committee was established to undertake a rewriting of the Faculty Senate by-laws. In May 2009, an updated set of by-laws was approved by the membership. Its Promotion and Tenure Task Force’s proposal, now in final administrative review, addresses consistency in promotion and continuing appointment policies among departments, schools, and the campuses.

The Alfred State College Policy and Procedures Manual is undergoing a significant rewrite. Editing software has been purchased and each policy is assigned to a department individual to edit and keep current. Real-time changes can be made and the manual will be a living document that is always up-to-date and available to faculty and staff.

Self-study chapter 3: Student development and enrollment. The only internal recommendation in this area was in regard to the speed of transcript processing for incoming transfer students. The college hired a transfer coordinator in 2004 who is housed in the records office. This position allows for a streamlined, consistent process in transfer credit evaluation. An online transfer manual was created giving potential transfer students access to approved transfer

courses and their ASC course equivalent. In addition, the transfer counselor provides a summary document to the student for academic planning.

Self-study chapter 4: The educational experience. As noted in the ASC Reaccreditation Self-Study of 2005, the college's academic offerings closely follow the college's mission and have met many benchmarks of excellence and academic rigor. Progress on the internal recommendations over the past few years indicates willingness by faculty, staff, and administration to tackle these needs and others as they arise.

Examples of progress on internal recommendations are as follows:

- Faculty evaluations continue to be used for teaching effectiveness for all non-tenured faculty and most tenured faculty. A procedure was set up in 2008 for all online faculty to use a matching instrument to the in-class process.
- Faculty performance plans began being required for all faculty in 2006 and in 2007 included a reference to participation in assessment activities (to strengthen its importance).
- The Curriculum Development and Review (CDR) Committee of the Faculty Senate:
 - Established upper-level and lower-level criteria.
 - Examined and rewrote the criteria for remedial level courses and rewrite/redefined the definition.
 - Reviews recently approved programs to ensure that the bachelor degree hours are within reason.
 - Reviews new courses to assure well-written student learning outcomes are included in each course outline.
 - Adopted a policy of having a member of the department presenting the course attend the CDR meetings to explain the student learning outcomes and ensure that they are written as they are intended to be taught and that they relate to recommendations from accrediting agencies and curriculum advisory committees (CAC).
 - The large majority of all course outlines and outcomes have been updated over the past three years.
- The Office of Assessment and Professional Development has been established and staffed.
- Based on the Sponsored Programs audit and the ASC Reaccreditation Self-Study of 2005, the Office of Student Records and Financial Services was created allowing a reallocation of a position. The newly created dean of research services position will allow a greater coordination and focus on institutional research as well as provide support to the academic and nonteaching faculty in the acquisition of grant funding.
- The dean of academic services position was changed to focus on research and is now the dean of research services, a half-time position that focuses on institutional research.
- A comprehensive facilities master plan is in development.

Self-study chapter 5: General education. The college has reaffirmed its commitment to general education and continues to expand offerings as the number of bachelor degree programs grows. It reviewed its definition of upper-level courses to ensure that they meet student needs. The use of BannerWeb for registration allows the ASC to identify general education courses

during the course selection process, and the ASC Catalog includes the designations for upper- or lower-level courses, liberal arts credit, if applicable, and general education attribute, if any.

Self-study chapter 6: Faculty. ASC remains committed to maintaining a high ratio of full-time teaching staff and to moderate the reliance on adjunct faculty. With the hiring of an assessment and professional development director, a renewed focus on faculty development and assessment is occurring, including a comprehensive set of resources readily accessible on the college webpage and a series of professional development programs offered on campus.

The Office of Human Resources and Center for Community Education Training (CCET) is expanding the new faculty orientation program to be more robust. Rather than concentrating most on campus training activities at the start and end of the semester, Human Resources has developed a year-round training calendar for increased access across campus. Funding increases for external professional development opportunities have been slow but growing. The 2010 college budget has allocated \$50,000 to support professional development and scholarly activity. This is in addition to departmental/divisional funds and grant sources.

Although some reduction in support staff positions has occurred, improved customer service and academic support within the records department have been achieved by streamlining operations and enhancing automation. For example, the Center for Community Education and Training and the Office of Human Resources were combined. This allows for greater coordination of employee relations and training. The Office of Student Records and Financial Services was created after first successfully merging Student Accounts and Financial Aid. By forming functional teams and cross-training staff and by having a common front counter, an integrated, process-oriented structure was established that allows increased efficiency and a redirection of resources to other critical campus needs.

Self-study chapter 7: Institutional integrity. Since the 2005 self-study, ASC experienced turn-over in the position of human resources director on three separate occasions, making consistent progress on some of the internal recommendations slower than planned. In the summer of 2008, the offices of Continuing Education and Training and Human Resources were combined and a renewed focus on orientation and training was established. Regular mandatory training is offered, a schedule of year-long optional training has been developed, online professional development resources have been made readily available, and the College's Policy and Procedures (P&P) Manual is under review. When completed, the P&P will be comprehensive, up-to-date, and available online.

The following items regarding institutional integrity have been addressed:

- Created and administered departmental internal control assessments, hired an administrative coordinator, and regularly-scheduled reviews and inventories.
- In 2006-2007 an in-depth multiple analysis of faculty and staff salary inequity was conducted. Inequities were addressed over the next three years and re-evaluated each year.
- The Office of Human Resources website pages were updated with complete employee benefits link to the SUNY website.

- All faculty and staff are informed via Announce, regarding updates, new policies, and trainings, which are offered throughout the year.
- Through the new employee orientation program, new employees are trained on their responsibilities.
- All vacant positions at Alfred State College are posted with minority recruitment resources.

Finally, the vice president for administration and the vice president for enrollment were combined into one. The new Division of Administration and Enrollment Management includes business affairs, facilities operations and construction, human resources, continuing education, admissions, records, student accounts, and financial aid. By combining these functions into one division, budgeting is tied more closely to enrollment planning, recruitment is more fully supported by the ancillary departments, and communication is increased.

Student recruitment efforts have been ongoing for Women in Nontraditional Studies (WINS) under the support of the Perkins Grant. Some examples of nontraditional careers for women include, e.g., engineering, drafting/CAD, and building trades. Progress has been made in the following areas:

- Increased focusing on the promotion of math, science, and technology careers for young women has occurred with both the middle school and high school student populations.
- WINS Futurebound has become a signature event of the college. One hundred local tenth-grade female students and their high school counselors attend this recruiting event. A keynote speaker working successfully in a nontraditional career is selected.
- Alfred State College has a student WINS Club whose members meet regularly. Alumni working in nontraditional careers are invited to speak to current ASC students.

Self-study chapter 8: Outcomes assessment. Since 2005, a major focus of the college has been assessment. Although this has been resourced and implemented in different ways at different times, it remained an important goal. To support general education outcomes assessment, a component was added to the student writing assessment called “ASC Enhanced Writing Assessment.” The writing assessment measures writing skills within the curricula for students at the latter part of the major and is specific to the needs of the curricula, using a college-wide accepted rubric and a common reporting form.

A committee was formed for each of the college’s two embedded general education competencies: critical thinking and information literacy. A standardized test was administered to measure the college’s benchmark data for each. ACT CAAP was administered in spring of 2008 for critical thinking. Curriculum-specific data were provided to department chairs for their majors and action plans were expected to be developed internally by departments as part of the measurement of their program assessments. ETS iSkills was administered spring 2009 for information literacy/management. The Information Literacy Committee will be designing campus-wide protocols for information literacy that will include measurement at both the upper- and lower-levels. Inclusion of information literacy, critical thinking, and written and oral communication into the program assessments for all majors took place spring 2007.

Redesign of the ASC's assessment/institutional effectiveness website has made it easier for faculty to find and use assessment resources, to provide transparency, and offer a more substantial focus on assessment and general education. The website also has the function of archiving many of the assessment and institutional effectiveness documents.

A great deal of progress has been made in assessing and allocating resources to upgrade equipment. Most recently, the Hinkle Memorial Library has undergone a rehab providing expanded computer access and more open seating available for individuals and groups of students. Opening this fall following the renovations, the library is experiencing a significant increase in student usage. Plans are underway to relocate the Computer Help Desk to the basement of the library, allowing students expanded access to technology resources. A strategic plan goal is to dedicate an additional \$150,000 a year to the current academic equipment allocation and \$500,000 each year to classroom upgrades.

Student affairs has developed a comprehensive assessment program that has led to substantial improvements in programs and services to students and other members of the campus community. They have instituted a comprehensive, three-pronged approach to assessment as each department assessment activities has cycled between needs assessment, program assessment, and student learning outcomes assessment since 2005. By cycling among the three strategies, many departments have found it easier to implement programmatic changes and reallocate resources based upon the results of student learning outcomes assessment activities. In addition, the National Survey of Student Engagement (NSSE) was administered in spring 2008. The college continues to explore opportunities for a freshman-year experience. In 2008, the college started a support initiative for its Alfred State Opportunity Program and academically-struggling students. The initiative includes the addition of a first-semester college success seminar and resource reallocation to partially fund two retention advisors. The seminar was piloted fall 2008, taught to a small group spring 2009, and fully operational in 2009-10. The objectives of the experience are under regular review and assessment.

Self-study chapter 9: Campus education evolution. The Middle States Evaluation Team noted in their report to the campus the following: "The Self Study Chapter 9 is an exemplary chapter, capturing the reality and opportunity facing Alfred State. The team supports the recommendations identified in the Chapter and suggests a careful implementation of the recommendations and a tracking of the results."

As was noted previously in this report, the college integrated the ASC 2005 Self-Study Recommendations and Suggestions Review document into campus planning, including the strategic planning process in spring 2009. As was recommended in chapter 9, new mission and vision statements were developed. Many recommendations have been implemented, some are in process or still under consideration, and a few are no longer relevant. Recommendations such as those supporting diversity are included in the strategic plan. Examples of implemented/in progress recommendations include the hiring of a full-time transfer coordinator and the purchasing of additional cameras for lab as well as the examples below.

The Curriculum Development and Review (CDR) Committee is responsible for reviewing all new courses and curricula using established criteria (see Appendix 11). A continuing initiative exists to have all departments reexamine and modify courses, including upper-level courses, to fit the criteria. Below is the CDR Upper-Level Course Requirements document.

Curriculum Development and Review Committee

Upper-Level Course Requirements

Approved by Faculty Senate on Feb. 15, 2005

Courses being considered for upper-level status by the Curriculum Development and Review Committee must meet the following criteria:

- The department offering the course must approve it for upper-level purposes. Departmental upper-level criteria may exceed the minimum standards listed below.
- The course must have at least one relevant college-level prerequisite course, or require at least second-year standing for the student.
- The majority of the student learning objectives must reflect higher-order domains (Level 3 or above) in Bloom's Taxonomy.
- In addition, at least one of the following must be documented in the course outline.
 - Use of discipline-specific resources, for example standards, codes, journals, or primary resources.
 - A research-based student project, paper, or presentation.
 - Development of specific intellectual and professional skills designed to lead to further study or employment.

Evaluation of these courses separately for their level has not been addressed, as this is beyond the scope and time commitments of the CDR Committee. The CDR Committee also considered how to develop and write an effective course outline. In fall 2009, the General Education and Assessment Committee of the Faculty Senate was approved as a standing committee and will assume additional responsibilities not able to be addressed by the CDR Committee.

The CDR Committee has procedures for submitting new and modified courses online for the CDR Committee review. Courses are reviewed and modified in a digital format with departmental input at a CDR Committee meeting. Also, a course will not be reviewed by the CDR Committee without a representative from the department present.

The CDR Committee requires that proposals for all new or revised courses or curricula state how the SUNY information management (IM) competencies will be addressed. The inclusion of information literacy skill is one of the criteria for upper-level courses and all courses that wish to be counted toward general education credit must also address the SUNY IM competencies. The phrase "enriched by the liberal arts" in the college mission implies that students will be familiar with information literacy concepts and prepared to be life-long learners.

Essentially flat budgets year after year have provided barely adequate support for library materials acquisition. No noticeable infusion of funds has been tied to new program, accreditation requirements, or development efforts.

Support has been provided for increased Hinkle Memorial Library hours. There has been a significant library improvement, culminating in the recent first-floor makeover. This project allows for the relocation and upgrade of the electronic classroom, update and increase in the number of public computers, and a new, open look and feel to the main floor of the library with new window treatments, carpeting, reference shelving, and furniture.

Significant focus has been on the transformation from a two-year to a four- and two-year college culture. This transformation encompasses academics, library services, residential life, athletics, and virtually every department on campus. The college mission, values, and strategic plan have this transformation, including baccalaureate degrees in the School of Arts and Sciences, as their focal point. ASC constructed a townhouse for apartment-style living for upperclassmen and a committee is studying the possible conversion to NCAA. Funding has been allocated for a new student leadership center, which is currently in design. The center will be the first of its kind and will foster leadership, inclusion, and civic engagement.

Chapter Three: Challenges and Opportunities

Recent Opportunities

Alfred State College is experiencing enrollment growth. Opportunities exist for this pattern to continue. Public colleges are extremely attractive to students and families during this poor economic time in part because of the lower overall cost to attend public colleges. As a SUNY College of Technology, Alfred State College is also attractive to students due to the numerous career-focused programs, which prepare students for occupations that are both in demand as well as high paying. Technology-based career fields offer bright futures and will continue to need a skilled workforce. The college has a full breadth of technology-based academic programs that lead to a 95 to 99 percent placement rate on a regular basis. This placement rate in technology-related programs is appealing to both students and parents. The ladder approach that allows students to start in a two-year associate degree program and then continue in an appropriate four-year baccalaureate program has also been core to the success of increased enrollment.

Two actions items in the strategic plan are to develop five new baccalaureate programs and two new associates programs with desired outcomes to increase bachelor's degree students by 50% and associates degree students by 100. Since the creation of the strategic plan, the college obtained a bachelor's degree in human services management. Two more bachelor's degrees (nursing and architecture) are awaiting final approval from the New York State Education Department. Recently, the college received approval for an associate's degree in teacher transfer. Enrollment gains from the fall semester 2008 to fall semester 2009 put the college on track to meet the targeted increases.

Companies continue to hire graduates and participate in career fairs in both fall and spring semesters. The type of technology programs offered at the college allows Alfred State College to develop partnerships with industries that support students with scholarships, internships, and donations used to equip laboratories. The college enjoys a strong industry reputation due to the quality of the graduates hired, which in turns creates numerous opportunities for expanded industry relationships.

Additionally, the college is well perched for green employment in support of another key strategic plan objective: to establish the Alfred State College Institute for Sustainability. In fall 2009, ASC hired an executive director of the institute. The Center for Renewable Energy and the Center for Organic and Sustainable Agriculture are being developed. The Center for Renewable Energy includes developing course work on green and sustainable energy design, construction, and maintenance. Many working laboratories have been developed and short courses are being integrated into existing programs. The Center for Organic and Sustainable Agriculture is developing an organic dairy herd and various ways to assist farmers to become more sustainable in their operations. Alfred State College is committed, and well on the way, to becoming a leader in both the region and the state in these green areas.

Recent Challenges

Alfred State College, a regional college of technology, also faces challenges. In the very near future, the college will face a significant decrease in the number of high school graduates within the area. The cause of the declining high school populations is out-migration of Western New York residents as well as the entire state. Primarily driving this out-migration is the weak

economy of Western New York and the related high tax rate in the region. As the number of high school graduates decreases, the competition from other higher education institutions escalates. The limited high school enrollments in the region have challenged the college to develop a strategic goal to find and develop new markets that include downstate New York, out-of-state, and international students. ASC established enrollment targets supported by the budget, recruitment, and marketing activities. The recent high increase in out-of-state tuition challenges out-of-state recruitment. However, the ability to have a unique mix of two-year programs with on-campus residence halls is often attractive to out-of-state students. Although the overall cost of attendance is reasonable at ASC, strategies will be developed to ensure access for families dealing with the reduced loan accessibility for students.

Additionally, the campus infrastructure is aging and is in need of repair, updating, and, in some instances, replacement. With the current high level of enrollment, the campus infrastructure is even more serious and more challenging to improve. Alfred State College is not alone in facing the critical budget situation in New York State. It is a challenge that will remain for a number of years to come. Thus, the college has embarked on a college-wide Facilities Master Planning process to assure the proper attention, planning, and funding directed toward the upgrade and upkeep of the college. For example, ASC has planned for annual rehab of residence halls.

Student Learning Outcomes Assessment

Assessment is a key initiative, offering both opportunities and challenges, that is being institutionalized across the college. This includes not only academic assessment, but also assessment of critical support functions and other nonacademic divisions. The strategic plan has as one of its cornerstones the staffing, funding, and recognition of a comprehensive assessment initiative.

Alfred State College continues to make significant progress on implementing student learning outcomes. Faculty have the opportunity three times a year during Professional Development Weeks to formally report both direct and indirect measures of student learning outcomes. Improvements in both course work and programs occur through reviews and utilization of annual reports (more is said about this in chapters five and six). Routine academic program accreditation cycles at the college incorporate the assessment process. Reported annually to the State University of New York (SUNY) Central Administration are general education assessments.

Until fall 2009, Alfred State College did not have a full-time director of assessment and professional development. The new director is refining and clarifying the assessment process. For example, due to the extensive number of academic programs at Alfred State College, numerous assessment documents are produced each year. The large volume of assessment documents created a document warehousing issue recently addressed by the new assessment director. An archiving policy was established and some assessment templates revised before being posted on the new Assessment and Institutional Effectiveness website. The new director is working with deans and faculty to ensure closing the loop in the Five-Year Review, e.g., the 5-Year Campus-Based Assessment of the Major Timeline and Checklist now includes a step for the dean to complete the assessment for student outcomes summary report with a copy to the vice president of academic affairs, copy to the department chair, and development of appropriate department goals for inclusion in the annual report (see Appendix 12).

Alfred State College is a leader in assessing student learning outcomes in the student life area. This assessment opportunity includes regular assessment of identified learning outcomes in the residence halls and other student life programming. The regular definition and measurement of learning outcomes in student life is being expanded, and the student life staff is routinely asked to assist other colleges in starting their own assessment programs.

Chapter Four: Enrollment and Finance Trends and Projections

ASC and SUNY

Alfred State College is a member of the technology sector of the State University of New York (SUNY). As part of SUNY, the college is under the umbrella of the SUNY Board of Trustees with support from the SUNY System Administration. Within that framework, the college has a council that provides guidance and support under the General Education Law and is governed by the policies established by the SUNY Board of Trustees.

Of the sixty-four campuses in the State University of New York, eight are colleges of technology. As one of the eight SUNY colleges of technology, Alfred State College encompasses a unique hands-on focus of applied learning. Programs are career-focused and enriched by technology. Accepted students directly enter into their academic programs and immediately enroll in program specific courses. Alfred State College is a selective, residential college that offers two- and four-year programs utilizing a ladder approach. Four-year programs are developed with a corresponding two-year associate degree consisting of the same first two years of course work. This allows the college to maintain its academic profile in the four-year programs while providing access through the two-year programs. Students who successfully complete an associate degree may continue with a seamless transfer into the corresponding baccalaureate degree program.

In consultation with the SUNY provost's office, Alfred State College entered into a process in 2005 to develop its Memorandum of Understanding (MOU) with SUNY. The MOU is a comprehensive framework of administrative, academic, and student life planning that includes enrollment goals, new program development, faculty credentialing, student outcomes, and resource management objectives.

Whereas long-term goals for enrollment targets and academic program development are identified in the MOU, the goals, through a number of established procedures, are evaluated and updated on an annual basis. Each summer, SUNY System Administration requests a five-year categorized enrollment plan beginning with the following academic year. The anticipated enrollment is projected by full-time and part-time totals. The full-time category is further broken down by new, transfer, and continuing students. For the first two years of the plan, an additional projection is developed for estimated in-state and out-of-state enrollment of both full- and part-time students.

Enrollment Planning

In order to prepare enrollment projections, a team consisting of the vice president for administration and enrollment, associate vice president for enrollment management, controller, and dean of research services meets annually to review past enrollments, current trends, and expected new programs. SUNY System Administration provides several years of historical data, including requested, approved, and actual enrollment broken down by the above categories referenced in this process (see Appendix 13).

Several factors impact the enrollment plan the college submits to SUNY. Possible negative influences include a drop in high school graduates in key enrollment areas and economic indicators. Along with the negative factors, the team reviews new programs added in the past

year, expected programs for the coming year, retention percentages, and establishment of new recruiting markets.

The team, based on its analysis, completes the Enrollment Planning Template provided by SUNY System Administration and then presents the plan to the cabinet for review and approval. Once approved by the cabinet, the plan is submitted to SUNY System Administration for final review and approval. This document is known as the “ASC’s Enrollment Plan” and supersedes the MOU numbers (see Appendix 13).

In spring of 2008, under the guidance of the new president, Alfred State College undertook a process to develop a new strategic plan. Included in the strategic plan was a further refinement of enrollment goals, consisting of specific targets for international, metropolitan New York City, and out-of-state markets as well as revised goals for retention. Addressed, along with the numerical goals for enrollment, were supporting mechanisms, such as customer service, facilities, and teaching and learning infrastructure. Key performance indicators were established for each strategic goal and plans for annual progress assessments.

The development of new academic programs is a critical component of enrollment planning. Academic affairs, in consultation with enrollment management and with the support of the college cabinet and council, has created a matrix of new programs with a timeline for submission (see Appendix 14). Proposed programs are reviewed for mission fit, student interest, cost, and potential enrollment and placement. Programs expected to be approved in a given year are taken into consideration in the enrollment planning process for that year. In addition, continuing student targets are adjusted to include a greater number of upperclassmen as new baccalaureate programs are added. It is expected over time that the number of incoming freshmen will be adjusted downward to accommodate larger numbers of students staying for baccalaureate degrees.

The economic situation in Western New York and beyond is a significant factor in enrollment planning. The attractive cost of SUNY tuition and the fact that Alfred State College graduates are highly employable create a greater demand in tighter economic times. Specifically, in the case of the applied technology programs on the Wellsville campus, students and parents see a direct value of an Alfred State College education, which results in an increase in applications for admission.

Financial Planning and Enrollment

Budget development is tied very closely to enrollment planning. Although Alfred State College submits an approved enrollment plan to SUNY, this is not the enrollment figure the budget is based upon. As SUNY works to meet the challenges of the state’s financial situation, the college’s budget is funded at the same enrollment for the last three years rather than funded at MOU, planned, or actual enrollment.

Alfred State College’s Financial Plan is supported by revenue from two main sources: student tuition and state support. The tuition revenue projections are based on funded enrollment approved by a System Administration Enrollment Planning Group led by the Office of the Provost at SUNY System Administration. The established level of funded enrollment is based on available funding; the campus share of state allocation is based on an allocation distribution methodology, with the total amounts by campus and program approved by the SUNY Board of

Trustees. It is critical that the campus budget office coordinate with the campus enrollment management office during all phases of the budget development process to ensure consistency in the enrollment projections.

When developing the tuition revenue target, the college considers anticipated in-state, out-of-state, full- and part-time, and internet student enrollment. Campuses are permitted to enroll additional students who are supported by tuition dollars alone and not provided state tax support. The 2009-2010 ASC Enrollment Plan is 135 students over the funded budget. Actual enrollment at fall 2009 census was 236 over budgeted enrollment. Budget gaps are expected to continue, unless there is a corresponding adjustment to funding at the state level, creating a number of issues.

Assuming the college exceeds the budgeted enrollment, tuition revenue collected will be greater than the budget plan. This tuition revenue will be placed in an overflow account; however, the ability to utilize these funds to support the programs and students enrolled is limited by state bureaucracy.

An additional issue is that state funding does not adequately support the total enrollment and programmatic needs of the college. Due to the highly technical nature of many programs, equipment, software, and course-related supplies are costly. The state budget allocation formula does not sufficiently recognize this need. Alfred State College is held to the enrollment funded number approved three years ago, which does not reflect the current enrollment of the college nor the expected enrollment growth based on the addition of new programs and increasing popularity of an Alfred State College education. Additionally, it does not recognize the collective efforts of the campus to recover from an unexpected enrollment drop that occurred at the same time budgeted enrollment was frozen.

Alfred State College has established procedures to tie enrollment planning to budget planning in cohesive and consistent ways. First, the strategic plan has established priorities for the college and is the guiding document on which enrollment planning and budgets are built. Second, new program development is tied to cost, enrollment, and mission fit and is fully vetted before a decision is made to move forward with a particular program. Third, enrollment planning is conducted by a cross-functional team that takes into consideration the various factors that will impact the college's ability to meet its enrollment goals. All of these processes feed into budget planning.

The College-Wide Budget and Planning Committee consists of representation from across campus. The committee hears and reviews budget presentations from the entire campus including all divisions, fee-based accounts, ancillary organizations, such as Auxiliary Campus Enterprises and Services (ACES) and the ASC Foundations, in order to endorse a balanced budget. The committee serves the president and cabinet as a vehicle for consultation, a conduit of budget communication, and a resource to advise budgetary concerns on campus initiatives.

Alfred State College has undergone some challenges due to a sudden and unplanned enrollment decline several years ago and a significant reduction in state support over the past few years. However, careful planning and prudent use of resources have allowed the college to move forward with the strategic plan, while at the same time meeting current financial obligations and recent enrollment growth.

Although current enrollment projections are extremely positive, the state's fiscal situation leaves open the possibility of further budget cuts. The college utilizes strategic use of reserves and careful planning of expenditures in order to prepare for unexpected challenges. Its budget and enrollment planning process is both comprehensive and inclusive, keeping in the forefront the college's mission and strategic plan.

Chapter Five: Institutional Effectiveness and Student Learning Assessment Processes

ASC Assessment Processes

Alfred State College's *mission* to provide "career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates," *vision* to prepare students to "hit the ground running," *core values* to foster excellence and integrity, and overarching *strategic plan* guide assessment at Alfred State College. Assessment at the college is not an end in itself but a tool used to improve the educational experience of students. ASC's assessment process is ongoing and inclusive, supporting desired outcomes of student learning and institutional effectiveness, as summarized in the college's assessment philosophy statement:

Assessment at Alfred State College (ASC) is created to enhance student learning and institutional effectiveness through a rigorous, systematic, and continuous process. The process is defined by a department-centered, outcomes-based plan that examines institutional activities for the purpose of improving learning. The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The assessment plan and process is consistent with the SUNY Assessment Initiative, the ASC mission and core values, as evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education. External assessment requirements (i.e., accreditation aspects, stakeholders' issues, and consumer desires) will be addressed through assessment evidence that demonstrate the attainment of desired student learning outcomes. The multidimensional and cohesive nature of assessment will allow the college to meet its mission, support its core values, and excel in the SUNY system with evidence-based teaching and learning activities.

ASC has two simultaneous processes for assessing student learning and institutional effectiveness (see Appendix 15). At the heart of the college's existence is student learning, as resounded in the college's statement of core beliefs: "The primary focus of all College activities is to facilitate meaningful, positive and long-lasting student learning." ASC personnel are responsible for using assessment results to maximize student learning in meeting goals at all levels of the college. Academic affairs and student affairs conduct student learning assessment. Analyzed are the many aspects of student learning both in and out of the classroom. The president's cabinet identifies the strategic plan's key performance indicators, focusing on strategic goals interconnected with student learning and institutional effectiveness. Institutional effectiveness at ASC involves linkage and assessment of institutional goals; personnel productivity and effectiveness; efficiencies of services, programs, and people; and effectiveness of institutional operations. It necessitates discussions, often difficult ones, of resource allocation and reallocation based on needs, priorities, and assessment data. The contributions that programs and services provide in achieving unit and institutional goals are identified, measured, and used to improve student learning and institutional effectiveness through the college's dual, interrelated assessment process.

The administrators, faculty, and staff at ASC are increasingly recognizing the importance and contribution of assessment of student learning and institutional effectiveness. Acknowledged is the need to set goals for what is to be achieved and then to assess how well the goals are being achieved. ASC has a comprehensive system in place for assessing student learning. Collecting and interpreting the student learning data have become almost automatic, because of the three per

year Professional Development Weeks since 2006, which faculty have come to expect. Getting everything written down in a standardized process has taken time but significant progress has been made over the past few years. Devoting and reallocating resources during an economic downturn has been challenging but done in a purposeful manner because of sustained assessment. Using the results to inform unit to institutional planning and decision making has significantly increased. Finally, ASC is making progress in using information for substantive change.

The three schools at ASC—the School of Applied Technology, the School of Liberal Arts and Science, and the School of Management and Engineering Technology—have different orientations, some additional accreditation requirements, yet all participate in the college's assessment process. Each school defines its own student learning outcomes, program by program, while sharing the college's mission, vision, and core values. Illuminating this assessment process is the college's strategic plan that focuses on reputation, recruitment, retention, and revenues. The college has 74 programs and offers 19 baccalaureate degrees, 52 associate degrees, and 3 certificates. Goals outlined in the strategic plan are interrelated with student learning outcomes in all of the college's courses.

Documents Guiding Assessment Process

The three key documents guiding assessment at Alfred State College are the ASC Five Year Strategic Plan: Fall 2008-2013, the ASC Assessment Plan, and the ASC Memorandum of Understanding with SUNY. Also important are various documents related to SUNY general education requirements, such as the SUNY Guidelines for the Approval of State University General Education Requirement Courses (see Appendix 16) and the SUNY Guide for the Evaluation of Undergraduate Academic Programs (see Appendix 17), and to accreditors' standards for degree programs and licensing.

In December 2009, President John M. Anderson posted the college's strategic plan on the ASC website after months of spirited discussion with the ASC community, reviewing of reports, and planning with the college council. He stated that for ASC to be the best institution it can be for its students and stakeholders, resources must be used effectively, requiring "informed decisions based on extensive assessment, a strong foundation of core values, and a clear strategic plan that points the way to success." Six times a year, the college council methodically reviews the College Council Report (see Appendix 18) that identifies the major activities and accomplishments of academic and administrative departments and how they link to the strategic plan.

The College's Assessment Plan provides the framework for conducting assessment of student learning and institutional effectiveness. Presented are the foundations and the implementation process of assessment, along with accompanying tools such as measurement instruments and templates. With continuous improvement of student learning and institutional effectiveness being primary objectives, assessment at ASC is supported by these four convictions:

Departments [e.g., within academic affairs, student affairs, administrative affairs, marketing/enrollment management, and institutional advancement] are the basic unit of analysis and will be evaluated on the basis of data collected in the assessment of student outcomes; 2) Teaching faculty have direct control of the objectives that underlie course and curricular assessment; 3) Instituting compliant assessment processes will be

undertaken by every member of the college...and 4) The Assessment Plan itself will be subject to continuous assessment.

In the 2007 MOU between ASC and SUNY, the intentions of the college are:

- the college's programs must continuously evolve and change with the environment to ensure graduates are prepared for the latest technological trends, developments, and innovations within their working contexts and for lifelong learning;
- the college must display exceptional curricular integration so that students can progress seamlessly from its two-year programs into its four-year programs;
- the college's faculty and staff must be proactively open, responsive, and caring toward students, taking an active role in addressing students' needs regarding professional and social development;
- the college must maintain strong support services; and
- the college must establish fiscal soundness and increase external funding.

As part of the State University of New York system, the college conducts required academic assessment that includes the SUNY general education requirement and the SUNY assessment of academic programs. In addition, external accrediting and licensing agencies review numerous ASC programs.

On the table and in the minds of the ASC community remain the key documents and accreditation standards. Managing and teaching today and preparing for tomorrow do not occur in a vacuum but rather occur in a web of plans, agreements, and standards evidenced thereof with effective assessment.

Improvements Since Self-Study

Over the past five years, ASC progressed in the coordination, transparency, and accountability of assessment in spite of limited personnel and resources. Between fall 2001 and fall 2007, ASC had only a part-time assessment director who received approximately 40 percent release time for academic assessment coordination, at times for only general education coordination. ASC had three different faculty members who took on the part-time assessment director's role. No one officially directed assessment between fall 2007 and fall 2008. Between fall 2008 and 2009, the assessment responsibilities fell on a faculty member and the associate vice president for academic affairs. An administrative goal to hire a full-time assessment person had been in place since fall 2004 and became part of the strategic plan in 2008. By fall 2009, the college hired a full-time director of assessment and professional development, responding to a suggestion made by the Middle States Evaluation Team (2005).

Achievements of the full-time director of assessment and professional development, with an annual budget of \$3,780 for 2009-10, include the following:

- developing the assessment/institutional effectiveness, faculty development, and the professional development websites;
- revising assessment forms;
- conducting workshops on assessment, faculty development, and professional development;
- training and assisting departments with assessment;

- writing an archiving assessment documents policy;
- attending assessment, faculty development, and professional development workshops and conferences, including the Middle States Annual Conference;
- co-chairing the PRR; and
- coordinating and communicating assessment and institutional effectiveness activities to the college and its accreditors, including serving as the accreditation liaison officer.

Development of the assessment/institutional effectiveness website is a work-in-progress, as is the archiving of assessment documents—both of which will significantly increase the ease of finding assessment documents and writing assessment reports.

Campus-Wide Assessment

Alfred State College uses a number of assessment instruments to measure its effectiveness in meeting the goals and objectives of its plans. Conducting the surveys is the task of the division or department most responsible for the goals. The president's cabinet and, as appropriate, the deans, faculty, staff, and students, see the survey results and proceed as needed.

For example, triennially the college participates in the SUNY Student Opinion Survey (SOS) Project. The project collects background, attitude, and opinion information from samples of students to explore and assess the following:

- college impressions and plans;
- satisfaction with services, facilities, and environment;
- perceived college outcomes;
- frequency of selected academic experiences; and
- extent of campus contributions to student growth/preparation.

As part of a continuing effort to study the quality of student life on campus, the college administered the SOS in 2006 and 2009 to an approved representative sample of students during class time (see Appendices 19 and 20). American College Testing (ACT) coordinated the survey instrument layout and production and prepared detailed summary, composite, and comparison reports for participating SUNY institutions. SOS results in 2006 were sent to the vice presidents to distribute to their areas. The 2009 results are available but the dean of research services has not had the resources to review and send them out campus-wide. However, when asked for specific data, the dean of research services has made the data available.

A review of the 2006 Student Opinion Survey indicated that there were three areas—financial aid, food services, and student billing and payment—in college services that, while not ranked poorly, were lower than peer institutions and in need of improvement. In order to address the concerns regarding financial aid and billing, the college combined the two areas. A new Office of Student Financial Services was created with a joint front counter/phone line. A new senior leader was hired and staff was cross-trained.

Below are examples of other concerns expressed by students in the 2006 SOS and responding action taken by the college:

- “Improve Main Gate residence halls” – College rehabbed Main Gates in 2008 and 2009.

- “Improve classroom facilities and equipment” – College upgraded classroom and equipment in 2009.
- “Campus landscaping is poor” – College increased landscaping program in 2008, elevated part-time landscaper to full-time position in 2009, and currently is embarking on “White House” initiative to continue to elevate look of the campus.
- “Not enough parking on campus” – College added 75 additional parking spaces for students with the opening of the new townhouse complex in 2008.
- “Internet too slow” – College’s technology services upgraded internet speed and capacity in 2008, annually 1-2 residence halls have CAT 6A cabling installed to improve connectivity and speed in various halls.
- “We want events later at night” – Initiated late night events program in 2007, have expanded opportunities annually to date.

In order to improve food services, a major renovation was undertaken in 2008 and 2009. The traditional college-style cafeteria was replaced with six unique specialty-serving areas and a 24-item salad bar with fresh produce and greens from the college farm. The rehab also included structural changes, new equipment, and an upgraded décor.

The 2009 Student Opinion Survey revealed slightly higher levels of satisfaction in financial aid, food services, and student billing and payment process. However, it is unclear whether this was a result of the changes. The renovated Central Dining Hall had only recently been opened when the 2009 Student Opinion Survey was administered. The significant increase in use of the dining facility and positive comments from students indicate, nevertheless, that students are pleased with the new structure and improved customer service.

Since 2008, the ad hoc Graduate and Alumni Survey Committee has been meeting to consolidate and develop a systematic online survey process of both graduating seniors and alumni. Sought are data for assessment of ASC programs, services, and courses. The committee has developed an online survey through Bannerweb, addressing items for alumni, institutional advancement, career development, and academic affairs (e.g., student learning outcomes), which eliminates duplication of effort and streamlines efficiencies. The online survey abolishes the tedious task of career services personnel collecting the information on paper, allowing them to spend more time on survey analysis and refining their services. As part of the survey re-development, program outcomes have been added for assessing Five-Year Reviews. Spring 2010 will be the first full administration of the online survey with career placement, transfer, and program outcomes information collected for all programs.

The Department of Business Administration made the following changes to the curricula based on feedback from the 2008 graduation survey, advisory board members, five-year reviews, and employer/internship supervisor feedback:

- 211 and 212—dropped Accounting Foundations and added Fundamentals of Management;
- 213—added two field experiences SPMG 3001 and SPMG4001) and Sport Marketing as an elective;
- 216—added personal capture to some classes, connecting with online students;
- 700—upper-level major specific classes taught in computer lab; and
- 710—added Project Management.

Academic Affairs Assessment

Teaching evaluations and faculty performance plans. Teaching evaluations called “Student Evaluation of Teaching Effectiveness” (see Appendix 21) are conducted at the end of each semester. They are required of faculty seeking promotion and/or tenure and encouraged of all faculty. Department chairs review the evaluations before forwarding them on to their faculty. The Faculty Performance Plan (see Appendix 22) includes a section on assessment, which encourages more faculty participation in assessment. Both the teaching evaluation and the performance plan maximize the effectiveness of student learning and institutional effectiveness as they improve performance in the classroom, faculty awareness of assessment and its importance to quality education, and setting and meeting goals.

General education assessment. In 2001, the SUNY Assessment Initiative began, requiring campuses to assess ten knowledge areas and two competency areas every three years. The ten knowledge areas are mathematics, natural science, social science, American history, western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication (written and oral). Alfred State College created an eleventh knowledge area by splitting basic communication into separate written and oral communication areas. The two competency areas are critical thinking and information management.

In March 2003, ASC submitted its original general education plan to SUNY. Most of the plan was approved in April 2003 by SUNY’s General Education Assessment Review (GEAR) group. Following feedback from GEAR, the college revised its general education plan and resubmitted it to SUNY in November 2003, with final approval by GEAR in August 2004. The plan included assessment of the 13 areas listed above for all of the college’s associate and bachelor degree programs (except AOS). Rubrics had been developed for almost all areas.

As part of its Strengthened Campus-Based Assessment (SCBA) Initiative, SUNY Board of Trustees passed a resolution in June 2004 requiring changes in SUNY general education assessment for three of the learning outcome areas: basic communication [written], mathematics, and critical thinking [reasoning]. Campuses were expected to use externally-referenced measures and were given three options: a nationally-normed test, the SUNY discipline-based panel’s rubric, or a locally-developed test or rubric that demonstrated correlation with the national test or the SUNY rubric. During this period, ASC added (above what SUNY required) the enhanced writing assessment to assess writing in the fourth semester for all programs on a three-year cycle. In addition, campuses were required to assess student engagement using NSSE or CCSSE, beginning in 2008. In the spring of 2008, ASC conducted the National Survey of Student Engagement (NSSE). The findings stimulated discussion at ASC. The NSSE results were presented at an Academic Affairs Leadership Team meeting, reviewed by the college president, the president’s cabinet, the provost, and the deans and used to inform institutional and program planning (see Appendix 23)

Alfred State College submitted its Assessment Plan to SUNY in February 2006, which was approved and, by fall 2006, was implemented. In October 2007, campuses were asked by GEAR (the General Education Assessment Review) group, comprised of SUNY appointed faculty from across the state, to submit a report showing updates to their existing campus-based general education plans along with a report of their closing the loop activities (i.e., actions taken to make program changes based on assessment results). This call for “Triennial Updates of Campus General Education Assessment Plans” and “Reports on Closing the Loop Activities”

includes two sections: (1) a detailed description of changes in the campus plan, following GEAR guidelines (addressing the nine criteria), and (2) specific focus and detail on how the campus used assessment results to improve its general education program. In 2009, ASC submitted its General Education Triennial and Closing the Loop Report to GEAR and received approval shortly thereafter (see Appendix 24).

Course and major assessments. The first goal in the strategic plan is to “promote academic excellence and a scholarly environment.” Strategic actions taken to achieve desired outcomes include allocating resources for improving academic equipment, generating grants, awarding sabbaticals, reviewing programs, complying with SUNY and other accreditors, hiring a full-time director of assessment, and assessing student learning outcomes in academic and nonacademic programs. Hiring a dean of research services, financing the new Center for Organic and Sustainable Agriculture, bringing on board an executive director of sustainability, installing a wind farm test tower, initiating a green home, and receiving a \$2 million grant for energy training are among the recent results of the strategic goals.

Alfred State College’s assessment process is now standardized. All courses and programs have clearly articulated student learning outcomes. Program maps link courses to program outcomes, a process formalized in 2007 that includes a template (see Appendix 25). Direct and indirect measures are used to assess student learning outcomes at both the course- and the program-levels. All course outlines have been updated and reviewed. All programs are evaluated a minimum of once every five years by an external panel. Here is ASC academic assessment in a snapshot (see Appendix 26):

- semester course assessment (indirect measures of student learning outcomes);
- annual program assessment (direct measures of three or more program student learning outcomes);
- three-year cycles for SUNY general education assessment (direct measures of student learning outcomes) in addition to assessment of writing built into the college’s program assessment (collected college-wide for writing and measured using a common rubric adapted for the curriculum); and
- assessment of the major also known as the “Five-Year Review” with summary reports sent to SUNY.

The Curriculum Development and Review (CDR) Committee reviews new courses, new programs, and programs with proposed substantial (20%) changes. Curriculum changes must be in accordance with SUNY requirements. All outlines approved by CDR must also be approved by the Faculty Senate and forwarded to the Office of the Vice President for Academic Affairs. In addition, the CDR Committee approves courses for general education.

Since fall 2009, departments may opt to assess one third of their courses per year, covering all of their courses over a three-year cycle. Course evaluations (indirect measurement) are completed by students, compiled into statistical summaries, and then sent to department chairs who distribute the summaries to their individual faculty (see Appendix 27). Each faculty member completes the Course Student Learning Outcomes (CSLO) Assessment Summary Template (see Appendix 28). During Professional Development Week, department members review CSLO Assessment Summaries, compare data to benchmarks or targets, and formulate action plans to improve student learning, as needed. Over the past year, approximately 400 courses were

assessed each semester. Similarly, each May, department members assess three or more of their program student learning outcomes with direct measures (see Appendix 29). They then complete the Annual Program Assessment Summary Template that documents instruments, sampling, methodology, results, and action to be taken (see Appendix 30).

Since 2006, Professional Development Week occurs three times a year—August, January, and May—with a day set aside each week for departments to meet and review their course and program student learning outcomes. In August, departments plan fall assessment, in January they plan for spring assessment and review fall assessments, and in May they typically devote two days to assessment, compiling and analyzing data, writing final reports, reviewing previous recommendations from prior year(s) to write closing the loop reports, and planning for the next school year. During semesters, departments hold norming sessions and distribute assessment assignments. Some departments have assessment committees in their departments that oversee departmental assessment.

Every five years, a program review is conducted for every curricula, which is the “ASC Assessment of the Major” and commonly referred to as the “Five-Year Review.” Utilized by departments is the Five-Year Review Report Template (see Appendix 31). Each review is a formal, year long process. Each review includes a self-study document created by the department committee, an external review team visit and report, a follow-up report by the department, a review by the dean, and a final report sent to the vice president for academic affairs who reviews the report and then sends the “Major 2 Summary Report” to SUNY (see Appendix 32). The Five-Year Review includes the annual curriculum assessments, a review of accomplishments since the previous five-year review, as well as a thorough self-assessment of the curriculum.

Although the assessment process is standardized at Alfred State College, it is still not regarded by all of the faculty and staff as a positive and worthwhile activity. One goal of the new director of assessment and professional development is to dialogue with the faculty and staff on the purpose and benefits of assessment, engaging with them in ways to improve the assessment process at the college. The newly formed Faculty Senate Assessment and General Education Committee serves in an advisory and supporting capacity to the director of assessment and professional development (see Appendix 33), which will be helpful in achieving assessment goals at the college.

In spring 2010, Alfred State College established its Archiving Assessment Documents Policy (see Appendix 34). The director of assessment and professional development, in implementing the policy, has been collecting major assessment documents, saving them in a network folder, and posting them on the newly developed assessment/institutional effectiveness website.

Examples of Using Assessment Results to Make Improvements in Academic Affairs

ASC uses assessment results to affect program goals and objectives. The following selected examples demonstrate the use of assessment results to improve student learning and to advance the college.

- English & Humanities: As a result of assessing program student learning outcomes (PSLOs) in spring 2008 and the lengthy discussion it engendered, the department initiated a complete overhaul of its PSLO’s. The changes have been particularly

useful because the resulting PSLOs are more focused, more measureable, and they give the department a clearer direction for establishing new courses, revising existing ones, and hiring new faculty.

- Sociology: In fall 2008, the department assessed the PSLOs in General Sociology. In its end of year assessment meeting, the department recommended that one PSLO assessment be moved from the first unit to a later unit in the course, giving students time to develop a better understanding of the sociological perspective before discussing research methods, a topic that many students find challenging or boring. In fall 2009, implementation of the change occurred.
- Math & Physics: The department determined that the instruments used for the previous general education assessment did not adequately assess the fifth SUNY outcome for mathematics. Their first attempt to correct the problem was met with mixed reviews. The department subsequently established a committee of statistics instructors and a separate committee of college algebra instructors to develop instruments to assess achievement of all five SUNY general education outcomes for mathematics. A faculty member was appointed to two ad hoc SUNY committees to investigate the possibility of a math general education state exam and to make the math outcomes more measureable.
- Building Trades: It was recommended in the department's Five-Year Review that the department's facilities be updated with more space added. The department's Advisory Board recommended that "green technology" be incorporated into the department's classes and that the department spend more time on geothermal heating systems. As a result of the recommendations, funds were raised. The shell of a new 30,000 square foot building is up and construction continues. The department added green building concepts to its courses and is currently building a 2260 square foot green home that will have a geothermal heating system.
- Computer Design & Manufacturing: As a result of its Five-Year Review, the department updated equipment, modified courses, and worked on increasing scholarship money and donations.
- Culinary Arts: Based on recommendations from the Five-Year Review and the Advisory Board meeting, the department's laboratories now have weekly knife cut rotation; course work includes additional meat fabrication; assessment incorporates competency testing, which has improved student focus and retention; and outlines are being updated to match industry needs.
- Electricians, Computers, & Robotics: After reviewing assessment activity, including PSLOs, the Advisory Board, and the Five-Year Review, the department changed the methodology and time devoted to lecture and laboratory subject matter. Frequency drives and programmable logic controllers were added to the robotics curriculum. Course outlines were updated in the computer curriculum. Photovoltaic's and wind turbines were added to the electricians curriculum, as were data/communication installation and termination.

- The School of Management and Engineering Technology made the following changes, as recommended by its departments' advisory boards:
 - to pursue a bachelor of architecture;
 - to pursue an information security & assurance 4-year program; and
 - to offer a study abroad semester (optional) in Sorrento, Italy, for architecture students.

Accreditors and Certifiers

In addition to accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, numerous ASC programs undergo external reviews. Below is a listing of the accreditors and certifiers:

School of Management and Engineering Technology.

- The Technology Accreditation Commission (TAC) of the Accreditation Board of Engineering and Technology (ABET)
- The American Council for Construction Education (ACCE)
- The National Court Reporters Association (NCRA)
- The Certified Financial Planner Board of Standards, Inc. (CFP®)

School of Arts and Sciences.

- The National League for Nursing Accrediting Commission (NLNAC)
- The American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA)
- The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

School of Applied Technology.

- The National Institute of Automotive Service Excellence (ASE)
- The National Association of Diesel Specialists (ADS)
- The American Design Drafting Association (ADDA)
- The American Welding Society (AWS)
- The National Automotive Technician Education Foundation (NATEF)

Examples of Using Accreditation and Certification Recommendations to Make Improvements

The following examples demonstrate changes to programs resulting from external reviews:

- Per TAC/ABET, the college-wide Senior Exit Survey was developed and piloted in spring 2009 and the graduate and supervisor surveys are being developed.
- Per ASE, the college updated auto lifts, added scanners to labs, and upgraded shop lighting for better visibility.
- Per NLNAC, the college amended nursing faculty job descriptions to reflect the educational preparation required for nursing positions.

Student Affairs

The Division of Student Affairs has been actively involved in both program and student learning outcomes assessment over the past four years. Each department in the division has to complete a student learning outcome assessment program every three years. The purpose of program and student learning outcome assessment is to assess how programs, services and staff interaction with students determines if they are (a) improving the quality of student life, and/or (b) helping students learn about themselves and others.

Examples of Using Assessment to Make Improvements in Student Affairs

The examples below illustrate how assessment results have directly driven changes in program delivery in the Division of Student Affairs.

- Community Development: The residence life staff has developed a data collection method for assessing the level of community development on their floors and has collected data from August 2007 to the present date. They established baseline mean community development scores obtained for each floor, each building, and for all residence halls. These mean scores also showed strong correlation to where RA-student interactions were more often to occur. Based upon these results and the analysis of this data set completed in the summer of 2008, the residence life staff significantly changed the professional staff and resident assistant staff training in August 2008. The mean scores have since improved in floors targeted in August 2008 training. Residence hall student retention also rose 4% in this period. This data collection method and the method of analysis at Alfred State College are the only known methods of measuring community development in the residence halls in higher education today.
- Resume Writing: The career development staff conducted a student learning outcome assessment program in the 2007-2008 academic year. They measured students' level of career preparedness, which is defined as the ability or skill one demonstrates in marketing oneself to others. The mean student score for the resumes analyzed was 11.11 out of a possible 26 (42.7% average in resume preparation proficiency). This mean student score was certainly disappointing for the staff in summer 2008. Closer analysis indicated that a class required to complete a resume draft for a grade by the instructor was more likely to average a score of a 15.0 (or higher) out of 26. The staff felt the presentation materials for teaching students to write resumes had to be revised and be more relevant to specific curricula. Revisions were implemented in 2008-2009. The staff sampled 20 resumes in summer 2009 and the mean student score was 18 (69.2% average in resume preparation proficiency); this score was significantly higher than 11.11. Students are learning to better market themselves in 2008-2009 as a result of these changes in program delivery. This student learning outcome assessment program has led to both improved program delivery and increased student learning in career preparedness.
- Retention: The Retention Committee formed in October 2006 began to assess attrition rates in the student population. By January 2007, it had studied five year attrition rates with various high risk populations and came to the determination that Alfred State Opportunity Program (ASOP) students were a primary "at-risk" population. ASOP students were more likely to go on academic probation and fail to graduate. This was

true for this population across most curricula at the college. In May 2007, the Retention Committee developed a proposal to the college requesting that an Office of Retention be established and staffed by three retention advisors (see Appendix 35). In December 2007, the senior leadership of the college determined that it could resource half of this request (1.5 retention advisors out of the Perkins Grant money) as a pilot program to address the results of the committee's assessment efforts. The retention advisors began their work in summer 2008. In addition, the School of Management and Engineering Technology resourced a pilot academic intervention program to supplement the retention advisors work for ASOP and probationary students in January 2009. In August 2009, this academic intervention program (the Pacific Institute class for students) was expanded as a mandatory course for all entering new ASOP students in all three schools and continues today.

- Greek Organizations: In 2005, the Office of Student Life calculated GPAs for all Greek organizations and then subsets for all sorority averages and all fraternity averages. They found that the Greek average was lower than the all student, all male, and all female averages and in some instances were below the 2.0 GPA level. The Division of Student Affairs staff, in conjunction with Greek leaders and advisors, launched a new academic intervention program in fall 2007 that was built along positive reinforcement activities inherent in most brotherhood/sisterhood programs. This approach was unlike punitive measures implemented in the past. After three successful years of implementation, the office again assessed the GPAs of Greek organizations for the fall 2009 grading period and found that the GPA average of all Greeks, all fraternities and all sororities, had surpassed the all student, all male, and female GPA averages. This four year assessment program is a positive example of how assessment can lead to resource allocation with the implementation of a new program and how a follow-up assessment activity can measure the effectiveness of programs and services in an area of student life. This new academic program has also helped some sororities achieve GPAs above 3.0 for the first time in their organization's history.
- Intercollegiate Sports: In the area of intercollegiate sports, the college decided to study the viability of moving from the NJCAA conference to the NCAA in 2008. The vice president for student affairs established a task force representing stakeholders from across the campus that are involved in athletics as well as admissions, enrollment management, student affairs, academic affairs, and students. The group assessed the parameters the college would need to consider and act upon if it desired to move to an NCAA athletic competition program. Parameters included student eligibility, recruitment, facilities, team mix, Title IX compliance, admissions requirement, NCAA compliance, budget, staffing, and other resources. In June 2009, the task force completed this programmatic assessment and mapped out a number of considerations the college needs to address in making a determination to move to NCAA (a copy of the study is available in the president's office). The college has acted upon this comprehensive program assessment by beginning conversations with the NCAA and in direct response to some of the considerations raised in the study. Although all considerations have yet to be fully resolved, the comprehensive assessment activity is a strong example of how assessment can inform the college on how it may need to realign future institutional resources.

Administration and Enrollment

The Office of Administration and Enrollment uses assessment in a variety of ways to make improvements at the college. Below are a few examples of action taken by the Office of Administration and Enrollment since the college's last self-study.

Examples of Using Assessment to Make Improvements in Administration and Enrollment

- In fall 2009, the dean of academic services was changed to the dean of research services. The new position is based on the results of an audit of the college's sponsored programs functions and the previously stated need for a more comprehensive institutional research function. It is consistent with the college's strategic plan of providing support for assessment and increased research activity.
- Student Financial Services benefitted from a Standards of Excellence review by the National Association of Student Financial Aid Administrators. This comprehensive review resulted in an extensive summary of regulatory compliance issues and best practices. It provides the template, going forward, for providing exceptional service to students and their families while meeting all regulatory concerns.
- Based on student feedback through the Student Opinion Survey as well as ad hoc concerns, the offices of student accounts and financial aid were joined to create a new Office of Student Records and Financial Services. A combined front counter and phone system, along with cross-training, allowed the related issues of billing and financial aid to be handled in a streamlined, cohesive manner. The most recent Student Opinion Survey and anecdotal evidence, show a positive response by both student and faculty/staff. Building on this highly-successful combination, the records office was added to create the Office of Student Records and Financial Services. While in its initial stages of implementation, feedback is positive and resources are freed up to meet critical campus objectives.

Chapter Six: Planning and Budget Processes

Institutional Planning

Alfred State College embraces institutional planning and its history will show the development of many strategic documents. Some, though, lacked depth and detail, and could be better described as action plans. Prior to 2008, the most recent efforts at institutional planning were in 2002 and 2004.

The arrival of Dr. John M. Anderson as president in 2008 brought with it a renewed and concentrated focus on strategic planning. Created almost immediately was the Strategic Planning and Resource Council (SPARC), a task force charged with systematically and comprehensively developing the underlying components of the college's mission, vision, and strategic plan. The council completed that effort in April of 2008. Using the SPARC Report (see Appendix 36) as a foundation, the college cabinet developed the Alfred State College Five Year Strategic Plan: Fall 2008-2013. This was done during the summer of 2008 and represented the most in depth, comprehensive, and detailed plan in the college's recent history.

While the strategic planning exercise is an important first step in the planning process, the leadership of the college took care to ensure that the final product did not become an end in itself. To breathe life into the resultant five-year plan, the cabinet developed support mechanisms to assure its implementation. Desired outcomes were developed for each of the plan's strategic goals. Key performance indicators (KPIs) were then created as a means of providing on-going, quantifiable benchmarks on which to evaluate overall institutional progress toward the strategic initiatives.

The strategic plan is a highly promoted and referenced document and injected into ancillary planning and reporting processes and documents, such as department goal reports, department annual reports, college council reports, and institutional budgeting. For example, the Annual Academic Department Report Template (see Appendix 37) includes the department's mission statement; listing of faculty and programs; program student learning outcomes; goal statements and how the goals tie to campus, division, and school strategic plans; closing the assessment loop; reference to Five-Year Reviews, accreditation, and new programs; academic efficiency; and a listing of activities and accomplishments. Departments prepare the reports and submit them to the associate vice president for academic affairs, who then recaps the reports into a single report that is forwarded to the vice president for academic affairs and the president of Alfred State College. Reporting processes and templates ensure strategic goals and related KPIs are assessed and measured by all appropriate campus constituents on a regular basis, e.g., the ASC Strategic Planning & Budget Impact Template (see Appendix 38).

The chart below recaps some examples of institutional planning interrelated activities.

Institutional Planning Examples			
Constituent	Frequency	Document	Activity
President's cabinet	Cabinet retreats (each semester, summer)	Alfred State College Strategic Plan	Assess progress, modify future goals
College council	Every other month	College Council Report tied to Strategic Plan	Report progress. Receive feedback and direction
Academic deans & dept chairs	Once a semester	Annual Reports & Goal Development tied to Strategic Plan	Sept - Set goals. May - Assess Progress in Annual Report
Budget & Planning Committee (campus-wide representation)	Fall - 1-2 meetings. Spring - 2-3 times a month	Divisional Budget Submission Reports tied to the Strategic Plan	Review divisional planning, and related budget submissions. Report to campus through Faculty Senate
Faculty Senate (faculty & staff)	Once a month	Budget & Planning Standing Report	Communication to campus

Another example of the planning-assessment-budget intersection comes from the admissions office. Each year, the Admissions Operational Plan is prepared. It provides an overview of the goals, research, and activities that guide the college's efforts in the recruitment of new students. A significant portion of this internal plan is assessment data from the previous year's recruitment activities. The data are evaluated and considered in developing the goals and objectives for the coming year, which connect to the college's strategic goal to "achieve optimal student enrollment and retention." In 2008-09, census enrollment exceeded the enrollment plan in all categories, as shown in the strategic plan.

Budgeting Processes

Historically, Alfred State College has relied on a standing budget committee of the Faculty Senate and a budget sub-committee of the college council regarding the budgeting process. Both committees were advisory in nature and, over the years, have varied in their level of activity and effectiveness. The primary purpose of these committees was to facilitate communication between college administration and their respective constituencies. They were solely a reporting mechanism, often proving to be cursory at best.

In January of 2007, Interim President John Clark created the Alfred State College Budget and Planning Committee, envisioning the group as a conduit for bringing transparency to the budget submission, review, and approval process. Though modified slightly with the arrival of President Anderson, the committee's current charge and operating expectations are stated as follows:

Charge... By developing procedures and processes that enable the efficient and effective oversight of the submission, review and endorsement of all campus budgets, the campus-wide Budget and Planning Committee will serve the college president and cabinet as:

- a vehicle for consultation on budget issues;
- a conduit for communication of budget information to the campus community; an
- a resource for advisement on campus initiatives that entail budgetary concerns.

Expectations... The expectations of the Alfred State College Budget and Planning Committee will be:

- to ensure full transparency and to foster shared governance by ensuring all meetings, activities and reports of the Budget and Planning Committee are open or available to the college community;
- to review budget recommendations within parameters set forth in the college's strategic plan;
- to recommend a balanced budget to the president;
- to interact with the Campus Facilities Planning Committee to periodically review the status of facility planning; and
- to document and communicate the annual cycle of budget and planning as it relates to Institutional assessment, accreditation requirements, and the campus strategic plan.

Year one of the college-wide Budget and Planning Committee was a learning curve year. Meetings were long, inefficient, and overly detailed. The singular focus was on ensuring transparency and communication by providing the opportunity for all constituents to attend, hear, and question divisional budget submissions. The president, each of the vice presidents, and all other appropriate department heads personally presented their proposed budgets to the committee and fielded questions.

Year two brought far better coordination to the budget development process and served to remove most of the negative budget-related suspicions that had developed on campus. The committee became a positive resource for the college.

In year three, strategic planning was injected. Each division was required to specify key strategic plans of the division and to tie budget requests to them. The submission template was modified to include a form that specifically relates budget development to strategic planning. It identifies divisional strategic initiatives and anticipates related expenditures and funding sources.

Now entering year four, the committee has become much more efficient and effective and is in a position to focus on “closing the loop.” The Academic Affairs Budget and Planning Presentation Template includes the addition of a resource allocation assessment mechanism that solicits responses from each of the areas regarding changes made relative to previous plans submitted and resources dedicated (see Appendix 39).

Also dovetailing into the budget process is the Budget and Planning Committee of the Faculty Senate. This group has representation on the campus-wide committee (as does the College Council Budget Sub-Committee) and takes care to forward budget issues through a standing report to the general body of the senate at each monthly meeting. The relationship serves to ensure campus-wide communication of budget details via senators reporting back information to their respective departments.

Alfred State College has made significant improvements over the past few years in integrating strategic planning, institutional assessment, and budget development. Although fine tuning is needed, the college is comfortable and confident with the progress made to date and in the anticipated institutional benefits that should accrue from those efforts.

Examples of Institutional Planning and Resource Allocation

- For the 2009-10, the college allocated \$500,000 for classroom and laboratory upgrades and \$222,000 from reserves for academic equipment (see Appendix 40). Classroom upgrades and equipment requests are processes by which faculty and staff submit requests for needs, a committee looks at evidence and recommendations along with the strategic goals and initiatives and allocates the funds accordingly (see Appendix 41). If funds are remaining at the end of the fiscal year, policy is that the money goes toward the purchase and upgrade of academic equipment (i.e., laboratory items).
- In January 2010, the college was awarded a \$10,000 New York State/United University Professions Joint Labor-Management Grant to support increasing enrollment in the coding and reimbursement specialist internet-based academic program, which was created in response to a nationwide shortage of qualified coders. The grant runs from February 2010 to July 2010. Per a letter of support from ASC President John M. Anderson, “Alfred State College views the instructional support assistant position as important and is listed as a departmental number one goal. Alfred State College intends to continue funding of the half-time instructional support assistant beyond the period of the grant provided there is enrollment growth to support it.”
- The college’s Five Year Strategic Plan: Fall 2008-2013 and its Memorandum of Understanding with SUNY Administration include proposed increased retention rates over the next four years. In 2007, the ASC Retention Committee studied institutional data in order to ascertain what student populations are at greatest risk for attrition and submitted a report (see Appendix 35). Based on their report, new Recruitment/Retention Advisor

positions were created in the School of Management and Engineering Technology (full-time position) and the School of Arts and Sciences (half-time position). The advisors direct disadvantaged students to the appropriate support services on campus and provide them with professional and career advice.

- Increasing international student population from 55 students in 2007 to 220 by 2013 is a college strategic goal. To that end, in December 2007, the college hired a director of international education whose primary focus is international student recruitment. In 2009, the college hired a coordinator of international student programs to assist international students on campus and an English as a second language (ESL) instructor to assist with the preparation of incoming students in need of ESL support. Since 2008, the college's international student enrollment increased to nearly 100 students.
- In keeping with ASC's mission, a partnership was established in architecture technology between ASC and Sorrento Lingue in Sorrento, Italy. The college allocated funds in 2009 for the ASC president and vice president for administration and enrollment to visit Sorrento Lingue and surrounding region to assess the program. The administrators sat in on classes, interviewed students, toured the immediate region, met with the Institute's administrators, and reviewed long-range plans for the program. It was their conclusion that the partnership was in keeping with ASC's mission and was a good fit for an expanded relationship. The college's Memorandum of Understanding with Sorrento Lingue was created to further define the agreement between the two colleges (see Appendix 42). The creation of this international program is an important first step in expanded educational opportunities for Alfred State College students. In a global society, the ability to offer real-world international experiences that are curriculum-related and designed to enhance learning outcomes cannot be underestimated. The Alfred State College presence at Sorrento Lingue will also bring students and faculty into contact with students from other countries, which may lead to increased recruitment of foreign students at Alfred State College, a strategic goal.

Chapter Seven: Online Verification Process, Transfer of Credit, and Articulation Agreements

Online Verification Process Plan

Alfred State College uses a system with secure logins and passwords and is in the process of developing its online verification process and accompanying institutional and course-level documents that will provide reasonable assurance of student identification as well as foster academic integrity for all online instruction. In February 2010, the associate vice president for academic affairs, the coordinator of continuing education and online education, the director of technology services, and the director of assessment and professional development began meeting to devise the ASC Online Verification Process Plan (see Appendix 43).

Committee members agree that it is unfeasible to have an online verification process—beyond the current system—in place before June 1, 2010, the date that the college's PRR is due to Middle States. Therefore, the members established a proposed online verification process plan and timeline that involves eight steps and nearly a year to pilot. The first step is to develop the institutional online verification process document that includes academic integrity parameters. Step two is to email the E-Learning Committee, now a standing committee of Faculty Senate, the proposed online verification process document. Consulting with the E-Learning Committee to review and modify the proposed online verification process document is the third step followed by gaining the endorsement of the vice president of academic affairs and of the deans council (step four), then of the cabinet (step five), and finally of the Faculty Senate (step 6). Step seven is the pilot, beginning January 1, 2011. The eighth and final step is full implementation, scheduled to begin August 2011.

As the college moves forward with increasing online course offerings, it will need to review the initial online verification process and practices, adjusting as needed. The invention of new technologies will provide the college with innovative, and perhaps more affordable, ways of ensuring online student identification and academic integrity.

Transfer of Credit

The ASC evaluation of transfer credit policy is in section 305 of the Academic Regulations found in the college catalog, as well as on the ASC website (see Appendix 44). The transfer credit procedure is initiated in the Office of Student Records and Financial Services by the transfer advisor. Transfer credit is reviewed by the department chair or a designated appointee in the department to which the student transfers. Courses will be eligible for transfer if the student passes the course with a grade of "C" or better. ASC has a process in place for transfer credit appeals (see Appendix 45). A student wishing to challenge course credits not transferred must complete the Transfer Credit Appeal form, which is found on the website (see Appendix 46).

Articulation Agreements

The ASC Transferring Courses Articulation Manual and articulation agreements can be found on the college's website at <http://www.alfredstate.edu/admissions/transfer-credit-manual>. Articulation agreements are originated within the academic department. Once approved, a copy of the articulation agreement is maintained in the Office of Student Records and Financial Services by the transfer advisor.

Appendices

Appendices Mentioned in Report (Included on Flash Drive)

1. ASC Five Year Strategic Plan, 2008-2013
2. Middle States Evaluation Team's Report to ASC, 2005
3. ASC Reaccreditation Self-Study (Submitted to Middle States), 2005
4. ASC Memorandum of Understanding with SUNY, 2007
5. ASC Assessment Plan
6. ASC MS Evaluation Team's Recommendation and Suggestion Worksheet
7. ASC 2005 Self-Study Recommendations and Suggestions Review
8. ASC Student Affairs Assessment Activities, 2004-2010
9. ASC Comment Sheet for MSPRR, 2009
10. ASC Zoomerang Survey, 2010
11. ASC CDR Request for Course-Curriculum Submission Form
12. ASC 5-Year Campus-Based Assessment of the Major Timeline and Checklist
13. ASC Enrollment Plan and SUNY System Administration Historical Data
14. ASC Program Direction Spreadsheet, March 2010
15. ASC Institutional Effectiveness & Student Learning Flowchart, 2009
16. SUNY Guidelines for General Education Requirement Courses
17. SUNY Guide for the Evaluation of Undergraduate Academic Programs, 2001
18. ASC College Council Report, 2010
19. SUNY Student Opinion Survey (SOS), ASC Results, 2009
20. SUNY Student Opinion Survey, ASC Results, 2006 and 2009
21. ASC Student Evaluation of Teaching Effectiveness
22. ASC Faculty Performance Plan
23. NSSE, ASC Executive Snapshot, 2008
24. ASC Gen Ed Triennial & Closing the Loop Report, 2009
25. ASC PSLO Map Template
26. ASC Academic Assessment Snapshot, 2008
27. CSLO Flowchart
28. CSLO Assessment Summary Report Template, 2008
29. PSLO Flowchart
30. ASC Annual Program Assessment Summary Template, 2007
31. ASC Five-Year Review Report Template
32. ASC Major-2 Assessment of the Major Summary Report Template
33. ASC Faculty Senate Assessment and General Education (SAGE) Committee Charge
34. ASC Archiving Assessment Documents Policy
35. ASC Retention Committee Proposal, 2007
36. ASC SPARC Report
37. ASC Annual Academic Department Report Template
38. ASC Strategic Planning & Budget Impact Template
39. ASC Academic Affairs Budget and Planning Presentation Template
40. ASC Classroom Upgrades Academic Affairs, 2009
41. ASC Classroom Laboratory Upgrade Process and Request, 2008
42. ASC MOU with Sorrento Lingue
43. ASC Online Verification Process Plan for Middle States
44. Academic Regulations
45. Transfer Credit Appeal Process Spreadsheet

46. Transfer Credit Appeal Form

Documents not in Appendices (DNIA) (Included on Flash Drive)

DNIA 1. ASC Institutional Profile, 2009-2010

DNIA 2. ASC Catalog, 2009-2010

DNIA 3. Financial Section Submitted to IPEDS, 2006-2007

DNIA 4. Financial Section Submitted to IPEDS, 2007-2008

DNIA 5. Financial Section Submitted to IPEDS, 2008-2009

DNIA 6. ASC Financial Plan for Period Covered by the ASC Strategic Plan

Documents not in Appendices (Enclosed)

- Certification Statement: Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
- Certification Statement: Compliance with Federal Title IV Requirements
- 2007-2009 Annual SUNY Financial Reports
- Letter to Middle States Commission from Valerie B. Nixon, vice president for administration and enrollment at ASC, re: 2009 Annual SUNY Financial Report
- ASC Financial Plan