ALFRED STATE
COLLEGE of TECHNOLOGY
STATE UNIVERSITY OF NEW YORK

SELF-STUDY REPORT

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

February 9, 2024

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I. Alfred State College Overview

SUNY College of Technology at Alfred (Alfred State College) is located on two rural campuses in the beautiful Southern Tier of New York State, surrounded by lakes, forests, wetlands, and state parks. The Alfred campus includes the School of Architecture, Management and Engineering Technology, and the School of Arts and Sciences, along with the 800-acre farm, Center for Organic and Sustainable Agriculture, Veterinary Technology Center, Motorsports Facility, Athletic Complex, Residence Halls and Townhouse Complexes, Sustainability Office, and Lake Lodge. The state-of-the-art Student Leadership Center is a comprehensive connection point for students to access leadership and civic engagement opportunities on campus and beyond. The School of Applied Technology campus in Wellsville, NY, includes the innovative Workforce Development Center and the Net Zero Energy Demonstration Home that Alfred State College students built. Since 2018, the School of Applied Technology has offered three Associate in Occupational Studies (A.O.S.) degree programs in CNC Manufacturing and Machining Technology, Electrical Construction and Maintenance Electrician, and Welding Technology at the Western New York Workforce Training Center (Northland campus) in Buffalo, NY, providing valuable workforce education in New York State's second-largest city and the Western New York region's largest urban center. Alfred State College is also a quality distance education provider, offering eleven programs fully online.

The College had its beginning in 1908 as a state school of agriculture. In 1948, Alfred State College was incorporated into the newly organized State University of New York (SUNY) system. It was authorized to award the Associate in Applied Science (A.A.S.) degree in 1951, the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees in 1967, and the Associate in Occupational Studies (A.O.S.) degree in 1973. In 1991, the College began offering bachelor's degrees (*RoA 1*).

Today, Alfred State College is one of SUNY's premier Colleges of Technology, with over 3,500 students (92% full-time), 266 faculty, three certificate programs, 48 associate degree programs, and 30 bachelor's degree programs (*RoA 2*). The New York State Education Department registers the College's programs and has been approved for the training of veterans. Alfred State College is institutionally accredited by the Middle States Commission on Higher Education (MSCHE), and 35 of the College's programs are accredited or certified by programmatic accreditors or professional associations. There are over 100 extracurricular clubs, sports, student organizations, vibrant Greek life, internships, and civic engagement activities available outside the classroom. The Alfred State Pioneers compete in Division III NCAA athletics. Project-based learning is a cornerstone of an Alfred State College education. The College is known for its affordability, small class sizes, and instructors who are accessible and committed to seeing their students "hit the ground running" following graduation.

On March 28, 2022, Alfred State College welcomed its thirteenth President, Dr. Steven Mauro. The College is excited to be under his vibrant leadership as it completes its MSCHE Self-Study. More information about Alfred State College can be found at the College's website: *www.alfredstate.edu*.

II. Institutional Priorities Reviewed in the Self-Study

Alfred State College selected three Institutional Priorities to be addressed in the MSCHE Self-Study:

- **Enrollment and Recruitment:** Alfred State College will recruit a diverse and sustainable population of students, faculty, and staff. Alfred State College will attract and support the faculty and staff to grow and maintain its excellent, affordable, in demand, hands-on programs. Alfred State College will facilitate equitable student access through robust enrollment management planning and accurate and clear communications about its programs, admissions processes, and financing to students, families, and the public.
- **Retention:** Alfred State College will create an inclusive, equitable, and engaging environment conducive to retaining its students, faculty, and staff. Alfred State College will support its students in achieving their academic and career goals from enrollment through graduation via through student, academic, and advising support services and programs. Alfred State College's affordable and relevant academic programs, clearly stated policies and procedures, high quality faculty and staff, and effective student and academic support services work together to facilitate student degree completion.
- **Campus Renewal and Resource Optimization**: Alfred State College will engage in sustainable, responsible, and inclusive fiscal and resource planning to support its diverse students, programs, faculty, and staff to meet their academic, professional, and personal goals. Alfred State College will ensure adequate resources and institutional support to strengthen its physical and technological infrastructure and to recruit and retain a diverse pool of talented faculty and staff sufficient to support the College's Mission, students, and programs.

Each Institutional Priority also has an embedded **Diversity, Equity, and Inclusion** and **Staffing/Resources** focused component. They are embedded within each Institutional Priority to ensure that these mission-critical areas of

institutional improvement receive adequate focus within the Self-Study process and are not "siloed" within individual Institutional Priorities.

The chart below shows the alignment between the three Institutional Priorities and the MSCHE Standards reviewed and analyzed in the following chapters of the Self-Study Report:

Standards of Accreditation (Chapter Number)	Institutional Priorities		
	Enrollment & Recruitment	Retention	Campus Renewal & Resource Optimization
I. Mission and Goals			
II. Ethics and Integrity	X	X	
III. Design and Delivery of the Student Learning Experience		X	X
IV. Support of the Student Experience	X	X	
V. Educational Effectiveness Assessment		X	
VI. Planning, Resources, and Institutional Improvement			X
VII. Governance, Leadership, and Administration			

After Dr. Steven Mauro was installed as President in March 2022, the Self-Study Design and Institutional Priorities were completed in July 2022. The College also began work on its next Strategic Plan, which went into effect in Fall 2023. The new Strategic Priorities closely mirror the Institutional Priorities and are encapsulated in the *ASC Challenge:*

- A – Attract New Students
- S – Support Student Success
- C – Create a Caring Community

III. Chapter Summaries

Chapter I: Standard I – Mission and Goals
Alfred State College has clearly defined Mission and Vision statements that reflect the College's Mission as a rural public technical college offering "outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community." The College is entering its third strategic planning cycle since its last MSCHE reaffirmation in 2014-2015; its new Strategic Plan centers around the three *ASC Challenge* strategic priorities listed above. The entire campus community has remained involved in reviewing, assessing, and refining institutional goals as part of the strategic planning process. Alfred State College has well-defined processes, procedures, and institutional and unit/department objectives built around the College's Mission, Vision, and goals.

Chapter II: Standard II – Ethics and Integrity
Ethics and integrity are integral to Alfred State College's operations and culture, and the College has robust policies, procedures, and practices that ensure high ethical standards. They are further supported by system- and state-level policies and regulations. Alfred State College is committed to promoting academic and intellectual freedom, freedom of expression, and respect for intellectual property rights. Alfred State actively fosters diversity and inclusion and respects diverse backgrounds, ideas, and perspectives among its faculty, staff, and students. Diversity and inclusion are integral to its Strategic Plan ("cultivate a caring community"). The College has documented and well-publicized grievance and complaint processes for current and prospective students, faculty, and staff. The College is proactive in complying with all applicable laws, regulations, and requirements associated with its status as a state-operated technical college within the SUNY system. This practice includes equitable processes related to the hiring and separation of employees, and avoiding conflicts of interest.

Chapter III: Standard III – Design and Delivery of the Student Learning Experience
Consistent with its role as a mixed associate/bachelor's degree institution and as a SUNY College of Technology, Alfred State College offers nearly ninety high-quality, hands-on degree programs that enable career-ready students to "hit the ground running" immediately after graduation. These programs are designed and delivered by qualified faculty committed to teaching excellence. Program proposals are thoroughly reviewed through a shared governance process on campus before being reviewed and approved by the SUNY system, the New York State Education Department, and other governing or accrediting bodies as applicable. Existing programs use assessments of student learning outcomes and are periodically externally reviewed to ensure quality. Students are provided with clear descriptions of the available programs of study through the College Catalog and regularly interact with faculty and staff to support the timely completion of their programs. The College also has a robust,

mission-driven, and regularly assessed general education program that ensures all students achieve critical knowledge, skills, and competencies to succeed as students and in their careers and lives after graduation.

Chapter IV: Standard IV – Support of the Student Experience

Alfred State invests in a robust portfolio of initiatives and programs that promote student success and support the institutional Mission of "preparing in-demand and involved students in a caring community." The website and catalog provide easy access to details on programs, services, and initiatives available for students. Overall, the College has adopted an approach through the entire lifecycle of the student experience designed to promote transparency, enable access to services, and facilitate positive outcomes, creating opportunities for students to achieve successful careers and purposeful lives. Student support services are available to students on all campuses and in all modalities, including on the main campus in Alfred, the campuses serving School of Applied Technology (SAT) programs in Wellsville and Northland (Buffalo), and online students. Alfred State College's student support programs and initiatives are sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Chapter V: Standard V – Educational Effectiveness Assessment

Alfred State College has clearly stated educational goals directly related to the institution's Mission as a college of technology offering outstanding programs through hands-on learning in a caring community. The College's Institutional Student Learning Outcomes (ISLOs) are embedded and mapped to each program's student learning outcomes (PSLOs), which are systematically assessed on annualized (3- or 4-year) cycles. Each program also undertakes regular program reviews either on programmatic accreditation cycles or every five years for non-programmatically accredited programs, where the results of multiple educational effectiveness assessment cycles are reviewed by faculty and external evaluators to ensure student success and academic improvement. Program learning outcomes and institutional key performance indicators reflect meaningful curricular goals with clear standards for evaluating whether students are achieving those goals. Student learning outcomes assessment also encompasses the College's general education program and institutional general education learning goals (GELOs), assessed institutionally and as embedded or mapped within educational programs. Assessment results are used to

improve student learning and educational effectiveness. The College's (Senate) Assessment and General Education Committee (SAGE) plays a key role along with program faculty in assessing the effectiveness of assessment processes to improve educational effectiveness.

Chapter VI: Standard VI – Planning, Resources, and Institutional Improvement

Alfred State is continually looking ahead to the future of the College and searching for ways that it can build upon its success. Several governance committees, including but not limited to the College Council, the President's Council, and the Strategic Planning Leadership Committee, oversee the process of planning, assessment, and providing future recommendations. The College's commitment to its Mission, Vision, and Core Values is the steering mechanism for this planning process. This chapter outlines how planning, resources, and institutional improvement processes at Alfred State correspond with institutional goals and priorities in the Strategic Plan, Mission and Vision, and the budgeting process. In addition to the College's Business Affairs division, the financial plan utilizes input from varying constituents across campus for planning and institutional improvements. Assessment data are shared with internal and external stakeholders and partnerships to guide the College's budgeting process. Alfred State remains committed to planning, resource, and institutional improvements involving many College community members and external stakeholders.

Chapter VII: Standard VII – Governance, Leadership, and Administration

Alfred State College has a clearly articulated and transparent governance structure that outlines each constituency's roles, responsibilities, and accountability for decision-making, including the governing body, administration, staff, and students. The College's legally constituted governing structure consists of several interrelated bodies on the system (State University of New York or SUNY) and local levels, including representation from faculty/staff and students. These bodies include the SUNY Board of Trustees, Alfred State's College Council, the statewide University Faculty Senate, Alfred State's Faculty Senate, and Alfred State's Student Senate. They support the College President (CEO), who has the authority and autonomy required to fulfill the position's responsibilities and has the assistance of a sufficient number of qualified administrators. The College's administration and organizational structure is clearly documented, has defined reporting relationships, and has the credentials and professional experience consistent with Alfred State College's Mission as a technical college offering in-demand programs in a cultivating, caring environment.

IV. Alfred State College MSCHE Self-Study Steering Committee

Steering Committee Co-Chairs
Bridget Jacobs, Director of Assessment, Accreditation & Program Planning/MSCHE ALO (Academic Affairs)
Dan Jardine, Director, Office of Institutional Research, Planning & Effectiveness (Academic Affairs)
Danielle Green, Associate Professor, Business Department (SAMET Faculty)

Executive Leadership Team Representatives

*Carrie Cokely, Vice President for Academic Affairs

Tim Sortore, Vice President for Finance and Administration (CFO)

Greg Sammons, Vice President for Student and Employee Affairs
Danielle White, Vice President of Institutional Advancement
*effective Fall 2023

Faculty Representatives

School of Arts and Sciences (SAS)
Nicole DiGerlando, Assistant Professor, English and Humanities Department
Kathryn Link, Associate Professor of Biology and Chair, Physical and Life Sciences Department

School of Architecture, Management and Engineering Technology (SAMET)
Aric Bryant, Associate Professor and Chair, Mechanical and Electrical Engineering Technology Department
Danielle Green, Associate Professor, Business Department **(Steering Committee Co-Chair)**

School of Applied Technology (SAT)
Danel Bowen, Assistant Professor, Electrical, Machine Tool, and Welding Technology Department
Todd McDowell, Instructor, Electrical, Machine Tool, and Welding Technology Department

Division/Constituency Representatives

Academic Affairs
*Carrie Cokely, Vice President for Academic Affairs **(Executive Leadership Team Representative)**
Kathleen Casey, Associate Vice President for Academic Affairs and Student & Faculty Development and Interim Dean, School of Arts and Sciences (SAS)
Jeffrey Stevens, Dean, School of Applied Technology (SAT)
John Williams, Dean, School of Architecture, Management and Engineering Technology (SAMET)
Dan Jardine, Director, Office of Institutional Research, Planning & Effectiveness **(Steering Committee Co-Chair)**
Bridget Jacobs, Director of Assessment, Accreditation & Program Planning/MSCHE ALO **(Steering Committee Co-Chair)**
*Replaced Craig Clark, VP for Economic Development and former Interim VP Academic Affairs, effective Fall 2023

Business Affairs
Tim Sortore, Vice President for Finance and Administration (CFO) **(Executive Leadership Team Representative)**

Student and Employee Affairs
Greg Sammons, Vice President for Student & Employee Affairs **(Executive Leadership Team Representative)**
Jonathan Hilsher, Assistant Vice President of Well-being & Student Support
Angela Koskoff, Chief Diversity Officer
Matt Ryan, Senior Director of Cultural and Student Life

Enrollment Management
Russ Nunley, Chief Marketing Officer
Laura Kernan, Associate Registrar
Chris Vernam, Associate Director of Financial Aid

Institutional Advancement
Danielle White, Vice President of Institutional Advancement **(Executive Leadership Team Representative)**

Student Senate/Student Representation
Tori Rech, Business Administration (B.B.A.) Student
Replaced Austin Caporin, Culinary Arts (A.O.S.) Student, effective Fall 2023

IV. Guide to Requirements of Affiliation and Standards/Criteria in Chapters and Evidence Inventory

Requirement of Affiliation	Chapter/Standard
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.	**Exec. Summary; II & VII**
2. The institution is operational, with students actively enrolled in its degree programs.	**Exec. Summary; III & VI**
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	**Not applicable**
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	**II**
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.	**II**
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, **msche.org/policies**.	**II**
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.	**II & VII**
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	**II, IV, V & VI**
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	**III & V**
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	**I, V & VI**
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	**VI**
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	**VII**
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	**VII**
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	**II & VII**
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	**III, VI & VII**

Requirements of Affiliation are denoted as RoA in the Self-Study (*e.g., RoA 1=Requirement of Affiliation 1),* and relevant evidence in these sections is uploaded to the corresponding RoA(s) in the Evidence Inventory. STD. and C. denote **Standards** and **Criteria** in chapters, subheadings, and in Evidence Inventory citations (*e.g., STD1.C1.=Standard I, Criterion 1*). **Sub-criteria** are also included where appropriate (*e.g., Criterion I.1.a*). In-text **Evidence Inventory citations** are in red font and numbered sequentially by chapter to correspond with the **Evidence Inventory** on the MSCHE portal (e.g., STD1.C1.01). Underlined citations also document Requirements of Affiliation. Leading zeros are used as needed to aid in sorting evidence for the Evidence Inventory. Documents cited multiple times in a chapter are cited, numbered, and filed based on the first instance in the chapter.

V. Commonly Used Acronyms and Abbreviations in the Self-Study

Acronym/Abbreviation	Name/Title
AACT	Academic Affairs Collaboration Team
ACES	Auxiliary Campus Enterprises and Services
Alfred (Campus)	Alfred State College's Main Campus (Alfred, NY)
ASC	Alfred State College
ASOP	Alfred State Opportunity Program
CAT	Challenge Action Team
CDR; CD&R	Curriculum Development and Review Committee
CITE	Center for Innovation and Teaching Excellence
COL	Center for Online Learning
CPD	Center for Professional Development (SUNY)
CSEA	Civil Service Employee Association (Employee Union)
CSLO	Course Student Learning Outcome
DEI	Diversity, Equity, and Inclusion
DEISJ; DEI & Social Justice	Diversity: Equity, Inclusion, and Social Justice (SUNY General Education Knowledge and Skills Area)
ELITE	Office of Extended Learning, Innovation, and Teaching Excellence
ELT	Executive Leadership Team
EOP	Educational Opportunity Program
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
GE; Gen Ed	General Education
IFR	Income Fund Reimbursable
ISLO	Institutional Student Learning Outcome
LAS	Liberal Arts and Sciences
MarComm	Marketing Communications
Northland (Campus)	School of Applied Technology Campus at Western New York Training Center (Northland Ave, Buffalo NY)
NYS	New York State
NYSED	New York State Education Department
OER	Open Educational Resource
OIRPE	Office of Institutional Research, Planning and Effectiveness
OSFD	Office of Student and Faculty Development
OTPS	Other than Personal Service
PC	President's Council
PDW	Professional Development Week
PSLO	Program Student Learning Outcome
SAGE	Senate Assessment and General Education Committee
SAMET	School of Architecture, Management and Engineering Technology
SAS	School of Arts and Sciences
SAT	School of Applied Technology
SCUP	Society for College and University Planning
SNAP	Supplemental Nutrition Assistance Program
SUNY	State University of New York
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SUNY-GE	SUNY General Education Framework (effective beginning Fall 2023)
SUNY-GER	SUNY General Education Requirement (2010-2022)
UFS	University Faculty Senate
UUP	United University Professions (Faculty Union)
VPAA	Vice President for Academic Affairs
Wellsville (Campus)	School of Applied Technology Campus, Wellsville, NY

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Introduction and Summary

Alfred State College has clearly defined Mission and Vision statements that reflect the College's mission as a rural public technical college offering career-focused degree programs:

> Vision Statement:
> Alfred State will be THE premier regional college of technology, creating opportunity for our students to achieve successful careers and purposeful lives.
>
> Mission Statement:
> Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.
>
> Core Values:
> Respect, Integrity, Service, Dedication

Alfred State's Vision statement creates a horizon-based, aspirational outlook of the long-term impact on its students' careers and lives. The Vision is decidedly student-centered in its focus on the outcome of Alfred State's impact on *students' lives and careers*.

The Mission statement accurately reflects the College community's day-to-day work in the present tense. The Mission also declares its role as a dual-serving institution that provides two- and four-year degrees to meet students' career and degree goals. The Mission captures its high placement rates (in-demand students) and clarifies its long-time commitment to applied or hands-on learning.

SUNY System Administration affirms the role of the seven Technology Colleges like Alfred State College in describing the Technology College sector as providing "cutting-edge, hands-on training for in-demand careers" as a shared focal point (STD1.C1.01 SUNY Online Program Description – Alfred State College). The SUNY Master Plan affirms that Alfred State's Mission in the Technology Sector is to provide high-quality certificate and degree programs, primarily in technology, agriculture, and the applied sciences, which is reflected in the College's Mission and Vision statements (STD1.C1.02 SUNY Master Plan 2012, p. 11). The Master Planning Requirements from New York State Education Law

require that master planning for higher education on both a system and institution level defines and differentiates the missions and objectives of higher education and individual institutions, identifies needs and interests to be addressed in planning, be in sufficient detail to enable evaluation of the needs addressed in the plan, optimize resources, and evaluate program effectiveness (STD1.C1.03 NY Education Law Master Plan Requirements). This chapter and Chapters V and VI will provide evidence that Alfred State College's planning and assessment meet these requirements delineated in the statute.

Alfred State College's Core Values reveal *who we are*, what sets us apart from other colleges, and what attributes we collectively share.

STD1.C1. Alfred State College has Clearly Defined Mission and Goals (*RoA 7*)

> ***a. Development through Collaborative Participation, Addressing External and Internal Contexts, and Governing Body (College Council) Approval*** (*Criteria I.1.a-c; RoA 12*)

To develop the institutional Mission and goals, the College identified a proven planning framework created by the Society for College and University Planning (SCUP). Since the last MSCHE reaffirmation, the College has been guided by one of three Strategic Plans: the 2017-2020 *Roadmap to 2020,* the 2021-2022 *Strategic Plan Refresh,* and the current 2023-2027 *A.S.C. Strategic Plan.*

Roadmap to 2020 – 2017-2020 Strategic Plan

Between **2015 and 2016**, a cross-divisional strategic planning committee used the SCUP planning model to refresh the College Strategic Plan, designated as the *Roadmap to 2020*. The eventual finished work included an updated Vision, Mission, Core Values, and six strategic priorities:
1. Applied Learning
2. Diversity and Inclusion
3. Faculty and Staff Excellence
4. Infrastructure
5. Local and Regional Impact
6. Student Success

(STD1.C1.04 Alfred State College Strategic Plan - *Roadmap to 2020*)

Each Strategic Priority was further developed toward action through working groups that created corresponding strategies (approaches) and actions/tactics that advanced each priority.

Examples of collaborative participation beginning in 2015 (through 2016) included a series of surveys and listening

sessions for faculty, staff, and students. More information on survey and listening survey participation is in the Evidence Inventory (STD1.C1.05 Campus Voices Exercises 9-24-2015; STD1.C1.06 Commuter Survey Q#6-8 Answers2015; STD1.C1.07 Strat Plan Survey Questions 10-2015; STD1.C1.08 StratComm Listening Session #1 2015).

The steering committee comprised over 30 members across divisions and ranks, broadly representing faculty and staff. Subcommittees helped design the actions to advance each Strategic Priority. This further expanded the role of campus constituents beyond the 30+ steering committee members. During development, the committee shared progress reports and solicited feedback by presenting at College Opening Remarks, to the College Council, and at Town Hall sessions, which included recommendations on key performance metrics for the Strategic Plan (STD1.C1.09 Town Hall Measurements for All 6 Strategies 5-18-17; STD1.C1.10 College Council Meeting Minutes 2-4-2016; STD1.C1.11 College Council Meeting Minutes 12-1-2016).

After the *RoadMap to 2020* was developed, the Steering Committee further encouraged collaborative participation by deploying planning posters that asked departments to create supportive unit goals that would be displayed to emphasize the campus' synergy around goals. The posters were designed to provide visible guideposts so campus community members could easily see and understand how different departments supported the larger College goals (STD1.C1.12 Strategic Plan Poster).

While the College successfully realized the goals of the 2017-2020 Strategic Plan, one area identified for improvement was to have more easily measured, quantitative key performance indicators to assess the plan in a more manageable and sustainable fashion. The College later addressed another issue with the *Roadmap to 2020* in its new 2023-2027 Strategic Plan described below, which was the high number of performance indicators/action items, making it challenging to measure success sustainably in the long term.

2020-2022 – Strategic Plan Refresh

The end of the *Roadmap to 2020* Strategic Planning period was marked by two critical events in the College's history: the COVID-19 pandemic, which impacted all of higher education, and the retirement of Alfred State College's President Irby "Skip" Sullivan, which was announced in the 2020-21 academic year and took effect in June 2021. As a result, the College elected to review progress on the *Roadmap to 2020* and refresh the Strategic Plan, pending hiring a new President when it was anticipated a new plan would be developed and implemented.

In **2019**, a cross-divisional Strategic Planning Refresh Committee worked to reaffirm Alfred State College's Vision,

Mission, and Core Values. The committee was composed of individuals representing all constituencies of Alfred State College. The committee continued using the Society for College and University Planning (SCUP) Framework, which included a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and environmental scanning. The committee met several times as a unit to discuss the SCUP format and the current strategic priorities. The committee then sent surveys to SUNY Alfred State College's employees. It held several town hall meetings and a SWOT model poster session to collect data regarding alterations to the strategic plan suggested by employees.

After data analysis, the committee met to affirm and refine the previous strategic priorities to the following seven:
1. Advanced Hands-On Learning
2. Inclusion and Belonging
3. Team Investment and Professional Growth
4. Partnerships and Impact
a. Student Development and Support
6. Campus Renewal and Resource Optimization
7. Enrollment and Recruitment

After identifying and approving the refined priorities, however, the onset of the **2020 COVID-19 pandemic** disrupted the campus' timely efforts to fully build subsequent strategies, actions, and performance indicators to create a *bona fide* new strategic plan. However, the plan refresh defined over 31 strategies with 103 mapped initiatives and indicators. As of June 2022, when the College embarked on the process to finalize the new strategic plan, significant progress had been made on each of the strategic plan refresh priorities, despite the pandemic. 53 initiatives were met, partially met or in progress (51%), and an additional 10 tactics were initiated but not met, for a total of 63 initiatives (61%). However, 31% reported either no progress or not yet started, highlighting the need to define a manageable and sustainable number of key indicators in the next full Strategic Plan (STD1.C1.13 Strategic Plan Refresh Tracker).

Development of the 2023-2027 Strategic Plan

With the spring 2022 arrival of Dr. Mauro, the 13th President of Alfred State College, and a subsiding COVID-19 becoming endemic, the institution set out to adapt strategic priorities to the post-pandemic environment under new executive leadership.

To streamline and focus the effort, campus constituents were asked for their input on *the most important things we needed to be successful*. Over 50 respondents supplied thematic feedback that aligns remarkably well with three of the campus priorities (STD1.C1.14 Strategic Brainstorming Session Summary).

This effort enabled the College to home in on the most critical strategic priorities, yielding three major priorities with corresponding strategies. Notably, each Strategic Priority **effectively integrates, embeds, aligns with, and provides continuity to the priorities and goals established in 2021**. The changes are **evolutionary** and **represent a continuous improvement** in the College's changing environment. Each priority has a single **Objective** that measures the collective success of the plan.

Based on Pioneer Pride of the College's past achievements, its purpose-driven mission to become THE PREMIER College of Technology, and its Pioneer Promise to its students and community to shape a healthy future for Alfred State, these seven 2020-21 strategic priorities were reorganized into the **ASC Challenge** that was first implemented as an annual challenge and then rolled into the new Strategic Plan taking effect in 2023-24. The ASC Challenge was designed to:

A – Attract New Students
S – Support Student Success
C – Create a Caring Community

Challenge 1 (Goal): **Attract New Students:**
Alfred State will sustain and strengthen enrollment while maintaining strong academic standards. Through excellent academic offerings, a vibrant student life program, and commitment to equity and access, Alfred State will **attract, and recruit** students focused on personal and academic success. Alfred State will **renew campus technology and facilities**, prioritizing initiatives to best capitalize on investments and **optimize resources**.

Challenge 2 (Goal): **Support Student Success:**
Alfred State will provide its students with the necessary **support to develop** academically, personally, and professionally and to become successful graduates, leaders, and citizens. Alfred State will enhance and expand our **advanced approach to hands-on learning** opportunities across the student experience by keeping pace with industry, entrepreneurship, and advancements in technology and research.

Challenge 3 (Goal): **Create a Caring Community:**
Alfred State will **invest in our team** and professionally develop high-quality faculty and staff in a mutually beneficial manner that acknowledges and values all contributions to the overall success of the College. Alfred State will support a diverse community of students, faculty, and staff in a welcoming environment that appreciates differences, creates access, prioritizes equity, nurtures a sense of **inclusion and belonging**, and supports the **well-being** of our campus community. Alfred State will create external **partnerships** with industry, agencies, and organizations that expand our educational and community **impact**.

President Mauro appointed a 32-member, cross-divisional steering committee to lead the development of an updated strategic plan. To ensure campus collaboration across levels and divisions, Alfred State formed three Challenge Action Teams (CAT) from among the steering membership to design the specific actions or tactics that would advance the College towards its dominant goals. Each of the three priorities included a cross-divisional CAT Team to collaborate on developing specific actions and quantifiable performance indicators to propel each supporting strategy forward. In the Summer of 2023, The College's Marketing Communications office released a draft webpage for the College community to review and offer comments beginning on May 12, 2023, before the end of faculty obligation for the 2022-23 academic year (STD1.C1.15 May 12 2023 Announce-Strategic Plan Draft). The Strategic Plan was then finalized during the Summer of 2023 after an open comment period, including aligning it with the new SUNY Chancellor John King's priorities for the SUNY System: Affordable Access, Student Success, Upward Mobility, Diversity, Equity, & Inclusion, Research & Scholarship, and Economic Development.

On August 17, 2023, Alfred State President Steven Mauro unveiled the new Strategic Plan during his Opening Remarks to the College that kicked off the 2023-24 academic year. Dr. Mauro's opening remarks were accompanied by the finalized Strategic Plan website for the College community and the public and printed materials which were distributed to those in attendance (STD1.C1.16 Opening Remarks Fall 2023; STD1.C1.17 Alfred State College Strategic Plan 2023-2027). On September 12, 2023, the College Council of Alfred State College, the local governing body, affirmed and endorsed the new plan, finalizing it and putting it formally into action.

Priorities and initiatives in each of these Strategic Plans addressed both internal and external constituencies as follows:

Internal Constituencies – Faculty/Staff/Students
- Enrollment & Recruitment/Attract New Students
- Student Development & Support/Support Student Success
- Hands-On Learning
- Inclusion and Belonging/Create a Caring Community
- Team Investment and Professional Growth
- Campus Renewal and Resource Optimization

External Constituencies – Local/Regional Communities, Industry Partners, Employers, Prospective Students and Families, Alumni & Donors
- Partnerships & Impact
- Enrollment & Recruitment/Attract New Students
- Create a Caring Community
- Campus Renewal and Resource Optimization

As discussed above, the College Council approves and supports each of the College's Strategic Plans and their

initiatives. Each plan is reviewed regularly by the College Council during development and while in progress. The College Council also endorses them. Agendas and minutes of meetings are included as evidence of College Council's involvement and endorsement of Alfred State College's strategic plans (STD1.C1.10 College Council Meeting Minutes 2-4-2016; STD1.C1.111 College Council Meeting Minutes 12-1-2016; STD1.C1.18 College Council Meeting Minutes 2-21-2017; STD1.C1.19 College Council Meeting Minutes 12-7-2020; STD1.C1.20 College Council Meeting Minutes 8-29-2022; STD1.C1.21 College Council Meeting Agenda 9-12-2023).

b. ***Measuring Success in Guiding the Institution's Decisions Related to Planning, Resource Allocation, Program and Curricular Development, and Definition of Institutional and Educational Outcomes*** *(Criterion I.1.d; RoA 10)*

Each year, Alfred State College develops an annual plan that aligns with its Vision, Mission, Values, and strategic priorities. This is accomplished using a zero-based budgeting process. In the fall, account holders receive a budget template summarizing the prior year's total request and the amount spent. This form allows all account holders to request funding for the new budget cycle. Each line item consistent with the prior year's approved funding is entered into a primary request section. These requests have a drop-down box allowing for a tie-in to a specific Strategic Priority (as shown below). Another section is provided for new and/or additional requests requiring justification to support the ASC Vision, Mission, and strategic priorities. This process allows senior leadership to review and prioritize all budget requests while considering ASC's goals (Figure 1.1).

Figure 1.1 Budget Template with Strategic Plan Tie-In

(STD1.C1.22 Budget Template with Instructions)

c. ***Goals Support Scholarly Inquiry and Creative Activity Appropriate to the College*** *(Criterion I.1.e)*

Creative activity and inquiry are embedded into the hands-on approach at Alfred State College, reflected in its Mission statement and strategic plans, the most recent of which is to Support Academic and Student Success.

The call for student participation in scholarly and creative pursuits is also articulated in the first Institutional Student

Learning Outcome (ISLO). This is showcased in the many end-of-year and external events presenting student projects and research. For example, several Physical and Life Sciences Department students have submitted their research projects at SURC (the SUNY Undergraduate Research Conference), and most STEM majors conduct semester-end senior projects.

In addition, many academic departments support internship and civic engagement opportunities. Examples include:

- In 2022, the Heavy Equipment Truck and Diesel program and its students collaborated with Belfast Township to repair a unit grader to service community needs.
- In 2022, the Building Trades and EMTW departments integrated applied learning into laboratory work to build a town barn.
- In 2022, the Masonry program utilized students in applied learning to assist in installing new walkways for a local church.
- Alfred State College students regularly participate in disaster relief trips coordinated through the College's Center for Civic Leadership. The most recent teams (Jan. and Dec. 2023) assisting with Hurricane Ian cleanup in Florida were comprised of students from all three of the College's schools, including the Construction Management, IT-Web Development, CNC Machining and Manufacturing, Automotive, Forensic Science, and Nursing programs, as well as a team from the Northland campus (STD1.C1.23 Center for Civic Leadership; STD1.C1.24 Alfred State sends relief team to Florida).

Alfred State College currently has 456 courses designated as Applied Learning courses, with each major having at least applied learning course in the curriculum (STD1.C1.25 Applied Learning Portal List). All these courses have been approved by the Curriculum Development and Review Committee and Faculty Senate and include direct hands-on learning described in the Institutional Student Learning Outcomes. Applied Learning and the related Institutional Student Learning Outcome are discussed in more detail in Chapters III and V.

d. Alfred State's Goals are Publicized and Widely Known by the Institution's Internal Stakeholders (Criterion I.1.f)

Alfred State has transparently shared its plans on both web and print materials. The College maintains information about all strategic planning efforts on the College's website (STD1.C1.26 Alfred State College Strategic Plan Webpage)

The College also posts its Mission, Vision, and Strategic Plan priorities and goals in all buildings across its campus locations, visible to students, faculty, and staff. Strategic Plan Priorities are focal points for College bodies; for example, the Priorities are listed and mapped in the agendas for the Academic Affairs Coordination team at every meeting (STD1.C1.27 05-02-23 AACT Meeting Agenda). As discussed above, the current 2023-27 Strategic Plan was publicly unveiled to the College community in August 2023 during Dr. Mauro's Opening Remarks, and both web and printed materials were provided to the community as described and cited above.

e. Alfred State College's Goals are Periodically Evaluated (Criterion I.1.g)

As discussed above, Alfred State College regularly evaluates each Strategic Plan, which occurs annually and in greater detail at the end of each plan. These evaluations are used to update and develop plans for the College.

At the time of the *Roadmap to 2020* Strategic Plan completion, Alfred State College successfully advanced each of the Plan's priorities. The key performance indicators described in the plan were articulated as strategies, actions, and tactics. There were 34 strategies and 94 actions/tactics in the plan (STD1.C1.28 Strategic Plan Roadmap To 2020 Tracker). While not all tactics were met, progress was made toward most of the strategies in the plan:

Applied Learning: All strategies, actions and tactics met
Diversity and Inclusion: Progress made on 3 of 4 strategies
Faculty and Staff Excellence: Progress made on 5 of 5 strategies
Infrastructure: Progress made on 6 of 8 strategies
Local and Regional Impact: Progress made on 3 of 9 strategies
Student Success: Progress made on 4 of 4 strategies

As discussed above, 51% of the follow-up Strategic Plan Refresh initiatives were met, partially met or in process by the end of the 2022-23 planning year, despite the interruptions of the COVID-19 pandemic. The experiences of both these plans informed the new 2023-27 Strategic Plan, in which there was an intentional effort to streamline the plan and its Key Performance Indicators to make evaluation of progress more manageable and sustainable.

Additional related progress in each of the Strategic Plan Priorities was measured by mapping division-level and unit/office/department-level goals to the Strategic Plan's priorities and goals (STD1.C1.29 2017-2020 Strategic Plan Mapping Report). These are explored in more detail in Chapter VI.

STD1.C2. Goals are Realistic, Applicable to Higher Education, and Consistent with Alfred State College's Mission

As discussed above, Alfred State College's current goals and priorities are realistic, related to the College's Mission and Vision, and have as their foundation SUNY's higher education-focused priorities of *affordable access, student success, upward mobility, diversity, equity & inclusion, research & scholarship, and economic development* (STD1.C1.26 Alfred State College Strategic Plan Webpage). Measurable and achievable outcomes support the plan's three themes or priorities.

A: Attract New Pioneers seeks to expand the College's opportunities to more students "to achieve successful careers and purposeful lives" (Alfred State College Vision Statement) through:

- encouraging more prospective students to apply
- maintaining and enhancing college affordability
- reaching new audiences and markets, including under-represented groups and adult/non-traditional students
- expanding current and new academic programs and pathways to completion
- adding athletic teams and clubs to enhance student engagement
- investing in campus facilities and improvements to create a Destination Campus

S: Strengthen Academic & Student Success seeks to improve student success in its "outstanding associate and baccalaureate degree programs… preparing in-demand and involved students" (Alfred State College Mission Statement) through:
- increasing student engagement opportunities
- improving two- to four-year program transition rates
- examining and optimizing financial support for existing students
- bolstering academic support and related processes
- creating a Teaching and Learning Center
- enhancing academic educational excellence

C: Cultivate a Caring Community seeks to ensure that Alfred State College and the surrounding communities and region it serves embody a "caring community" for its members, including students, faculty, and staff (Alfred State College Mission Statement) through:
- optimizing open channels for institutional communication
- enhancing the health and well-being of the campus community
- increasing work flexibility, benefits, and employee compensation

- expanding training, support, and development for employees
- curating general and specialized programming to engage everyone
- extending care to the region to build a stronger community for all

Each of these mission-specific goals is underpinned by ambitious yet achievable key performance indicators (KPIs) designed to ensure the College's growth and continued position as a significant force for progress in Alfred, Wellsville, north Buffalo, Allegany County, and the Western New York region (STD1.C1.17 Alfred State College Strategic Plan 2023-2027, pp. 6-15). The performance indicators and overall goals were based on the first ASC annual challenge. This challenge, which took place in the 2022-2023 academic year, achieved the primary goals of Attracting New Students (1,325 new students), Supporting Academic and Student Success (71% retention of first-year students), and Cultivating a Caring Community (4.2/5.0 on employee satisfaction survey), as highlighted in Dr. Mauro's opening remarks (STD1.C1.16 Opening Remarks Fall 2023, Slides 3-20). This supports the reasonability of the KPIs that build off this success.

STD1.C3. Goals Focus on Student Learning and Related Outcomes and Institutional Improvement, Are Supported by Programs and Services, And are Consistent with the Institutional Mission

Alfred State's Mission, Core Values, and institutional goals reflect a continued commitment to academic excellence and student achievement. The College's Institutional Student Learning Outcomes reflect Alfred State's mission of preparing students for professional and personal success (Figure 1.2).

Figure 1.2 Relationship between ISLOs and Mission/Vision

ISLO	Link to Mission/Vision	Link to 2023-27 Strategic Plan Priority
Develop skills for critical thinking, effective communication, and quantitative reasoning within an integrative general education curriculum.	Mission: Deliver Outstanding Programs and Preparing In-Demand Students Vision: Creating Opportunities for Students to Achieve Purposeful Lives	Strengthen Academic & Student Success
Demonstrate the ability to address and meet real world challenges by engaging in applied learning activities.	Mission: Hands-On Learning	Strengthen Academic & Student Success
Develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world.	Mission: Involved Students in a Caring Community	Cultivate a Caring Community
Utilize technology within curricula to support and enhance career readiness.	Mission: Preparing In-Demand Students; Vision: Creating Opportunities for Successful Careers	Strengthen Academic & Student Success

These institutional outcomes provide a framework for assessing student achievement, for curriculum development to include applied learning to enhance career readiness, and for integrating general education and diversity throughout the curriculum to ensure students become well-rounded individuals. These Institutional Student Learning Outcomes and assessment of these outcomes are discussed in more detail in Chapter V. They are mentioned here as evidence of universal curricular and academic goals in planning and the link between the institutional learning outcomes and the strategic plan, especially relating to Supporting Academic & Student Success.

The College's curricula and programs are developed in response to student and market demand. All programs are either programmatically accredited, undergo accreditation self-studies, or participate in five-year program reviews with external evaluation. The five-year review process includes a self-study, encompassing a committee including the curriculum coordinator, some faculty both in and outside the department, external reviewers from other institutions, and current practitioners in the field. These cyclical evaluations ensure that upon graduation, students will possess hands-on experience with techniques in their field and the ability to effectively communicate with and respect diverse perspectives encountered in any field. These programmatic reviews are discussed in more detail in Chapter V.

A complete list of programmatically accredited programs and their accrediting bodies is on Alfred State's public website and published in the course catalog (*RoA 14*) (STD1.C3.30 Alfred State College Accreditations Webpage; STD1.C3.31 Alfred State College 2023-24 Catalog, pp. 3-5).

The College's student learning and related outcomes are reviewed in a way that leads to continued educational and institutional improvement. An example of how mission-centric institutional learning outcomes and external evaluations link to improved student learning experiences is in the Culinary Arts department (Culinary Arts and Baking Production and Management A.O.S. programs). During the 2018-19 five-year review cycle, external evaluators and the department noted that upgrading Culinary Arts lab and restaurant facilities using recently acquired grant funds would improve hands-on learning for students. Upgrades to facilities funded by an Appalachian Regional Commission grant were completed in 2022. The 2023 evaluation team noted that the upgrades to facilities and equipment were impressive and correspondingly that the curriculum and content were improved with more advanced and current culinary techniques (STD1.C3.32 Five Year Review-Culinary Arts Department Programs 2023).

Additional detailed explanations and examples of these reviews, along with the review process, are provided in Chapter V.

The Mission of Alfred State is at the center of institutional planning and institutional learning goals. For example, aspects of the Mission are consistent in "outstanding associate and baccalaureate degree programs" through activities that develop skills in the curriculum as outlined in ISLO #1, "hands-on learning" for the applied learning activities in ISLO #2, "caring community" aspects through activities that develop an appreciation of diverse perspectives in ISLO #3, and "in-demand students" through enhance career readiness activities in ISLO #4.

STD1.C4. Periodic Assessment of Mission and Goals Ensure they are Relevant and Achievable (*RoA 10*)

Alfred State has clearly defined Vision, Mission, Core Values, and goals. Alfred State has recently finalized its new Strategic Plan for 2023-2027, which resulted from a college-wide assessment of the previous Strategic Plan, as discussed earlier in this chapter. The Strategic Plan was unveiled to the College community during Dr. Mauro's Opening Remarks on August 17, 2023. The Strategic Plan documents are available to view or download from the College's website (STD1.C1.17 Alfred State College Strategic Plan 2023-2027). The plan will be assessed annually to ensure milestones are reached, and the project is on pace for completion. For example, the primary goals of the ASC Challenge for 2022-23 were assessed in the summer of 2023. The purposes were utilized as part of a strategic planning process, which set new goals related to the strategic plan for 2023-24 (STD1.C1.16 Opening Remarks Fall 2023, Slides 3-20).

The following chapters in this Self-Study contain numerous examples and additional evidence that the College's Mission, Vision, and Strategic Plans are central to Alfred State College's institutional and academic planning and assessment, especially as evidenced in Chapters IV-VI.

Sample recent divisional assessments are included as evidence that the College's Strategic Plan and key performance indicators from the plan are used in periodic assessment (STD1.C4.33 Business Affairs 2021-22 Organizational Assessment Plan w KPIs; STD1.C4.34 Business Affairs 2022-23 Organizational Assessment Plan w KPIs; STD1.C4.35 Academic Affairs 2021-22 Organizational Assessment Plan w Strat Plan Priorities; STD1.C4.36 Academic Affairs 2022-23 Organizational Assessment Plan w Strat Plan Priorities). The chart below includes a sample of divisional plan measures and their links to the Strategic Plan (Figure 1.3):

Figure 1.3 Sample Divisional Plan Measures and Link to Strategic Plan Goals

Divisional Plan	Divisional Measure	Results/Follow-Up Actions	Link to Strategic Plan Goals
Academic Affairs 2021-22; 2022-23	Refine the Academic Program Analysis Metrics Model and begin using it to offer the best academic program options to attract and retain students. Also, encourage departments to review enrollment and retention trends included in the model to create action plans addressing enrollment and retention.	The model was developed and submitted to the Officer-in-Charge in 2021-22 and implemented in 2022-23 in 100% of departments, with a projected increase in retention and enrollment. Follow-up action: use more general cost/revenue information in the model.	Enrollment and Recruitment (Strategic Plan Refresh)
Academic Affairs 2022-23	Establish a Center for Teaching and Learning to support faculty and students.	The associate director was hired in July 2023; the Center for Teaching and Learning was opened at the beginning of the 2023-24 academic year.	Team Investment and Professional Growth (Strategic Plan Refresh)
Business Affairs 2021-22	Increase use of the work order system and AssetWorks platform to generate data to advocate for Capital Resources prioritization.	Implemented effective June 2022; monthly reports on work order status generated and shared with ELT. Data reflect alignment with capital requests compared to building conditions.	Campus Renewal and Resource Optimization (Strategic Plan Refresh)
Business Affairs 2022-23	Prioritize the status and % completion of the Campus Infrastructure Project.	As of June 2023, the total Phase I of the project is 80% complete. If including the future Phase II of the project, it is approximately 30% complete.	Campus Renewal and Resource Optimization (Strategic Plan Refresh)

As discussed below, the College determined that the number of key performance indicators needed streamlining as it transitioned from the Strategic Plan Refresh to the current 2023-27 Strategic Plan. There are currently 12 measurable Key Measures in each Strategic Plan Priority (36 total), reduced from approximately 100 performance indicators in the Strategic Plan Refresh (STD1.C1.17 Alfred State College Strategic Plan 2023-2027; STD1.C4.37 2020-21 Refreshed Strategic Plan FINAL Version). This is evidence that the College assesses its goals to ensure they remain relevant, manageable, and achievable.

Standard I and Institutional Priorities Addressed in the Self-Study

All three of Alfred State College's Self-Study Institutional Priorities are explicit and implicit in the College's Mission, Vision, and past and present Strategic Plans. The chart below depicts some examples of how Enrollment and Recruitment, Retention, and Campus Renewal and Resource Optimization, along with embedded focuses on DEI and staffing/resources, are intertwined in the College's goals and strategic planning (Figure 1.4):

Figure 1.4 Self-Study Institutional Priorities Reflected in Alfred State's Mission, Vision, and Strategic Planning

Institutional Priority	Mission/Vision	Strategic Plan Priorities	Sample Goals and Strategies in 2023-27 Plan * DEI Component #Staffing/Resources Component
Enrollment and Recruitment	Premier Regional College of Technology	Enrollment & Recruitment; Attract New Pioneers	*Reach New Audiences and Establish New Recruitment Markets (including international, BIPOC, and URM)
Retention	Creating Opportunities for Students	Student Success; Strengthen Academic & Student Success	*Improve 2 to 4 year Program Transition Rates; *#Examine & Optimize Financial Support for Existing Students
Campus Renewal and Resource Optimization	Deliver Outstanding Programs; Caring Community	Campus Renewal and Resource Optimization; Attract New Pioneers & Cultivate a Caring Community	#Create a Destination Campus; #Increase Work Flexibility, Benefits and Employee Compensation; #Expand Training, Support & Development for Employees

Standard I Points of Pioneer Pride

Alfred State College has a robust and inclusive Strategic Planning process and culture, where the College's Mission, Vision, and Strategic Plan are routinely reviewed and revised to best meet the needs of its constituencies, with its students and their success at the core of each Plan. The College engages in a broad-based, collaborative review of each Plan, entering community engagement and buy-in with each Plan's priorities. The College also broadly disseminates each plan through various media to ensure it is widely known among its internal and external stakeholders.

Standard I Suggestions for Improvement

Areas that needed improvement have been addressed in the new 2023-27 Strategic Plan unveiled to the College community and the public in August 2023. While the prior Strategic Plans included highly ambitious yet realistic goals for the College that were closely linked to the institution's Mission and Vision, the many actions, tactics, and success indicators made it challenging to sustain measurement of the achievements of these plans. The new Strategic Plan will allow for an even more sustainable and manageable assessment of the College's plan. While the 2017-2020 Strategic Plan had nearly 100 tactics/actions to be measured, the new plan has three Priorities, each with six Goals. Each Goal has five Strategies and two easily quantifiable Key Performance Indicators, for a total of 36 Key Performance Indicators used to measure success in the Plan. This ensures that not only will measurement and assessment of the Plan's progress be manageable and sustainable, but there will be balance among priorities. In addition, the College's organizing and publicizing of the new Strategic Plan around the A-S-C acronym will make it easier for all College constituencies, not just those with assessment or planning responsibilities, to remember the plan's overarching goals, making it even more transparent and relevant to all, addressing another area for improvement when compared to previous plans.

Chapter II
Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Introduction and Summary

Alfred State College has a strong culture of ethics and integrity and is committed to compliance with all relevant accreditation, state, SUNY system, and federal regulations, policies, and procedures. Integrity is one of Alfred State's four Core Values, and it is lived out through honoring its commitments to students, faculty/staff, other constituencies, and the public and through representing itself truthfully in all media.

STD2.C1. Alfred State College is Committed to Academic Freedom, Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property Rights

Alfred State College is committed to promoting academic and intellectual freedom, freedom of expression, and respect for intellectual property rights. The College adheres to the tenets of academic and intellectual freedom in compliance with federal and state law and the *SUNY Board of Trustees Policies* Title 1 (STD2.C1.01 SUNY Board of Trustees Policies, p. 45) and the Agreement between the United University Professions and the State of New York, Article 9. In addition, the investigation, hearing, and reporting of "…restrictions on freedom of expression and assembly, including academic freedom" is specified as a faculty responsibility and in the Faculty Senate Bylaws, Article 3.1.3 (STD2.C1.02 Alfred State Faculty Senate Bylaws). Alfred State abides by the SUNY Conflict of Interest Policy, whose summary states:

> *Faculty and staff of the State University of New York (University) are encouraged to foster an atmosphere of academic freedom by promoting the open and timely exchange of scholarly knowledge independent of personal interests. They are required to avoid conflicts of interest. Where potential or actual conflicts exist, faculty and staff are expected to consult with appropriate University officers and abide by University policy. This policy represents a restatement of existing University policy and pertinent state and federal laws and regulations.* (STD2.C1.03 SUNY Conflict of Interest Policy)

As a SUNY institution, Alfred State College operates within the parameters established within the SUNY Board of Trustees Policies & Procedures on Intellectual Property Rights as they relate to patents, inventions, and copyrights (STD2.C1.01 SUNY Board of Trustees Policies, Patents, Inventions, and Copyright Policy, p. 33).

As examples of academic and intellectual freedom, faculty develop their syllabi, which are designed based on the content of their choosing related to how they meet the course's student learning outcomes. The style, delivery, and examples given in instruction are left to the faculty. The College has a Syllabus Checklist as a guide on the Faculty Development portal page. Each instructor is allowed the freedom to engage in meaningful dialogue and express themselves in a manner they choose if it does not cross ethical boundaries as denoted in SUNY and Alfred State College policies and procedures described in more detail in this chapter. The course content developed, along with other forms of intellectual property, is credited to faculty and can be adopted elsewhere.

STD2.C2. Alfred State College's Climate Respecting Diverse Backgrounds, Ideas & Perspectives

Alfred State actively fosters a climate of diversity and inclusion and respects diverse backgrounds, ideas, and perspectives among its faculty, staff, and students. A core tenet of its Strategic Plan is diversity and inclusion. The College blends seamlessly into the surrounding rural community, providing a basis for integrating their diverse cultures, backgrounds, and belief systems and providing learning opportunities, understanding, and togetherness. The College has several entities that promote a climate of diversity and inclusion, including the Office of Equity, Inclusion and Title IX and the Cultural Life Center (CLC) that "provide an open-minded, welcoming, and safe environment for the Alfred State College campus and community" (STD2.C2.04 Cultural Life Center Mission). Alfred State College defines diversity broadly, encompassing race/ethnicity and national origin, gender identity and sexual orientation across the LGBTQIA+ spectrum, socio-economic status, and differences in physical abilities, thinking and cognitive processing, and communication styles. Alfred State College also promotes tolerance, communication, and understanding among the varied viewpoints, beliefs, and worldviews held by those in its campus communities.

a. *Chief Diversity Officer and Policy Specialist and Senior Director of Cultural and Student Life*

Alfred State College has had a Chief Diversity Officer position since April 2016, operating within what was then the Student Affairs division. In December 2023, Alfred State College appointed a new Chief Diversity Officer (CDO) aligned with the role of a Policy Specialist within Human Resources. This completed a reimagining of the position, merging policy and human resources into the CDO role to enhance diversity efforts for faculty, staff, and the College's students (STD2.C2.05 CDO Announcement 12-12-2023). This individual is responsible for developing the College's comprehensive DEI plan, aligning that plan with the 25-point action plan developed by SUNY, and coordinating activities between the many campus entities engaging in this area (STD2.C2.06 SUNY DEI Phase One Action Plan). This position also manages the Justice, Equity, Diversity, and Inclusion Liaisons (JEDIs), formerly known as Affirmative Action Advocates. This is a non-voting member of the search committee who helps ensure fairness and equitable treatment among candidates. There are currently 56 JEDIs, reflecting an increase of 10 over Spring 2023.

In the 2022-23 academic year, Alfred State College additionally created a new Senior Director of Cultural and Student Life position to spearhead its commitment to DEI among its students. The role reports to the Vice President for Student and Employee Affairs. (STD2.C2.07 Cultural Life Center Webpage). As depicted below in Chapter VII (Organizational Chart), the CDO, Human Resources, and Cultural and Student Life were recently reorganized under the Student Affairs division, which allows for close and equitable alignment of the College's DEI efforts throughout

the entire College community. DEI-informed initiatives and programs provided by the College include cultural and identity-based organizations, spiritual and interfaith life, and a social justice library. The Cultural Life Center offers a variety of workshops and trainings including Safe Zone Training, Body Image and Leadership, Social Justice, and more (STD2.C2.08 Cultural Life Center Webpage; STD2.C2.09 Cultural Life Workshops Trainings and Resources).

b. *Faculty Senate Committee on Diversity, Equity, and Inclusion*

The College's Faculty Senate has a new standing committee of Faculty Senate on Diversity, Equity, and Inclusion. It became a standing committee in 2022-23, and the first full year of activity with elected members commenced in 2023-24. This committee reaches out regularly to Human Resources, Administration, faculty, and the CDO to provide advisory information to enhance the campus' DEI efforts and align those with the views and needs of the faculty. The committee will form an integral part of shared governance and mission-related planning in that it works closely with Human Resources in supporting inclusive hiring practices, assists in reviewing and implementing diversity, equity, and inclusion initiatives in the College's Strategic Plan, and reviews and recommends improvements relating to DEI policies and procedures (STD2.C2.02 Alfred State Senate Bylaws, 7.20 Diversity, Equity and Inclusion Charge, p. 33).

c. *Cultural Life Center and Residential Services*

The Cultural Life Center and Residential Services have implemented a student leadership position addressing Diversity, Equity, and Inclusion within the residence halls called Residential Change Agents (RCA). RCAs are responsible for inclusive programming, education, and engagement in the residential space (STD2.C2.09 Student Staff Members Residential Change Agents; STD2.C2.10 Residential Change Agent Application–Fall 2023). Programming offered by the Cultural Life Center is discussed in Section STD2.C2.a. Residential Services and the Cultural Life Center also offer gender-inclusive housing, which is open to the entire campus community through an application process, and is dedicated to providing safe spaces for the LGBTQIA+ community and their allies (STD2.C2.11 Gender Inclusive Housing).

d. *Diversity Initiatives and Focuses among Employee Unions*

Alfred State's personnel belong to employee unions, which meet regularly with the President and the Executive Leadership Team (ELT) to review union agreements put in place to provide equity amongst constituents. Several unions have specialized positions for those who serve in DEI. For example, the Union of University Professions (UUP), which represents Alfred State's teaching and non-teaching faculty, now has an individual solely focused on DEI.

Alfred State's faculty, staff, and students engaged in several initiatives highlighting the institution's commitment to fostering diverse backgrounds, ideas, and perspectives. This includes but is not limited to:

- Student Affairs/Enrollment Management received a grant to hire a Temporary Coordinator of BIPOC Scholars and College Transition Specialist to assist with recruiting, enrolling, and supporting underrepresented minority students into the Alfred State community, partnering closely with campus Opportunity Programs.
- Training and speakers at Professional Development Week:
  - Dr. Jena Nicols Curtis spoke at Professional Development Week in Spring 2023 about gender in the workplace.
  - For the last several years, the Out Alliance has trained many faculty and staff as Safe Zone trainers.
  - In Fall 2022, nationally recognized speaker Kyle Richards spoke on campus about sexual assault and bystander awareness.
- To support creating an inclusive and engaging campus climate, the College engaged in a student club and organizational refresh, guided by SUNY's Diversity, Equity, and Inclusion 25-Point Action Plan and the March Memorandum; SUNY Diversity, Equity, and Inclusion Action Plan Recommendation B5 (STD2.C1.06 SUNY DEI Phase One Action Plan). Through this refresh, a webpage was created to inform students how to start a club or organization, and a designated contact person was established for club creation to make the process simple and accessible (STD2.C2.12 Alfred State Clubs and Organizations Webpage). A Multicultural Club Forum was developed to assist students of color by providing better support and collaboration to enhance new club creation, organizational health, and longevity. These multicultural club leaders participated in a summer 2022 leadership and club development program before the start of the semester.
- To create more open and accepting campuses, it was announced on June 8, 2022, that chosen names must appear on college diplomas, campus profiles, and more. SUNY students and employees can select an X marker when asked to provide gender information for official purposes (STD2.C2.13 SUNY Chosen Name Guidance Memo).
- The College created a nondenominational prayer and meditation space to provide individuals of all

faiths a location to practice their belief systems. This space also houses a lending and resource library to assist in spirituality and meditation as well as global perspectives and understanding (STD2.C2.14 Alfred State Center For Equity Religious Communities Webpage).

Alfred State's commitment to personnel and the initiatives they have undertaken, along with input related to the perception of these efforts, provide strong evidence that Alfred State's culture supports diverse backgrounds, ideas, and perspectives.

STD2.C3. Grievance Policy and Procedures are Documented, Widely Disseminated, Fair and Impartial

Alfred State has separate grievance processes for students, faculty, and staff. The student Academic Integrity Code "defines rights and responsibilities relating to academic integrity and outlines the procedure for dealing with allegations of academic misconduct" (STD2.C3.15 Academic Integrity Code, Preamble). It also outlines the procedure for student academic grievances. This process includes both informal and formal phases of grievance resolution. The process begins with an attempt to reach a mutual agreement on the student grievance between the student and faculty member or between the student and the Chair of the department. If this is unsuccessful, the student may enter the formal phase of academic grievance resolution, which includes a written summary of the grievance that the Dean reviews, and if necessary, because a resolution has not been achieved, the Vice President for Academic Affairs. A subcommittee adjudicates any grievances not resolved by this stage, consisting of twelve faculty members elected by the faculty and six students recommended by the Student Senate and approved by the VPAA. The faculty members on the Academic Integrity committee include four from SAMET, four from SAS, and four from SAT. The six students include two from each school of study. The decision by this committee is considered final (STD2.C3.15 Academic Integrity Code, Procedures for Student Academic Grievances).

Students are also expected to adhere to the Alfred State behavioral code of conduct, and the Student Code of Conduct is updated regularly. The last update was enacted in the 2022 academic year (STD2.C3.16 Student Code of Conduct). Students accused of alleged behavioral or other inappropriate conduct have the right to a hearing. They can dispute formally (STD2.C3.16 Student Code of Conduct, Rights of Students Accused of Violating College Regulations, p. 28).

The faculty and staff also have several formal and informal mechanisms to hear and seek resolution on grievances. This includes the availability of an Ombuds instituted in 2022, who can listen to and provide guidance regarding conflict resolution or help interpret policy and procedure. In addition, the Office of Human Resources is also available to listen to grievances, provide guidance and support in seeking resolution, and call attention to managers' situations where policy and procedure are not being followed for appropriate follow-up. Everyone on campus may also seek guidance and support from their acting manager to help resolve grievances. The Alfred State College Ombuds operates under the Code of Ethics and Standards of Practice of the International Ombuds Association (STD2.C3.17 Faculty & Staff Ombuds).

Informal or formal grievances may be filed through the local union of which the faculty or staff is a member. The Grievance Procedures for faculty and staff include information on filing grievances, procedures for processing grievances, off-campus resolution of grievances, and academic grievances. Methods may vary depending on the union to which the individual belongs. Each grievance procedure is detailed in the respective agreements between the State of New York and the individual union. Through this process, the dialogue began that led to institutionalizing the Ombuds position as another vehicle for faculty and staff assistance through grievances.

In its continuing effort to seek equity in education and employment and in support of federal and state anti-discrimination legislation, Alfred State has adopted the SUNY Discrimination and Sexual Harassment Complaint Procedure for the investigation and resolution of allegations of unlawful discrimination based on race, color, national origin, religion, age, sex, disability, or marital status (STD2.C3.18 SUNY Discrimination and Sexual Harassment Complaint Procedure).

In accordance with the Middle States Commission on Higher Education (MSCHE) policy relative to Verification of Compliance with Accreditation – Relevant Federal Regulations, Alfred State has a formal Student Complaint/Grievance Policy, which provides procedures for decentralization of student complaints with several avenues for filing both informal and formal complaints (grievances) (STD2.C3.19 Student Complaint Grievance Policy). In addition, the policy offers a structure for the College to track formal complaints (grievances) to ascertain trends and address areas that could benefit from continuous improvement. A link to the College's Student Complaint Policy with a form and instructions for filing informal and formal complaints is on the main webpage and the banner that appears on all College webpages. It is also on the Student Consumer Information page (STD2.C3.20 Student Consumer Information Page). Data for formal complaints are entered into a Microsoft Teams location at each level when the formal complaint is heard and/or resolved. The Teams

space is titled "Data Input for Student Complaints" with two options for forms: academic and administrative. It was set up in 2018, on the academic side, to review the summary of complaints for patterns at Deans' Council meetings on a semester basis. Before that, individual faculty, chairs, and Deans kept their own notes, and the VPAA or President's Office compiled higher-level concerns. A current institutional record of these complaints (identifying information redacted) is in the Evidence Inventory, per the Verification of Compliance (STD2.C3.21 Academic Complaints Grievances Ident Redacted-1-4-23).

STD2.C4. Avoidance of Conflicts of Interest

Alfred State adheres to the Ethics in Government Act, which provides specific standards of conduct, post-employment restrictions, and limitations on business and professional activities to maintain and enhance the integrity of the State workforce (STD2.C4.22 SUNY New York State Ethics Summary). The Act applies to the business and professional activities of officers and employees of New York State (NYS). The Ethics in Government Act created the NYS Joint Commission on Public Ethics as a governing body to oversee the implementation and interpretation of the NYS Ethics Law that addresses conflicts of interest. Additionally, all employees must participate in annual ethics training including conflict-of-interest issues (STD2.C4.23 ASC Announce Mandatory Ethics Training 8-15-23; STD2.C4.24 NYS Ethics Training Course 10-22). Locally, the College defines the expectations about conflicts of interest in the Policies and Procedures Manual (STD2.C4.25 Alfred State Ethics Policy). The policy details employee expectations in conducting themselves personally or professionally, establishes a code of ethics, and speaks to areas such as financial gain and internal and external relationships. Through the daily email "Announce" system, faculty and staff are provided reminders of the existing policy and a link to the site (STD2.C4.26 Conflict of Interest Notice Fac Staff Announce). As a condition of employment, state officers and employees must file a statement with the Secretary of State acknowledging that they have received a copy of Sections 73 through 78 of the Public Officers Law and that they have read and will conform to their provisions. Some of the selected requirements address acceptable and unacceptable business or professional activities. The policy also includes a code of ethics it expects employees to follow. In addition to any penalty contained in any other provision of law, any state "employee who shall knowingly and intentionally violate any of the provisions of this section (74) may be fined, suspended or removed from office or employment in the manner provided by law." Alfred State College maintains 100% compliance with employees who have filed conflict of interest statements through the Secretary of State. Since the College's last Middle States reaffirmation, it has not had a single instance of any constituent who is out of compliance with its conflict-of-interest policies.

STD2.C5. Fair and Impartial Practices in Hiring, Evaluation, Promotion, Discipline and Separation of Employees

a. Fair and Impartial Practices in Hiring

As an Affirmative Action/Equal Opportunity Employer, Alfred State's workforce recruitment and appointment is a College-wide commitment centered in the Human Resources office. Hiring processes and procedures are transparently published for committees and hiring managers to follow. This process includes clearly stated criteria for consideration of employment, a method for reviewing and rating applicants, and a procedure for making recommendations and hiring a candidate.

Alfred State continues to commit both resources and to the highest standards in the recruitment and maintenance of a diverse workforce that aligns with SUNY's Diversity, Equity, and Inclusion Action Plan by recruiting and hiring an employee "demographic makeup that matches the student body" (STD1.C1.06 STD2.C2.06 SUNY DEI Action Plan, p. 30). All administrators, academic officers, and search committees must take appropriate steps to ensure an active and thorough recruitment effort for each full-time faculty, professional, and administrative position. If individuals from underrepresented groups are under-represented in departmental or area staffing, special efforts are made to identify, recruit, interview, and hire such individuals. These efforts include advertising more heavily in nationally known publications such as *Women in Higher Ed*, *Hispanic Outlook*, *Diverse Issues*, *The Chronicle of Higher Education*, and Inside Higher Ed.com and charging the Hiring Manager to focus special efforts and attention to identify, recruit, interview, and hire such individuals. Human Resources works closely with the Hiring Manager before advertising the position. It should also be noted that every search committee receives Affirmative Action training and each search committee includes an equity, diversity, and inclusion (JEDI) representative, previously known as an Affirmative Action representative (STD2.C5.27 Affirmative Action Policy).

Appointments for employment are made based on qualifications for the position. Before advertising positions, the affirmative action officer reviews job descriptions to ensure that they are related to the position and are not written in a manner that excludes protected group members. Special attention to the identification, recruitment, and selection of minority group members and women is consistent with state and federal law and guidelines and College policy. No person is accepted or rejected based on gender, race, or ethnicity.

The President, as chief executive officer of Alfred State, has the ultimate responsibility and authority for the College's Affirmative Action Compliance Program. The President may

take actions deemed necessary to ensure the implementation of policies that will successfully carry out this program. The affirmative action officer monitors the Affirmative Action Compliance Program to ensure College compliance. The Affirmative Action Compliance Program document is updated annually in the HR Office and uploaded to the HR Forms webpage once the annual updates have been finalized.

For full-time faculty, professional, and administrative positions, the affirmative action efforts in recruitment and appointment are intended to augment other recruiting policies and procedures already in effect. When the President has approved the filling of a full-time faculty, professional, or administrative position, the appropriate search policy and procedure will be applied depending on the status of the position as outlined in the Policies and Procedures Manual (STD2.C5.37 Employment Policies and Procedures). There is no record of position decisions being contested, including for DEI or affirmative action related issues, as evidence that these policies and procedures are fair and effective.

b. Fair and Impartial Practices in Evaluation

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

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

For professional rank faculty, the SUNY criteria are:
1. Effectiveness in Performance
2. Mastery of Specialization
3. Professional Ability
4. Effectiveness in University Service
5. Continuing Growth
(STD2.C5.29 Promotion)

Professional recognition includes promotion, continuing appointment, discretionary salary increases (DSI) or awards

(DSA) depending on what is authorized by the state, and various awards (SUNY Chancellor's Awards for Excellence, Alumni Council Teaching Awards, etc.). Evaluation criteria for these recognitions involve using multiple sources and are conducted periodically with input from self, supervisor (department chair or director), peers, and students.

According to the Policies and Procedures Manual, administrative staff are evaluated annually on their performance and achievements related to their job description. Evaluations are conducted under written procedures and distributed to all administrative staff. Performance plans are set up at the beginning of each academic year and evaluated at the end. Implementing and reviewing the evaluative plan for administrative staff is an ongoing process that can respond to changing conditions and requirements. Supervisors are trained on how to fairly evaluate administrative staff in compliance with College and SUNY policies and procedures as well as collective bargaining agreements. For example, supervisors in the Academic Affairs division most recently participated in a training session at the beginning of the Spring 2024 semester (STD2.C5.30 1-16-24 AACT Agenda; STD2.C5.31 Performance Program Evaluation Training Presentation).

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

The Vice Presidents are responsible for ensuring that the evaluative plan (including instruments, timetables, names of evaluators, and proper reporting) is carried out. The Policies and Procedures Manual states, "The president shall effect the plan annually for those administrators reporting directly to him. Each administrative staff member is expected to take the lead in his or her own evaluation and, therefore, shall consult with his or her supervisor on the specific plan to be followed" (STD2.C5.28 Evaluation Policies and Procedures, p. 3).

All evaluations have an acknowledgment process that includes a sign-off from the employee and their immediate supervisor, which is used to verify complete and impartial evaluation. Over the past two years, 100% of the President's direct reports have been evaluated, and over 88% of all employees across the institution have been evaluated.

c. Fair and Impartial Practices in Promotion, Discipline, and Separation

Forms and information about promotion and continuing appointment processes are distributed to employees on the

Faculty Senate's Promotion and Continuing Appointment Committees' intranet portal pages. The procedure for selecting individuals for promotion in academic rank is a deliberate process involving evaluations by self, colleagues, supervisors, a promotion committee, the VPAA, and the President. Evaluations consider two aspects of an individual's qualifications: (1) fulfillment of the critical behaviors and (2) effectiveness in performing suggested behaviors—as stated in the "Guidelines for Academic Employees at Alfred State" that is in the Policies and Procedures Manual under "Promotion" (STD2.C5.29 Promotion).

The individual's department chair and the Faculty Senate Promotion and Continuing Appointment Committee are primarily responsible for determining whether a faculty member qualifies for promotion (STD2.C5.32 Promotion Process). The VPAA and President make evaluations that are based primarily on these recommendations. There are multiple layers for getting promoted: department review, Dean's review, VPAA review, and finally, the College President. At each step, a College-designed tracking form is in place for a signature, and the employee is informed of the status of their application (STD2.C5.33 Continuing Appointment Tracking Form). If the individual feels they have been treated unfairly, a review and appeal can be made to the campus-wide committee for determination. This process and accompanying documents can be found on the Promotion and Continuing Appointment portal pages of Faculty Senate: one for the Alfred campus committee and one for the Wellsville campus committee (which also includes Northland-based School of Applied Technology faculty) (STD2.C5.34 Promotion and Continuing Appointment – Alfred; STD2.C5.35 Promotion and Continuing Appointment – Wellsville). These processes have remained consistent since the last MSCHE reaffirmation cycle.

Upon application, professional rank faculty and all staff also receive consideration for promotion to vacant professional employee positions in the Professional Services Negotiating Unit that are to be filled or for promotion in their present position. The application is submitted in writing to the employee's immediate supervisor. The professional employee then receives a written response to their request for promotion. If denied, the employee can submit their request for promotion to the College Review Panel. If the Panel determines that the increase or change in duties and responsibilities under consideration does not warrant promotion, the panel will notify the employee, and no further appeal is permitted. If the panel determines that the increase or change in duties and responsibilities warrants promotion, it will forward its recommendations to the College President. The decision of the College President is final (STD2.C5.36 Recruitment and Promotion Policy and Procedures).

Alfred State also has formal mechanisms for disciplining and, if deemed necessary, the separation of employees from the College. Disciplining can happen formally and informally, as the Policies and Procedures Manual explains (STD2.C5.37 Employment Policies and Procedures). The State of New York has negotiated disciplinary procedures with each of the unions representing State employees. Those procedures not only provide a means by which management may discipline employees, but also establish numerous employee rights in the face of discipline. These procedures uniformly call for final binding arbitration at their conclusion. Consequently, discipline is proposed with the knowledge that disciplinary action ultimately may be reviewed by an impartial party who will evaluate management's decisions.

STD2.C6. Honest and Truthful Communications and Materials (*RoA 8*)

To ensure that all marketing, public relations, and other publications from Alfred State are honest, truthful, and accurately represent the College and its programs, all such communication must be processed through the College's Office of Marketing Communications (MarComm). Alfred State's MarComm office reviews all submissions and assists campus departments and offices in meeting their communications needs. The office also provides direct and consultative expertise in all print, web, and social media publication stages, including pre-publication steps and post-publication follow-up. It develops and coordinates advertising and provides media relations facilitation. To ensure consistency and accuracy in institutional communication and branding, the office also offers a variety of templates for print and online communications (STD2.C6.38 Branding Style Guide; STD2.C6.39 ASC Campus Announce Process; STD2.C6.40 Web Policies; STD2.C6.41 Web Editors Best Practices).

Each department, who are experts in their subject material, has content editors that contribute to updates on the web, College Catalog, and proof print material, including the Viewbook, Financial Literacy Guide, Applied Technology Viewbook, Transfer Student Viewbook, and Planning for your Future brochure, to fact check. The College Catalog is updated and published annually after approval by Admissions, each Dean, and the Vice President for Academic Affairs. The Deans' administrative assistants make academic changes. Marketing materials do not contain stock photos but rather photos using ASC students, alumni, faculty, and staff, taken by ASC staff to accurately reflect the diversity of our campus community (STD2.C6.42 Transfer Student Viewbook; STD2.C6.43 Alfred State College Viewbook; STD2.C6.44 Applied Technology Viewbook; STD2.C6.45 Planning for Your Future Brochure).

Alfred State College hosts a Student Consumer Information webpage linked to the main header and accessible from all pages on the Alfred State website. The College's Accreditation Liaison Officer maintains and updates the page. This page includes policy and procedures, license disclosure statements, financial aid information, student body diversity, crime and safety information, key student performance outcomes, athletic participation rates, and disclosure requirements relating to educational loans (STD2.C3.20 Student Consumer Information Page).

Each year, the Career Development Office produces a graduate report. This includes the number of degrees received in the last three years for each major and how many graduates were employed in their field, employed in any position, or continued their education. The previous 12 years of graduate reports can be found online on the College's Career Development webpage (STD2.C6.46 Career Development Center Webpage). In addition, employment statistics can be found on each program page in the College Catalog.

STD2.C7. Mission-Appropriate Student Programs Promoting Affordability, Accessibility, and Understanding of Funding Sources and Options *(Criteria II.7 a & b)*

Alfred State College's mission as a SUNY technology sector college offering hands-on, career-ready education at an affordable cost is at the center of its goal to provide affordable, accessible education to its students. Alfred State participates in several federal and state financial aid programs and has additional institutional grants and scholarships available to students. Ninety-nine percent of Alfred State students receive some form of financial aid, and 49% are Pell recipients (STD2.C7.47 College Navigator – SUNY College of Technology at Alfred), which is evidence that the students who need to access funding sources to pay for their education are enabled to access them. Financial aid and other financial assistance programs include:

- Federal Pell Grants
- Federal Supplemental Opportunity Grants (SEOG)
- VA Benefits
- Federal College Work-Study
- Educational Opportunity Program (EOP)
- New York State Tuition Assistance Program (TAP)
- Excelsior Scholarship
- New York State Aid for Part-Time Study (APTS)
- SUNY Tuition Credit
- Federal Direct Loans
- Federal Direct Parent Loans for Undergraduate Students (PLUS)
- Federal Nursing Student Loans

Students can also apply for private loan options as well as numerous scholarships. Many of these scholarships do not require a separate application and are automatically awarded if students meet specific criteria, including a minimum high school grade average of 80%. Alfred State also has $4.5 million dedicated to the Alfred State Merit Scholarship program, with awards ranging from $2,500 to $10,000 for eligible students. Alfred State College's *Financial Literacy Guide* details all the financial aid and scholarship programs and opportunities available to students. The *Guide* and Alfred State's easily navigable Financial Aid website are designed to ensure that students and families easily understand their funding sources and options and how to apply for them (STD2.C7.48 Financial Literacy Guide; STD2.C7.49 Transfer Financial Flyer; STD2.C7.50 Financial Aid Webpage Alfred State). Financial aid to students is discussed in more detail in Chapter IV. SUNY and Alfred State College have some of the lowest tuition rates in the nation. As evidence of the success of promoting other efforts surrounding affordability and accessibility, Alfred State is consistently ranked in the top 10 of the *U.S. News & World Report's* ranking for social mobility for students. Moreover, this past year, Pell-eligible students at Alfred State had a first-year retention of 67%, comparable to the 71% retention of all students in that cohort.

STD2.C8. Compliance with Federal, State, and MSCHE Policies, Regulations, and Requirements (Verification of Compliance) and with MSCHE's Substantive Change Policy *(Criteria II.8 a-d; RoA 4-6; 14)*

Alfred State College fully discloses to students, families, and the public information on student academic success, including graduation and retention rates, certification and licensure, and licensing board pass rates. Institution-level student achievement information is available through its *Student Consumer Information* webpage, previously discussed in Section STD2.C6. It includes links to College- and SUNY-reported student success rates on College Navigator. These metrics include the College's retention rate, completion, graduation and transfer-out rates, job placement rates, and enrollment in graduate education. Pass rates for licensing exams are also posted, including the Registered Health Information Technician Exam, VTNE Veterinary Technology exam, NCLEX Registered Professional Nurse licensure exam, and the Radiologic Technology (AART) exam. Licensure Disclosure Statements for Architecture, Nursing, Radiologic Technology, and Veterinary Technology are also posted on this webpage (STD2.C3.20 Student Consumer Information Page).

Evidence of compliance with each item in the MSCHE Verification of Compliance (corresponding with MSCHE policies and Federal regulations) is in the Evidence Inventory (STD2.C8.51 ASC MSCHE Verification of Compliance).

Since the last MSCHE reaffirmation review, the College submitted one Substantive Change to add the Western New

York Workforce Training Center (WTC) to its approved list of additional locations (also colloquially called the Northland campus throughout this Self-Study due to its location on Northland Avenue in Buffalo, NY). MSCHE acknowledged the Substantive Change request in April 2019; Alfred State College notified MSCHE that the location commenced operations in September 2018. MSCHE affirmed that the location was included in the scope of the College's accreditation in June 2019 (STD2.C8.52 SUNY College of Technology at Alfred Statement of Accreditation Status 8-30-23; STD2.C8.53 Alfred State College Northland Notification Letter September 2018).

The College additionally notified the Commission via its portal that it would begin offering two lower-level (<1 year) certificates in March 2021, under changes to the Substantive Change Policies, Procedures, and Guidelines that took effect in July 2020. Alfred State College had initially submitted formal Substantive Change requests for these programs in the Spring of 2020 but withdrew its requests after the new Substantive Change Policy went into effect, where lower-level credentials required prior notification only. This credential level was subsequently added to the scope of Alfred State College's accreditation. Correspondence with MSCHE confirming the portal submission is included as evidence (STD2.C8.54 Alfred State MSCHE Email Correspondence Lower-Level Credentials 3-30-21).

The College is preparing a Substantive Change proposal to reclassify Springville-Griffith High School/CAM P-TECH as an approved additional location to offer Associate of Occupational Studies (A.O.S.) programs to dual-enrolled high school students as part of SUNY's P-TECH initiative due to the increase in the number of program credits offered at this instructional site. The request will be submitted to the MSCHE portal prior to the Evaluation Site Team Visit in March 2024.

Alfred State College is approved to offer programs via distance education under the scope of its accreditation. Since the July 1, 2023 updates to the Commission's Substantive Change Policies, Procedures, and guidelines, adding this Substantive Change type to the prior notification and approval requirements:
- One program revision to the Surveying and Geomatics Engineering Technology B.S. program requesting approval to offer the program through distance education is being reviewed at the New York State Department of Education (NYSED);
- A request to add distance education to two additional existing programs (Interdisciplinary Studies B.Tech. and Technical Communication and Emergent Media B.S.) was submitted with the College's annual Inventory of Registered Programs Reconciliation report to SUNY and NYSED in December 2023;

- Two new programs in Applied Psychology (A.S. and B.S.), which include a request to offer them online, are being reviewed for approval at NYSED as of this writing.

After gaining NYSED approvals, the College will submit the appropriate notifications to the Commission before implementing the changes.

The College's ALO helps coordinate local and state approvals of new and revised programs, ensuring that substantive changes are monitored and reported where necessary.

All communication with the Commission is in English, as documented in this section (*RoA 4*).

STD2.C9. Assessment of Ethics and Integrity

Assessment of Alfred State College's adherence to ethics and integrity is an ongoing process required by New York State regulations and SUNY policy. First, the College's Internal Control assessment program is designed to ensure that all units of Alfred State College efficiently and ethically achieve mission-related goals and objectives. New York State's Government Accountability, Audit, and Internal Control Act of 1987 and the SUNY System require that all units conduct a self-assessment of compliance with internal, SUNY, and state policies, procedures, regulations, and ethical standards every three years under the direction of the College's Internal Control Officer (STD2.C9.55 SUNY Internal Control Program Policy; STD2.C9.56 SUNY Internal Control Program Guidelines; STD2.C9.57 Understanding Internal Controls – SUNY). The Internal Control Officer maintains a record of all units scheduled for and completing these assessments, which is reported annually and submitted to SUNY Administration. Three years of these reports are provided as evidence (STD2.C9.58 Attachment D – IC Review Schedule 2020-21; STD2.C9.59 Attachment D – IC Review Schedule 2021-22; STD2.C9.60 Attachment D – IC Review Schedule 2022-23). The Internal Control program is designed to "review, critique, and strengthen [Alfred State College's] existing systems and procedures," which is at the heart of effective assessment (STD2.C9.61 Alfred State College Internal Controls Program, p. 1). The self-assessment completed by units includes a risk assessment of each of a unit's functions, with follow-up plans required for any identified problem areas to ensure that the assessments are used toward continual improvement. Reports for an assessed unit (Office of Institutional Research, Planning and Effectiveness or OIRPE) for the 2019 and 2022 reporting cycles are included as evidence, along with three years of annual reports from the Internal Control Office demonstrating that these assessments took place (STD2.C9.62 ASC OIRPE Internal Control Self-Assessment 2019; STD2.C9.x ASC OIRPE Internal Control Self-Assessment 2022; STD2.C9.63 Attachment D – IC Review

Improvements related to Standard II in the OIRPE unit made because of these assessments include:

- Implementing regular (weekly/bi-weekly) reports with office staff to discuss projects and any potential issues, including compliance issues;
- Posting more relevant data and information (increases transparency and facilitates honest and truthful communications);
- Implementing a Data Request Form for faculty/staff (facilitates compliance with data transparency, particularly to accreditation agencies, as well as with public disclosure of student achievement data).

Standard II and Institutional Priorities Addressed in the Self-Study

Two of the three Institutional Priorities addressed in this self-study are directly related to elements of Standard II: Enrollment and Recruitment and Retention. In Criterion 6, we examined the College's publications and communications, much of which are targeted toward prospective students and families. When viewed through the lens of Criterion 7, where nearly all Alfred State students are recipients of financial aid and/or scholarship programs to fund their education, this is an indicator that both academic and financial aid communications are highly successful in targeting both new and current students, supporting both enrollment and retention among a diverse campus population. More specific enrollment, recruitment, and retention data and initiatives are discussed in greater detail in Chapter IV.

Standard II Points of Pioneer Pride

Alfred State College's ingrained culture of ethics and integrity is supported and fostered by its commitment to its Core Values and robust internal and external (New York State and SUNY) policies, procedures, and regulations. Strengths related to Standard II include:

- Robust hiring and promotion policies and procedures;
- Clearly defined conflict of interest regulations, policies, and procedures with required annual training, including ethics training;
- Accessible, honest, and truthful publications and disclosures;
- Affordable tuition and programs with broad access to numerous need and non-need-based programs and funding sources. Nearly all students receive some form of financial assistance to attend, and tuition is highly affordable compared to contiguous states.

Standard II Suggestions for Improvement

While Alfred State College has a complete and compliant set of College policies and procedures accessible through the faculty/staff portal (through a prominent icon on the Human Resources page), they are then located behind a link posted to the PDF Guide to Policies and Procedures (STD2.C9.64 A Guide to Alfred State College's Policies and Procedures), which is not highly accessible to some individuals in the spirit of Criterion 2. As a result, College policies and procedures could be better organized, updated regularly, and disseminated as changes occur. The College has a new website in production that will help address these issues.

In addition, according to the Faculty Senate Bylaws, faculty have the responsibility to initiate, approve/disapprove, or recommend several types of policies or standards. Most are delegated to a specific Senate standing committee, but limited examples of policies and processes are not explicitly assigned. Finally, while Alfred State College's electronic and published materials are honest, truthful, and accurately represent the College and its programs and offerings, the decentralized approach to updating the College Catalog could benefit from a more centralized editing/review process to ensure its continued accuracy.

Chapter III
Standard III - Design and Delivery of the Student Learning Experience at Alfred State College

An institution provides students with learning experiences characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Introduction & Overview

Alfred State College is a mixed baccalaureate/associate degree-granting college in the Colleges of Technology sector of the State University of New York, which focuses on "high-quality certificate and degree programs, primarily in technology, agriculture, and the applied sciences" (STD3.C1.001 SUNY Master Plan 2012, p. 11). The College offers a total of 81 programs, including 31 baccalaureate degrees, 47 associate degrees, and three certificate programs, depicted in Figure 3.1 below

Figure 3.1 Degree Types Offered at Alfred State

Degree Type	Label	#	Degree Type	Label	#
Associate of Occupational Studies	A.O.S.	14	Bachelor of Technology	B.Tech.	8
Associate of Applied Science	A.A.S.	24	Bachelor of Business Administration	B.B.A.	5
Associate of Arts	A.A.	4	Bachelor of Science	B.S.	16
Associate of Science	A.S.	8	Bachelor of Architecture	BArch	1
Certificate	CERT	3			

While Alfred State is a highly residential college dedicated to hands-on learning, the College has an online presence, with eleven of its programs entirely online while still maintaining the applied learning focus of these programs. Online degree programs exist in both SAMET and SAS and were first offered over 20 years ago with the Health Information Technology (HIT) A.A.S. and the Court Reporting A.A.S. and Certificate programs, which are still popular offerings today.

Alfred State College prides itself on its students' robust, hands-on learning experiences across all its academic programs. It is guided by its Mission to prepare "in-demand and involved students in a caring community." Other than during two months of the Spring 2020 semester at the beginning of the COVID-19 pandemic, Alfred State continued offering safe, in-person instruction throughout the health emergency, consistent with its academic programs' hands-on, applied learning foundation. Academic rigor in an applied learning environment is central to Alfred State's Mission and Vision, and the College and many of its programs have been recognized for their excellence. Alfred State is consistently ranked the #1 SUNY Regional College by *U.S. News & World Report* and is also rated #1 by Affordable Colleges as the best New York State school for low-income and first-generation families and #1 in Return on Investment in Western New York according to a 2022 Georgetown University study of graduate earnings. Fourteen bachelor's degree programs are ranked in the top 6 in the state or nation, and 29 of its associate degree programs rank in the top 10. Alfred State's reputation for academic excellence transcends modality, with several of its online programs, including one with part-of-term program pacing, recognized as top in the US or state, including its Court Reporting programs (#1 in the US), Construction Supervision, Health Information Management, Healthcare Management, Human Services Management, Nursing RN to B.S., and Technology Management online programs (STD3.C1.002 Alfred State Rankings and Awards).

Alfred State's status as a State University of New York (SUNY) institution and its compliance with SUNY and New York State Department of Education (NYSED) policies and procedures further ensure rigor and coherence among all its programs, consistent with higher education expectations. The College's program development processes are done following SUNY's *Guide to Academic Program Planning*,

which outlines the system's "multi-step process that rests on the foundation of faculty responsibility for academic content and quality" (STD3.C1.003 SUNY Guide to Academic Program Planning, p. 1). This also ensures that program development and revision occur according to NYSED regulations, which are discussed in further detail later in this chapter. Data-driven program and course improvements are additionally made from regularly scheduled Program Reviews (otherwise known as Assessment of the Major or Five-Year Reviews and discussed in further detail in Chapter V) and from programmatic accreditation self-studies and evaluations. Advisory Board feedback is also used to improve program rigor and applicability to real-world industry needs. Alfred State's new program and revision processes are coordinated by the College's Office of Institutional Research, Planning and Effectiveness, which works closely with faculty, Deans, department chairs, and the Vice President for Academic Affairs (VPAA) to get programs approved by the Faculty Senate, Executive Leadership Team (ELT), and College Council, as well as by SUNY and NYSED in compliance with College, SUNY, and NYSED policies, procedures, and regulations.

STD3.C1. Degree Programs are of Appropriate Length, Providing Coherent Learning Experiences and Synthesis of Learning in Alfred State College's Programs (*RoA 9*)

All academic programs follow NYSED and SUNY guidance regarding the program length, total credit hours, liberal arts and science requirements, general education guidance, and structure, including lower and upper-division credits. SUNY and NYSED review all new and significantly revised academic programs for compliance with system and state academic quality rules and regulations. All programs leading to licensure are additionally reviewed by the New York State Education Department's Office of Professions and respective licensing boards. To ensure currency and viability, all programs follow the SUNY Assessment of the Major process (Alfred State's 5-year programmatic review process) or hold discipline-specific external accreditation where possible. Programs also have active annual Advisory Board activities supporting programmatic development, review, and interaction with students and faculty.

All faculty are hired for their technical- or discipline-specific knowledge, are the content-area owners of the College's

academic programs, and oversee curricular development from inception through maintenance. SUNY policies and procedures in the *Guide to Academic Program Planning* are designed to "ensure that academic programs reflect shared governance decisions made on each campus" (STD3.C1.003 SUNY Guide to Academic Program Planning, p. 1). Alfred State's Faculty Senate is vital in supporting curriculum development and review on campus within the context of shared governance. There are two related standing committees in the Faculty Senate: the Curriculum Development and Review Committee (CD&R) and the Senate Assessment and General Education Committee (SAGE). These committees have unique charges to ensure curricular rigor and excellence and work with the full Faculty Senate for review and approval. Senate recommendations are sent to the campus administration for final review and completion before moving to SUNY for review.

Program inventories from the SUNY Academic Program Enterprise System (APES) and the New York State Department of Education Inventory of Registered Programs (IRP) report demonstrate that ASC offers degrees and recognized higher education credentials. During the NYSED Inventory of Registered Programs (IRP) reconciliation process, the College verifies its list of registered programs once a year. The Evidence Inventory includes program registration and revision records from SUNY and NYSED (*RoA 1 & 2*) (STD3.C1.004 SUNY APES Program And Site List; STD3.C1.005 NYSED IRP Programs; STD3.C1.006 NYSED IRP Wellsville AOS Programs).
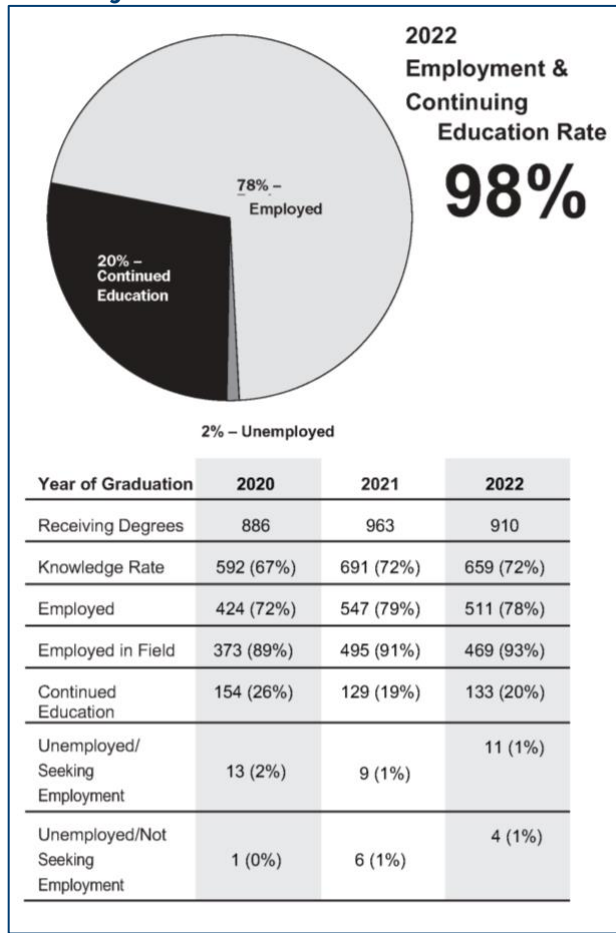
Certificate and associate programs are designed to provide hands-on technical instruction in the discipline coupled with the appropriate general education and liberal arts components. All programs feature unique facilities and dedicated opportunities, tools, and equipment. Baccalaureate programs build on this tradition with the unique Bachelor of Technology degree, adding enhanced technical content for students seeking a more dedicated technical degree. Alfred State has the only Bachelor of Architecture program in the SUNY system (a five-year professional program leading directly to an architectural license).

Alfred State is recognized for its Associates of Occupational Studies (A.O.S.) programs, which provide a dedicated, real-world simulation for students to learn practical trades and skills. These students have a unique educational model featuring a minimum of 30 hours weekly instruction under faculty supervision with live projects. Several programs work with external community and corporate partners to support residential homes the students build.

Alfred State has developed several unique upper division degree completion opportunities (upper two years of a bachelor's degree), which serve various students, including A.O.S. degree students pursuing a complementary bachelor's degree program, internal ladder 2+2 programs, and external associate degree students. Associate and baccalaureate degrees are typically laddered so students can move seamlessly from the two-year program to the four-year program within the same discipline or those closely related. These completion degrees allow students who obtain an associate degree or 60 credit hours the opportunity to enter a baccalaureate degree in an upper-level management/supervision-related area in health or construction. Examples include Alfred State's Technology Management B.B.A. (2006), Construction Supervision B.Tech. (2016), Healthcare Management B.Tech. (2017), and Nursing RN to B.S. (2010) degree programs. (Of note, Alfred State's retention metrics for first-time full-time do not include these completion degrees.)

Although Alfred State is predominantly a residential college, the College also offers twelve (12) online programs, 11 entirely online, supporting additional enrollment. Alfred State's online programs target non-traditional student populations, including working professionals requiring further education to advance their careers. All programs provide practical, real-world skills and lead to a recognized credential or degree. Graduates are well prepared to find employment or continue to an advanced degree, as shown in Alfred State's graduation data, where 98% of all graduating students from the graduating class of 2022 were employed or continued their education after graduation (Figure 3.2).

Figure 3.2 Three-Year Employment and Continuing Education Rates

Year of Graduation	2020	2021	2022
Receiving Degrees	886	963	910
Knowledge Rate	592 (67%)	691 (72%)	659 (72%)
Employed	424 (72%)	547 (79%)	511 (78%)
Employed in Field	373 (89%)	495 (91%)	469 (93%)
Continued Education	154 (26%)	129 (19%)	133 (20%)
Unemployed/ Seeking Employment	13 (2%)	9 (1%)	11 (1%)
Unemployed/Not Seeking Employment	1 (0%)	6 (1%)	4 (1%)

(STD3.C1.007 Alfred State Employment Continuing Education Report 2022)

Major fields of study are complemented by other academic credentialing opportunities that provide additional synthesis of learning. The College has 27 minors and 20 field-of-study minors offered to help augment discipline knowledge, and seven additional interdisciplinary minors allow students to focus on contemporary areas of interest that will enhance their understanding of the world and their effectiveness in their future professional lives. The College also administers a series of non-degree professional level certifications and training aligned with the credential or work experience in the industry for employment or career enhancement upon completion. Examples include NYS Notary Examination Training, Hot Mix Asphalt Density Testing Inspector, Certified Prevention Professional Program, and Alcoholism and Substance Abuse Counselor Program (STD3.C1.008 Center for Extended Learning).

Articulation agreements allow students to enter programs and continue to enhance their education. Alfred State maintains over 100 articulations with closely related programs in community colleges and other institutions, allowing students to enter associate and baccalaureate degree programs (STD3.C1.009 Transfer Articulation Agreements; STD3.C1.010 Major Articulation Agreements). These agreements enable students to continue from Alfred

State to other institutions for their bachelor's or master's degrees. The College has exit articulations into master's programs in related fields upon completion of their baccalaureate degree; this includes Health Science (B.S.) and Forensics (B.S.) to Lake Erie College of Osteopathic Medicine (2020), as well as longer-standing agreements with Saint Bonaventure and Clarkson for MBAs. More recently, agreements with Syracuse University ensuring seamless admission from Alfred State College's Business programs into Syracuse University's master's programs are provided as evidence (STD3.C1.011 ASC – Syracuse University Business Agreements).

Alfred State College also has several upper-division bachelor's degree completion programs targeted toward associate degree holders and working adults. Examples include:
- Healthcare Management (B.Tech.)
- Construction Supervision (B.Tech.)
- Imaging Science (B.Tech.)
- Technology Management (B.B.A.)
- RN to B.S. in Nursing (B.S.)

These programs require that entering students have an associate degree or a minimum of 60 transferable credits and recommend that students have transferable liberal arts and sciences and general education credits appropriate for associate degree holders. The RN to B.S. in Nursing and Imaging Science programs also require students to complete a license-qualifying associate degree or accredited program in their respective disciplines (Nursing and Radiologic Technology). The program-specific coursework in these majors is sequenced to junior and senior levels, ensuring a coherent learning experience.

One example is the Technology Management B.B.A. degree program, which targets associate degree holders, including students with A.O.S. degrees who may need additional liberal arts and sciences and general education coursework. A.O.S. degree students must complete a 15-credit bridge sequence in liberal arts and sciences/general education, ensuring success in upper-division coursework. There are 123 minimum credit hours required for graduation in this degree program, consistent with other bachelor's degree programs and achievement of the published student learning outcomes (STD3.C2.012 Technology Management Program Details).

STD3.C2. Alfred State Offers Student Learning Experiences Designed, Delivered and Assessed by Faculty and Appropriate Professionals

a. *Rigorous, Effective, and Mission-Appropriate Teaching and Assessment* (Criterion III.2.a; RoA 9)

Alfred State has a defined perspective around rigorous and effective education as reflected in the College Mission and Core Values, referenced more thoroughly in Standard I. As a College of Technology, Alfred State's Mission is focused on hands-on experiences, with Core Values of respect, integrity, service, and dedication. As mentioned in the previous section, the mission-appropriate focus on experiential, hands-on learning is Alfred State's forte. To ensure compliance, ASC utilizes effective and formal program review processes, long-standing assessment of student learning protocols, coupled with a supportive faculty and robust assessment-related professional development opportunities. Data from accreditation reports, program assessments, and advisory boards regularly guide decisions to improve Alfred State's programs. These assessments are discussed in more detail below in Section STD3.C8 as well as in Chapter V.

Student persistence in these and other classes and programs is on the rise more recently despite the increased rigor of the curriculum. Our career placement of students upon graduation has been maintained at a near-perfect 98%, evidence that the quality of instruction leads to an outcome

consistent with our Mission to "preparing in-demand and involved students in a caring community."

b. *Qualified Faculty and Academic Professionals* (Criterion III.2.b)

The faculty of Alfred State are carefully chosen for their expertise and alignment with the Mission and Core Values of the institution. Selection criteria heavily focus on the academic and/or professional qualifications in consideration of the program and campus they will support. Alfred State's *Faculty Policy and Procedures* define minimum teaching credentials for faculty by school. SAS and SAMET positions typically require a master's degree in the teaching field. In contrast, SAT (Vocational Technologies) requires a minimum of seven years of professional experience with a minimum of five years of approved trade experience in the profession being taught, or demonstration of appropriate proficiency relating to experience. Additional credentials or experience may be required by academic rank (STD3.C2.013 Alfred State College Faculty Policy and Procedures).

New York State Department of Education (NYSED) guidelines, procedures, and regulations also require that faculty have the appropriate expertise and credentials to teach in their field. The New York State Board of Regents defines a terminal degree as the highest graduate-level academic degree in a profession or educational discipline, which is typically a doctoral degree but in some professions may be a master's degree (STD3.C2.014 Rules of the Board of Regents 3.47 Diplomas and Degrees). NYSED requires faculty members teaching in the certificate, associate degree, and baccalaureate levels to hold at least a master's degree in an appropriate field. In contrast, certain occupational specializations (including Associate of Occupational Studies degree disciplines) allow for competence alternative to a master's degree, including other degrees in a discipline and related professional experience. All proposals for new and revised programs submitted to SUNY and NYSED include faculty rosters listing credentials and additional disciplinary and professional experience, ensuring that all faculty are qualified to teach in their disciplines. Faculty rosters for approved program proposals from SAT, SAS, and SAMET are attached in the Evidence Inventory (STD3.C2.015 Marketing B.B.A. Faculty Roster New Program 2023; STD3.C2.016 Welding Technology A.O.S. Faculty Roster 2021 Revision; STD3.C2.017 Tech Comm Emergent Media B.S. Faculty Roster New Program 2022). SUNY and NYSED also require that all bachelor's level and certificate programs have at least one full-time doctoral-prepared faculty member teaching major courses in the program (STD3.C2.018 NYSED Department Expectations Faculty).

SAS and SAMET have higher percentages of faculty with earned doctorates and masters-level terminal degrees. In contrast, SAT faculty credentials are based more on work history and/or professional certifications. However, several SAT faculty have terminal degrees in their field and higher-level degrees. Overall, campus statistics for the 2023-24 Academic Year are as follows:

- Number and percentage of full-time instructors: **177** of 240 **(74%)** of instructors are full-time (Fall 2023)**.** General education disciplines are more likely to employ part-time/adjunct faculty are concentrated in the School of Arts and Sciences (SAS), resulting in a lower percentage of full-time faculty (62%) than the other two schools. However, unlike many other institutions, Alfred State College's faculty are predominantly full-time in all three of its schools.

- Percentage and number of faculty with a Ph.D. or other terminal or professional degree: **69** of 240 faculty **(29%)** have a Ph.D. or other terminal degree in their disciplines. This is consistent with the teaching and technology-focused programs at a mixed associate/bachelor's degree institution. As noted above, all baccalaureate degree programs have at least one full-time doctoral-prepared faculty member teaching major courses in the program to ensure academic rigor.

Figure 3.3 Breakdown of Faculty by School, Type, and Degree

	SAMET	SAS	SAT	Total
All Faculty	69	112	59	240
Full-Time Faculty	48	70	59	177
Adjuncts/Part-Time	21	42	0	63
Full-time with PhD or Other Terminal/Professional Degrees	14	35	10	59
Part-time with PhD or Other Terminal/Professional Degrees	2	8	0	10
Percent Full-Time Faculty	70%	62%	100%	74%
Percent with Terminal Degrees	23%	38%	17%	29%

Searches at Alfred State for faculty and staff members are rigorous and follow a set process overseen by the College's Office of Human Resources (HR). The Interview Exchange software system is used for application through hiring. Qualified candidates are identified through specific criteria aligned with each position and its requirements. Department chairs are responsible for the identification and hiring of qualified adjunct faculty. The Dean of the corresponding school further reviews candidates to ensure professional and academic preparation aligns with the course objectives and program needs. Sample job postings from each school are included in the Evidence Inventory (STD3.C2.019 SAS Math Physics Job Posting; STD3.C2.020 SAT Welding Job Posting; STD3.C2.021 SAMET CIT Job Posting).

Tenure-track teaching faculty undergo a specific assessment of teaching and discipline/technical abilities to support the student-focused teaching mission of Alfred State College.

Faculty can apply for promotion in rank or continuing appointment based on behaviors in the five categories of Effectiveness in Teaching (45%), Effectiveness of University Service (25%), Mastery of Subject Matter (10%), Continuing Growth (10%), and Scholarly Ability (10%). The process is guided by the SUNY Board of Trustees Policy and the ASC Promotion Policies and Procedures and overseen by the Promotion & Continuing Appointment Committees (one for Alfred and one for Wellsville) of the Faculty Senate. Faculty demonstrate accomplishments in the five areas through a comprehensive portfolio that the department progressively reviews: department chair, Dean, Promotion & Continuing Appointment Committee, VPAA, and President. After the Spring 2023 semester, there were 28 Lecturers, 21 Instructors, 73 Assistant Professors, 45 Associate Professors, 18 Professors, and 1 Distinguished Teaching Professor.

Figure 3.4: Instructional Faculty by School and Rank

	SAMET	SAS	SAT	Total
Lecturers (not tenure-able)	5	8	15	28
Instructors (tenure-able)	1	1	19	21
Assistant	24	35	14	73
Associate	8	16	6	45
Professor	9	8	1	18
Distinguished Teaching Professor	0	1	0	1

The College's Promotion and Continuing Appointment (P&CA) process has been a long-standing, consistent process utilizing a Faculty Senate standing committee for each campus, made up of faculty at each rank (STD3.C2.022 Faculty Senate Promotion & Continuing Appointment (Alfred); STD3.C2.023 Faculty Senate Promotion & Continuing Appointment (Wellsville)). Membership terms in the P&CA committees are staggered and voted on by the entire Faculty Senate at the end of each academic year. Both committees follow the SUNY Board of Trustees Policies and UUP Guidelines, ensuring faculty have adequate experience and qualifications for promotion and continuing appointment. The most recent revisions and updates occurred in 2017. In addition to updating all forms and processes in 2014, one of the most significant changes allowed a faculty member to apply for continuing appointment and associate professor simultaneously.

Development sessions for anyone interested in the process occur yearly, often during Professional Development Weeks. Typically, these sessions cover promotion and tenure processes and are run by the Faculty Senate standing committee chair. The Continuing Appointment Process and Timeline are located with all documents on the College's Faculty Senate Promotion & Continuing Appointment portal pages (STD3.C2.022 Faculty Senate Promotion & Continuing Appointment (Alfred); STD3.C2.023 Faculty Senate Promotion & Continuing Appointment (Wellsville)). The review of faculty portfolios starts at the department level. Approved Tracking Sheets are used at each level (department, Dean, committee) before moving to the VPAA and then the President (STD3.C2.024 Continuing Appointment Tracking Form). Upon hire, prior service toward tenure can be requested.

c. **Alfred State College Has a Sufficient Number of Faculty and Professionals to Ensure Effective Student Learning** *(Criterion III.2.c; RoA 15)*

As of Spring 2024, there are 233 teaching faculty at Alfred State College, three-quarters of whom are full-time faculty, who ensure the continuity and integrity of the College's programs. The number of faculty, lecturers, and adjuncts is proportional to Alfred State's enrollment. We pride ourselves on applied learning and small class sizes. This generally results from balancing larger lecture sections with smaller laboratory/studio sections where more interaction can occur. As of Fall 2022, the average student-teacher ratio was 16:1, reflecting a drop over five years (Figure 3.5).

Figure 3.5 Student-to-Faculty Ratio Changes
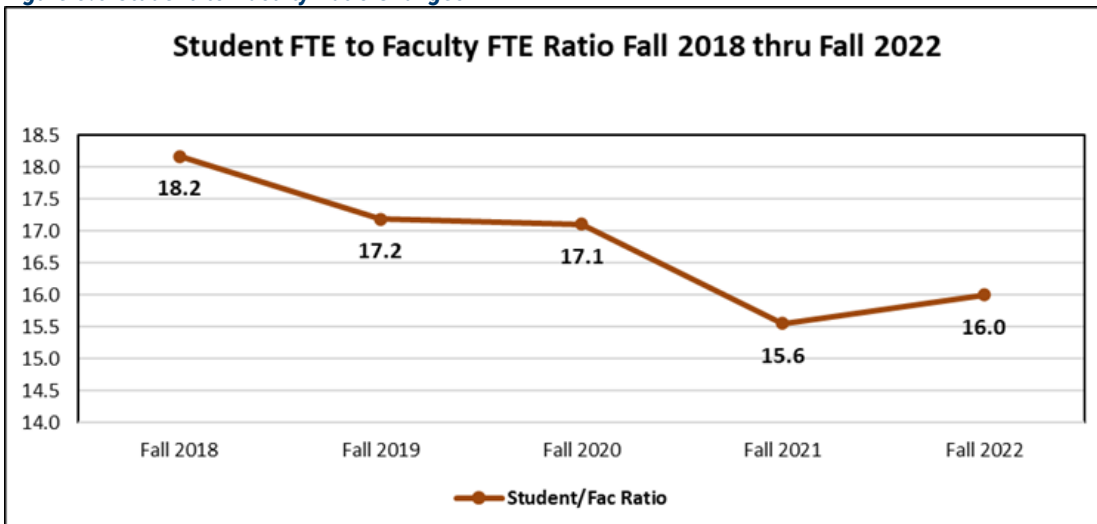
Alfred State College's student-teacher ratio is within the range with its SUNY technology sector peers, further demonstrating sufficiency compared to its peer institutions:

SUNY Canton: 18:1
Alfred State College: *16:1*
SUNY Cobleskill: 14:1
SUNY Delhi: 14:1
SUNY Morrisville: 12:1

Full-time faculty in predominantly lecture-based departments (Business, Social and Behavioral Sciences, English and Humanities) typically teach 15 credits or contact hours per semester. Meanwhile, departments with a combination of lecture and lab teach approximately 16-18 contact hours per semester. This workload mirrors that of similar technology-based colleges and is balanced by lower service and scholarly requirements compared to more traditional comprehensive colleges. Faculty workload also supports low class sizes and hands-on instruction.

The Office of Institutional Research, Planning and Effectiveness (OIRPE) additionally conducts assessment and analysis on faculty workload by program, department, and school for Academic Affairs to ensure a sufficient core of faculty to assure the continuity of Alfred State's educational programs. These analyses compare student credit hours (SCH) per faculty full time equivalent (FTE) with contact to credit hour ratio in addition to student to faculty ratios. The attached 10-year trend chart shows that many departments had a slight decline in workload according to these metrics, highlighting the College's commitment to employing sufficient faculty to ensure effective student learning (STD3.C2.25 Dept workload 10-yr trends (F12-F21) 7-12-22). Student success data, including increased retention discussed in more detail in Chapter IV, and achievement of student learning outcomes in Chapters I and V, provide additional evidence that the College maintains a sufficient core of faculty. Workload analyses are also used to support replacing faculty or adding new faculty lines. For example, ten-year workload trends were used to support replacing a long-time retiring faculty member for the Court Reporting Certificate and A.A.S. programs in 2022 (STD3.C2.26 Court Reporting Workload F12-F21 Redacted).

In addition to the teaching faculty, there are 169 professional faculty who support the academic experience. Alfred State's academic support structure housed within the Office of Student & Faculty Development includes success coaches and courses, peer and professional tutoring, support for academic advising and accessibility needs, and employs over twelve full-time academic professionals.

Support services are provided on all three campuses and online. Academic support services originating from the Northland and Wellsville campuses are also provided to P-TECH (College in the High School) students. The academic, professional support staff work closely with the faculty to assist with student needs outside the classroom. Alfred State's Center for Online Learning has additional professional staff who assist with instructional design, student supports unique to online learning, faculty software support, and a newly designed Center for Innovation and Teaching Excellence (CITE) that opened in Fall 2023 (discussed in Chapter I). These roles and services are explained in more detail in Chapter IV.

d. Alfred State Provides Faculty and Professional Staff with Opportunities, Resources, and Support for Professional Growth *(Criterion III.2.d)*

Alfred State values professional development for faculty and professional staff and has various external and internal resources to provide support. Campus funds are administered through the departments, schools, and divisions and are available annually. Other available external sources include funding from UUP, SUNY, and grants. All opportunities for professional development are listed on the Alfred State Faculty Development portal page (STD3.C2.027 Faculty Development). While the pandemic reduced the amount of travel, an increase in development requests was observed in 2023, prompted by the increase in remote opportunities.

The Individual Development Awards Program (IDA) of the NYS UUP Joint Labor-Management Committee supports research, curriculum material development, workshop/course attendance, and conference participation. For example, from July 2019 to July 2020, 5 faculty and staff were awarded $3,854 for travel and conference attendance, and $18,026 was approved in 2016-17. As with many schools nationwide, Alfred State faculty, staff, and students were significantly impacted by the COVID-19 pandemic, contributing to a significant decline in travel and conference attendance. Professional development activities were virtual during and after the pandemic, and in 2021-22, travel to workshops and conferences started up again (STD3.C2.028 UUP IDA; STD3.C2.029 Individual Development Awards Program Guidelines – updated 9-2022).

Alfred State's recent Title III Grant was another source utilized to support the professional development of staff and faculty as the budget allowed. A summary of the activity and level of support is in Figure 3.6:

Figure 3.6 Title III Professional Development Funding Disbursement

	Jan 2020	Fall 2020	Jan 2021	Fall 2021	Jan 2022
# Faculty/Staff	10	5	15	12	7
Amount Funded	$8,600	$2,780	$12,400	$7,800	$2,115

SUNY's Tuition Waiver Program waives tuition expenses for career-related, credit-bearing coursework taken at SUNY state-operated campuses. Up to 75% of tuition may be waived, not exceeding $750 per fiscal year for each employee who takes advantage of this professional development opportunity. The faculty union (UUP) offers additional waivers at SUNY schools on a space-available basis. Forty-eight tuition waivers from Alfred State were approved in academic year 2021-022, 52 in 2020-2021, 63 in 2019-2020, and 65 in 2018-2019. Tuition support can also be obtained via the Professional Development Fund administered by the Vice President for Academic Affairs, offered twice a year through an application process. The

Academic Affairs fund also supports other activities to enhance teaching effectiveness, professional growth, training, and conference attendance. Academic Affairs began offering Service Scholarship course releases in Spring 2024 so that faculty could focus on their research or service related to the College's Strategic Priorities (STD3.C2.030 Service Scholarship Release Time Application; STD3.C2.031 Service-Scholarship Release Application). Faculty/staff applications are reviewed by the department chairs and Deans Council to prioritize and plan funding. A four-year summary of SUNY Center for Professional Development (CPD) funds and numbers of faculty supported is in Figure 3.7:

Figure 3.7 Professional Development Fund AY 22-23 Summary

Center For Professional Development (CPD) professional development funds spent		
	# of faculty/staff professionals	Amount spent
2019-2020	12	$3,375
2020-2021	10	$4,690
2021-2022	6	$1,740
2022-2023	10	$4,230

Faculty are supported through professional development training and resources that occur on campus three times a year (August, January, and May). Professional Development Week (PDW) sessions support teaching, learning, and other topics such as online teaching technology, assessment, and DEI. Professional Development Week schedules are included in the Evidence Inventory to illustrate the scope of activities provided to faculty (STD3.C2.032 PDW Schedule Fall 2023; STD3.C2.033 PDW Schedule May 2023; STD3.C2.034 PDW Schedule January 2023).

In Fall 2023, Alfred State College additionally created a new Center for Innovation and Teaching Excellence (CITE), which cultivates innovative classroom pedagogical methods to meet the needs of today's college students. CITE was developed due to faculty feedback President Mauro received in his first months on campus. More information on CITE and the new Office of Extended Learning, Innovation, and Teaching Excellence (ELITE) housing the Center is attached in the Evidence Inventory (STD3.C2.035 ASC Establishes Office of Extended Learning, Innovation and Teaching Excellence). A survey conducted in 2023 to assess potential CITE services identified gaps faculty perceived in professional development opportunities (STD3.C2.036 2023 Teaching and Learning Input Survey). As a result of the input provided by faculty, CITE began coordinating enhanced Professional Development Week programs in 2023-24 and improved communications to faculty on professional

development opportunities and resources (STD3.C2.037 PDW Schedule January 2024). CITE offered fifteen weekly workshops, a Teams space, and individualized consultations in the Fall 2023 semester as well (STD3.C2.038 CITE Faculty Development Initiatives 2023-24). CITE and the services it provides are designed to ensure that all faculty have sufficient awareness of and access to the many professional development opportunities available to them.

SUNY also has a wide variety of professional development opportunities for faculty through its Center for Professional Development (CPD). The SUNY CPD creates and delivers customized skill and knowledge development programs in various technical, teaching, and learning areas. There are over forty courses available for professional development, and there are certificate programs in academic assessment, teaching and learning, library, online learning, educational leadership, DEI and Social Justice, and more (STD3.C2.039 SUNY CPD Catalog of Online Courses). SUNY member institutions have CPD points available to award to faculty wishing to take advantage of SUNY CPD courses and programs. Alfred State faculty request the use of CPD points from the Academic Affairs division, which can offset most or all costs of attendance. CPD points awards and the professional development activities these funded for 2019-22 are included as additional evidence that Alfred State supports faculty development opportunities through the SUNY Center for Professional Development (STD3.C2.040

Center For Professional Development Points Approved 2019-2021).

e. Regular, Equitable, Clear, and Fair Evaluations of Faculty and Academic Professionals *(Criterion III.2.e)*

Faculty, adjuncts, and academic professionals are regularly and equitably evaluated based on written and fair criteria in Alfred State's policies and procedures manuals as well as the College's Faculty Senate Promotion and Continuing Appointment documents (STD3.C2.041 Alfred State College Promotion Policies and Procedures; STD3.C2.042 Promotion Process-Teaching Faculty-Alfred State College).

Tenure-track faculty are evaluated at the end of each year before continuing appointments are granted through a term renewal. This review incorporates observations from the classroom and a review of student evaluation results by their department chair and Dean. Each year, progress concerning expectations aligned with the 5 SUNY criteria (Teaching, University Service, Mastery of Subject Matter/Scholarly Ability/Continuing Growth) is discussed. A three-year review is conducted for all pre-tenured hires so they know the tenure-review format, have an opportunity for feedback and direction, and receive a forecast before the start of the formal review. This is outlined in the Policies and Procedures manual under Appointments (STD3.C2.043 Alfred State College Appointments Policies and Procedures).

Once tenured, faculty can continue opting into Student Evaluation of Teaching Effectiveness surveys each semester. They are required for promotion (With the newest UUP contract, you no longer have to apply: HR will know). The Student Evaluation of Teaching Effectiveness surveys ask students to rate the instructor's level of preparation, communications with students, motivation of students to do their best work, level of knowledge in the subject, attitudes toward course subject matter and students, willingness to use varied activities to promote student learning, availability to help students outside of class, exam and grading fairness, and more. Separate surveys are administered to online students and face-to-face students to make the surveys more applicable to student experiences based on teaching modality (STD3.C2.044 Survey of Student Evaluation of Teaching Effectiveness – Face-to-Face; STD3.C2.045 Survey of Student Evaluation of Teaching Effectiveness – Online). Faculty use the results of their surveys in their Faculty Portfolios as one piece of evidence supporting their teaching effectiveness, along with chair/Dean classroom evaluations and peer evaluations.

Librarians are evaluated as Academic Faculty, with equivalent ranks defined in the Policies and Procedures manual (STD3.C2.041 Alfred State College Faculty Policies and Procedures, pp. 2-3).

Non-teaching professional employees meet with their direct supervisors annually to create a Performance Plan with the year's objectives, tasks, and expectations. A Performance Evaluation is then conducted at the end of the year, which includes a conversation about the execution of duties and responsibilities. Follow-up goals and improvement plans are included in the next year's Performance Plan. Human Resources oversees the process for all professional staff at the College (STD3.C2.041 Alfred State College Promotion Policies and Procedures; STD3.C2.047 Sample Performance Program Academic Professional Employee; STD3.C2.048 Sample Performance Evaluation Academic Professional Employee).

STD3.C3. Academic Programs are Clearly and Accurately Described

All program information is readily available to students in the officially published College Catalog and on the College's website, where they can obtain PDF files that can be printed if desired (STD3.C3.049 ASC Accounting Program Page – Sample PDF). The College Catalog is one of the five College-wide URLs included with the Evidence Inventory. Other publications and sources of programmatic information include:

- Landing pages for each academic program that provide details and a program layout (STD3.C3.050 Majors Alfred State Webpage; STD3.C3.051 ASC Accounting Program Page - Sample Web Version)
- "Fact Sheets" are viewed and printed from the website to provide a concise summary of program/career information and program layout (STD3.C3.049 ASC Accounting Program Page – Sample PDF)
- Degree Works – Degree completion software that tracks student progress in the current program, implemented in 2016, and has a "what-if" function to evaluate the implications of major changes/course changes
- Student Educational Planner (SEP) – An advising tool in Degree Works, has been utilized by advisors since 2021 to assist students in mapping out a clear pathway to timely degree completion. Students can visualize a customized advising plan that includes the required courses within their program and a timeline of when they should be completed. Advisors monitor the plans and work with the students to update their plans and keep students on track to graduate (STD3.C3.052 Academic Advising Center; STD3.C3.053 Program Layout Template)
- Student Outcome Tracking – Makes students aware of courses that do not apply to their majors at the time of registration
- Mandatory advising – Students must meet with an advisor to obtain a Registration PIN to access Banner to register for courses each semester

As discussed in Chapter II, academic schools and departments are responsible for keeping program information up to date and correct in their corresponding pages of the College Catalog. The Office of Student Records and Financial Services maintains program and course listings in Degree Works, and all these units work together to ensure that academic program information is consistently, clearly, and accurately described.

STD3.C4 Sufficient Learning Opportunities and Resources Supporting Programs and Students

Alfred State has abundant learning opportunities and resources to support the College's students and programs.

We pride ourselves on the support and resources, rigorous coursework, and learning opportunities (in and out of the classroom) available to students in all curriculums on every campus. As discussed in the Introduction to Chapter III, many of Alfred State's programs have been recognized as among the best nationally and regionally. As evidence the learning opportunities provided to students are sufficient when compared to our peers, Alfred State's pedagogical strategy is also reflected in the highest student educational outcome rates in the SUNY Technology Campus Sector (Figures 3.8-9).

Figure 3.8 Baccalaureate Educational Outcomes – Peers in SUNY Technology Sector, Fall 2018-22 Cohort

Campus Name	Total Degrees %	Total Still Enrolled %	Total Successful Educational Outcomes %
Alfred State	**64.23**	16.78	**81.02**
Canton	47.46	16.67	64.13
Cobleskill	62.20	10.37	72.56
Delhi	53.68	14.74	68.42
Farmingdale	49.58	28.37	77.95
Morrisville	40.48	20.24	60.71

Figure 3.9 Associate Educational Outcomes – Peers in SUNY Technology Sector, Fall 2020-22 Cohort

Campus Name	Total Degrees %	Total Still Enrolled %	Total Successful Educational Outcomes %
Alfred State	**43.98**	21.99	**65.96**
Canton	12.75	43.82	56.57
Cobleskill	21.79	34.64	56.42
Delhi	32.04	29.75	61.78
Farmingdale	10.19	63.74	73.92
Morrisville	15.05	33.27	48.32

Learning opportunities and resources provided to students include course and program opportunities, educational/lab facilities and computer labs, library resources, applied learning, and support for student academic progress.

a. Course/Program Opportunities

Maintaining student progress toward degree completion is paramount to student success, and courses are scheduled during the Fall and Spring semesters, with additional coursework offered during the Winter and Summer sessions to promote continuity. Additionally, many majors are served by several accelerated, seven-week online courses, allowing students to fit two courses back-to-back within a semester. This format, used since 2018, has permitted non-traditional students to move their education forward, and it also provides opportunities for students who may be struggling with coursework early in the semester to switch to a different course and increase their chances of success.

Some classes are taught online, and while growing to increase flexibility, the majority continue to be offered on-campus and in dedicated laboratories. Distance education has been a focus of growth potential as we see student preferences for either in-person or online courses while

accommodating Alfred State's rural nature or low enrollment in some course offerings. Alfred State is NC-SARA approved, recognized as a preferred SUNY Online+ provider and honored as a Military Friendly School. These recognitions are evidence of the quality non-traditional and distance learning opportunities provided by Alfred State.

The College has a dedicated online learning webpage providing students with online course options by session including seven-week, Winter and Summer sessions (STD3.C4.054 Online Learning Webpage). The online Fall 2023 course list including both full semester and seven-week options is in the Evidence Inventory (STD3.C4.055 Online Fall Courses Fall 2023).

Alfred State College currently offers the following programs online (additional planned programs were discussed in Chapter II):

- Construction Supervision (B.Tech.)
- Computed Tomography (CERT)
- Court Reporting and Captioning (CERT)
- Court and Realtime Reporting (A.A.S.)
- Health Information Technology (A.A.S.)
- Healthcare Management (B.Tech.)

- Imaging Science (B.Tech.)
- Individual Studies (A.S.)
- Magnetic Resonance Imaging (CERT)
- Nursing (B.S.)
- Technology Management (B.B.A.)

In Fall 2023, 380 students were enrolled in online programs (10.8% of total College enrollment).

Cross-registration allows students to take classes at Alfred University, SUNY Empire State University, or another SUNY institution. This gives students more elective choices that may not be offered at Alfred State. These are described on the College's website for easy access by students who would benefit from cross-registration (STD3.C4.056 Alfred State College Cross-Registration Guidelines Page).

b. Facilities and Computers

As a College of Technology, Alfred State supports technology and state-of-the-art laboratories, studios, and facilities. Most curriculums are laptop-based and provide the necessary software tools required for the curriculum. There are 71 computer labs, including 15 open computer labs, across all campus locations, including Alfred, Wellsville, and Northland. Some computer labs support specialized hardware and software and eliminate the need for students to purchase these additional and expensive items, which can be accessed using a student ID card. A printer/plotter lab is available and staffed to support regular and large-scale printing and plotting. Lab equipment and spaces are designed to reflect industry standards and current technology and workspace practices. Examples of state-of-the-art facilities available to students include:

- Department of Nursing birthing simulation center (funded by a Bethesda Foundation grant)
- New health science labs for students in Allied Health and Physical and Life Science majors
- State-of-the-art applied technology facilities and labs for Associate of Occupational Studies programs.

The College enhances learning facilities through grants and in response to external evaluations, including five-year program reviews. Updates to the Culinary Arts facilities in response to program review recommendations and funded by a nearly $150,000 Appalachian Regional Commission (ARC) federal grant is discussed later in this chapter in section STD3.C8. The College has most recently been awarded an over $1.5 million Empire State Development workforce development grant to enhance educational facilities and equipment for its truck and diesel and heavy equipment operations programs on its Wellsville campus. It is in the design and build phase and is expected to be completed by September 2024 (STD3.C4.057 ESD Strategic Workforce Development Grant Nov 2023).

A complete list of labs and locations is available online for student reference and is included in the Evidence Inventory (STD3.C4.058 Labs and Hands-on Opportunities Alfred State; STD3.C4.059 Condensed List of Computer Labs).

A few programs require special supplies and tools, which are purchased individually. For example, several School of Applied Technology programs, including the Automotive Technology programs, partner with a local vendor (Tinkertown Hardware) to provide specialized tool kits for sale to students.

The Computer Help Desk provides technical support to the campus community and is housed in the Hinkle Memorial Library. The Help Desk is available to students M – Th from 8:00 am to 8:00 pm, with additional afternoon availability on the weekends. There are hours of operation over summer and winter breaks as well. Students who purchased their laptops through the HP partner laptop program can have their laptops fully serviced by the Help Desk, including a free laptop rental while they are being serviced. Technology Services also maintains a variety of computer labs across campus, including mini-labs located in each of the residence halls. These mini-labs each contain two computers for the buildings' residents to use, with access controlled by the Residential Director of the building. One of the benefits to Alfred State students is that all students receive the free Microsoft Office package, which provides students with email, word processing, collaboration tools, presentation software, and other valuable programs.

c. Library

Alfred State's Hinkle Library provides resources and staffing support to meet the information needs of students and faculty and to supplement and support student learning opportunities. The Hinkle Library's comprehensive collection includes books, e-books, periodicals, and special collections. Additional holdings include 3,200 video titles and 96,854 full-text periodicals and newspapers accessed via online databases that can be used remotely or through 55 on-site computers. In addition to the many resources available at the Hinkle Library or via its databases, students on the Wellsville campus are served by a branch library featuring a collection geared to their programs. The library of the School of Applied Technology includes roughly 3,000 print volumes in addition to the locally available materials. In addition, the entire College community has access to the resources at all the other SUNY libraries through shared databases and interlibrary loan.

As a library at a unit of the State University of New York, the Hinkle Memorial Library is a member of SUNYConnect, a consortium of libraries in the State University of New York (SUNY) System that are all part of the same library management system. The Hinkle Memorial Library purchases electronic resources directly through consortia agreements and SUNYConnect, a joint initiative of the

Provost's Office of Library and Information Services and the libraries of the 64 SUNY campuses. Students have several resources to help them successfully engage with their online courses, including 24-hour access to over 110 databases provided by the Hinkle Library.

The Hinkle Library provides broad support services for faculty in instruction and research. The five full-time librarians consult frequently with faculty on collection development, accreditation surveys and requirements, student assignments, and faculty and student research needs. The instruction librarians teach information literacy sessions in many subject areas. Hinkle librarians have been trained at schools accredited by the American Library Association. Three of these are recipients of the SUNY Chancellor's Award for Excellence in Librarianship. The library also employs two instructional support assistants with library experience.

The Hinkle Memorial Library is open 87 1/2 hours per week during Fall and Spring sessions. The Information Desk is staffed all hours the library is open. There are 31 computer terminals and two printers on the main floor for student use. Students can use the 24 computer terminals in the library's electronic classroom if needed. The library has wireless connectivity, and students can use their laptops. The library offers designated areas for quiet study as well as group study. The Wellsville campus also has a library for additional support for School of Applied Technology students.

Services to students and faculty include:

- The library offers custom library instruction classes where students learn effective research strategies and how to use the library's electronic and print resources. The librarians will collaborate with faculty to provide specialized instruction and assessment. For each class, the librarians can also design and offer a specific online guide that directs students and faculty to the best library sources for the assignment. Students have 24-hour remote access to these guides and resources. Hinkle LibGuides are hosted online for students (STD3.C4.060 Hinkle Library LibGuides).
- Subject and task-specific online tutorials have been created by the instruction librarians and are linked to the online library guides mentioned above. The library has just acquired a program that will enable the instruction librarians to create online, interactive instruction tutorials.
- The library offers a partnership with faculty and administrators to solicit input for acquiring library materials, services, and research instruction.
- Alfred State College students and faculty have full access to the Herrick and Scholes Libraries at Alfred University, which is within walking distance of Alfred State. The Scholes Library has an extensive engineering and technology collection to support its master's and Ph.D. programs.

- Faculty may request that relevant materials from the library's collection or their personal collections be assigned to reserve shelves for student use. Students may check out reserve materials for use in the library only.

Guides for off-campus users are easily found on the library's homepage and include in-depth instructions on accessing library resources (STD3.C4.061 Hinkle Library Landing Page). The librarians also provide research support through email and will call or take telephone calls from online students if they need additional assistance. The Library's online/remote and in-person resources ensure that all students on its campuses and in all instructional modalities have adequate library and informational support and opportunities.

As evidence that the Library's services are sufficient, students agree that library resources and services are among the items they are most satisfied with at Alfred State. In the most recent (2022) Student Satisfaction Survey (SSS) which is administered every two years, 80% of students rated library services in the top three things they liked best about Alfred State College (STD3.C4.062 2022 SSS Summary Results). The Library also assesses its usage and engagement with students and faculty annually based on four metrics: item circulation, attendance, bibliographic instruction, and database usage. While there was a decrease in all metrics other than bibliographic instruction in 2022-23 compared to prior years, the Library is increasing its outreach to faculty and students in response to these assessments (STD3.C4.063 Library Organizational Assessment Plans 2021-23). Library usage may also be impacted by student enrollment which rebounded significantly in Fall 2023 after pandemic-related decreases.

d. Applied Learning

Alfred State's rigorous and effective classroom education embodies Applied Learning and is supplemented through several available opportunities, including academic, residential, and travel experiences. Programs are designed and scheduled to provide flexibility and formatting that support access to opportunities and meet student needs. Alfred State prides itself on providing robust real-world learning opportunities in all programs. Lecture and theory are delivered with dedicated laboratories, studios, and projects. In addition, many programs employ external enhancements, which can be broken down into the critical areas of Clinicals (Nursing and Health Care programs), Internships (SAS and SAMET programs), Sorrento Study Abroad (Architecture), Preceptorship (Veterinary Technology), and Construction of Homes (SAT).

Beginning in 2015-16, Alfred State College embedded Institutional Student Learning Outcomes (ISLOs), including Applied Learning, in its degree programs. These ISLOs are discussed in more detail in Chapter V. This focus on applied

learning is integral to completing the College's Mission and supporting its Core Values. In addition to curricular and project work, about half of all courses have an applied learning (AL) designation as of the most recently available data in Spring 2020, and 100% of Alfred State's degree programs include an AL experience (course or experience). Applied learning (AL) is an educational approach whereby students learn by directly applying skills, theories, and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and real-world settings, creative projects, or independent or directed research, and in turn, apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside the traditional classroom experience and be embedded in a course. This strategy promotes student success outcomes like increased retention, graduation, engagement, employment, and well-being. Alfred State College's applied learning experiences are guided by SUNY's Applied Learning initiative, launched in 2015 when each SUNY campus was required to convene Applied Learning Teams, develop Applied Learning Plans, and track applied learning opportunities for students (STD3.C4.064 Applied Learning at SUNY; STD3.C4.065 Alfred State SUNY Applied Learning Campus Plan).

Applied learning opportunities include Internships, Clinicals, Preceptorships, Study Abroad, and Civic Engagement. Every major requires at least one Applied Learning experience. When a major does not have one of the five experiences listed, they minimally need to have a course with an applied learning designation, approved by the Faculty Senate, from a determined set of criteria (STD3.C4.066 ASC Applied Learning Application).

Recent examples of successful Applied Learning opportunities include Population Focused Care in the Nursing program, Veterinary Technology's 240-hour veterinary clinic preceptorships, Study Abroad experiences in Ireland (Nursing) and Tokyo (Digital Media and Animation), the Architecture Department's partnership with Sant'Anna Institute in Sorrento, Italy, and civic engagement and service-learning disaster relief projects (most recently in Florida after Hurricane Ian as discussed in Chapter I).

e. Support for Student Academic Progress

As discussed in more detail in Chapter IV, academic support services for students are numerous. They are designed to target the unique needs of each student to support their academic progress. Students receive additional support via referrals to internal and external services. Referral to internal services include Financial Aid, Information Technology, Health & Wellness, Residential Life, Student Success Center, and the PLATE food pantry. Referrals to external organizations include community food pantries, rental assistance programs, and Supplemental Nutrition Assistance Program (SNAP) benefits. Several offices work together to create the best possible outcome for student

academic, accessibility, international, and socio-economic needs. A list of academic progress-related supports and services is below:

Academic

- The Math & Physics department runs The Math Tutor Lab, which supports students in any level of math class.
- The Writing Center is available to assist students with assignments ranging from first-year composition to any upper-level class requiring writing, as well as with effective speaking or lab reports.
- All incoming students are assigned an Academic Success Coach, who is there to help beginning students navigate college life and help them with achievement at all levels.
- ASOP and EOP students (see Standard IV) must meet with their Success Coach, as do students who are academically dismissed and appeal to return (Conditional Probation).
- Several structured learning (SL) classes are offered alongside high repeat or D/F courses for students who are struggling or underprepared. The Student Success Center also offers a peer tutoring program on all campuses (including online).
- Academic Advising is conducted through a hybrid model: through a combination of faculty advisors and central advising. Students are assigned to faculty advisors in their major program for all programs, and the main academic advisors advise three majors (undeclared, associate in individual studies, bachelor's in interdisciplinary studies as they cross many departments) as well as students in majors where advising loads are higher than the established metrics. The Center also serves as a drop-in for all students, which might be when faculty are not available (summer, winter), when students are unable to connect with faculty advisors due to time conflicts, or when students have questions about changing majors, adding minors, or other general questions.
- Summer Prep Academy – discussed in more detail in Standard IV, this program helps EOP students meet admission requirements and gain academic and study skills in preparation for college.
- Rebound program through Title III for the most at-risk students who have been conditionally accepted back after dismissal.
- To support online learning and program progress, the Center of Online Learning maintains a tutorial and training page for 24-7 access (STD3.C4.067 ASC Online Student Support). The website was recently redesigned to make it easier for students to access online support services. The page went online at the end of the Spring 2023 semester, and

tracking statistics are available for Summer 2023 forward. From July 2023-Jan. 2024 the site was visited 385 times by 199 unique users, indicating that a significant percentage of the College's online students (380, or 52%) are already engaging with the redesigned page, assuming most users are online students (Figure 3.10).

Figure 3.10 Google Analytics Usage Statistics – Online Student Support Page

Q /online-student-support ⊗				
Page path and screen class ▾ ＋	↓ Views	Users	Views per user	Average engagement time
	385	199	1.93	1m 27s
	0.02% of total	0.04% of total	Avg -50.16%	Avg +3.37%
1 /online-student-support	385	199	1.93	1m 27s

Accessibility

Alfred State is firmly committed to providing all qualified students an equal opportunity for a college education. The Office of Accessibility Services (OAS) provides reasonable and individualized accommodations to assist students with disabilities in their academic progress. More information on the Office of Accessibility Services is in Chapter IV.

Socio-Economic

Alfred State College also provides additional support for students with socio-economic challenges that might impact their academic progress, including the following initiatives:
- Financial or In-Kind Support for transportation, technology, course materials, medical resources, housing, food, and clothing.
- The HART Team (Helping Allocate Resources and Technology) is an inter-divisional group initiated in October 2020 to support students with significant technology, financial, and/or resource barriers interfering with their ability to make academic progress. During the 2022-23 academic year, there were 227 student applicants with 189 receiving some form of direct assistance. In the 2021-22 academic year, there were 168 student applicants with 165 receiving targeted help. During the 2020/21 academic year, 172 student applicants were served. The nature of the assistance depends on the type of request, but include assistance navigating campus resources such as the loaner laptop program or food pantry services, referrals to key personnel in Student Success, Health and Wellness, Financial services, etc., or direct financial assistance that supports student success. HART support is funded by the SOS Emergency Fund (STD3.C4.068 SOS Emergency Fund).

Additional details on these supports and other student services, including evidence they support student success, are discussed in Chapter VI.

STD3.C5. The General Education Program at Alfred State College

The undergraduate general education program at Alfred State has both free-standing and integrated components depending on the degree type, SUNY general education requirements, and Faculty Senate-designed guidelines. The College implemented diversity and global awareness components throughout 2018-19 to be consistent with MSCHE accreditation standards. While SUNY did not yet require them, they were supported and integrated with considerable college growth and sustainable structures, which enabled the College to adapt them to SUNY's new General Education Framework in 2022-23. Alfred State's A.O.S. degrees do not have standalone liberal arts courses due to New York State educational regulations. They instead have infused SUNY and MSCHE competencies (critical thinking and reasoning, information literacy/management, written and oral communication, scientific and quantitative reasoning, and technological competency) into the curriculum, with all degree programs required to map general education knowledge, skills, and competency areas to their program student learning outcomes since 2011. In this way, all general education requirements are met to optimize practical experiences and relevancy to the content for these programs. Examples of how general education areas are embedded and mapped into A.O.S. programs are in the Evidence Inventory (STD3.C5.069 Automotive Service Tech AOS PSLOs and GE Mapping; STD3.C5.070 Building Construction AOS PSLOs and GE Mapping).

Alfred State's general education program was initially developed in 1999 with several SUNY, Middle States, and self-prompted significant changes (2006, 2010, 2013, 2018). Over the last ten years, several changes have facilitated

improvements to structure and scope to make significant additional room for values, ethics, diverse perspectives, global awareness, technology, and scientific reasoning. Most recently (2017), a General Education Task Force was created with a cross-section of membership to re-align general education with Alfred State's philosophy and policies and create a more consistent review with software management upgrades for a more technology-supported structure (Taskstream AMS then Watermark Planning & Self-Study) (STD3.C5.071 GE Taskforce SAT Agenda). In 2022-23, the Senate Assessment and General Education Committee (SAGE) was charged with helping to implement SUNY's new General Education Framework (STD3.C5.072 SUNY General Education Framework Webpage) that went into effect for most programs in 2023-24. As part of this work, it developed an institutional definition of General Education in alignment with MSCHE Standard III:

> *General Education at Alfred State College builds the foundation of knowledge, skills, and competencies for a comprehensive undergraduate academic experience, a successful career, and a productive lifetime for all Alfred State graduates, regardless of their jobs or professions.*
>
> *At Alfred State, this means providing students with the opportunity to explore new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.* (STD3.C5.072 What is General Education?)

Alfred State's philosophy has consistently been mission-based, addressing essential skills and competencies with varying assessment levels. Evidence of the evolution of Alfred State's general education program, including evidence that MSCHE general education requirements and the SUNY General Education Framework have been implemented, is in the previous (2020) and current (2023) General Education Requirement handouts ("Blue Sheets") provided to students (STD3.C5.074 General Education Courses Requirements Webpage; STD3.C5.075 2020 General Education Requirements Handout; STD3.C5.076 2023 General Education Requirements Handout).

a. Sufficient Scope to Expand Students' Intellectual Experience, Cultural and Global Awareness and Cultural Sensitivity, and Preparation to Make Well-Reasoned Judgments Outside as Well as Within Their Academic Field (Criterion III.5.a)

During Alfred State's previous MSCHE visit (2014), the College proposed a recommendation to address "Values, Ethics and Diverse Perspectives." The visiting team affirmed the College's recommendation. Soon afterward, the Standards were formally changed to include "values, ethics, and diverse perspectives" and "global and cultural

awareness and cultural sensitivity." At that time, the College recognized that the natural sciences (scientific reasoning) and mathematics (quantitative reasoning) were in the Middle States standards but not yet required by SUNY in all degrees. The academic Deans worked with all department chairs to find places where these requirements could be added. The Provost at the time also asked the Faculty Senate to create a General Education group that would study these issues and make recommendations. Below are some of the major results of this initiative:

- The task force proposed addressing DEI by creating a GLST course and aligning it to SUNY GE Other World Civilization (a competency area in SUNY GE before 2022-23). This made the most pedagogical sense with the least amount of change needed and made a smooth transition in the 2022-23 new SUNY GE Framework requirements.

- All degree program curricula would include the natural sciences and mathematics. Three A.A.S. programs met these requirements in alternative ways. This included Veterinary Technology, which requested and received a waiver of the 64-credit maximum allowed by SUNY. Nursing worked on getting College approval for an infused approach for math in courses. Health Information Management reorganized its curriculum by dropping and merging courses, allowing additional general education coursework.

This early work in 2018 made implementing the 2022-23 SUNY General Education Framework changes easier. The required general education areas in the SUNY Framework were based on the general education criteria in Standard III that Alfred State had already implemented. In Fall 2022 and Spring 2023, departments and the Curriculum Development and Review (CDR) committee continued this work by re-mapping course student learning outcomes (CSLOs) to the new SUNY general education SLOs (STD3.C5.077 SUNY GE Framework ASC Course Outline Guidance). The new SUNY general education requirements are now better aligned with MSCHE Standard III, ensuring that the general education program at Alfred State allows students the opportunity to expand their intellectual experience during their college careers and prepares them to make well-reasoned judgments inside and outside their academic fields.

Implementation of Values, Ethics, Diverse Perspectives, and Global Awareness in VEDG/GLST Coursework

As discussed earlier in this chapter, in 2012 the College identified the need to address values, ethics, diverse perspectives, and global awareness, and the Faculty Senate created a task force to address it. In 2017, the General Education Task Force proposed a requirement passed through the Faculty Senate to implement a new course, GLST 2113 – Global Perspectives: Special Topics (now Global and Diverse Perspectives), which would substitute for the SUNY-

Other World Civilization category in all SAS and SAMET degree programs (STD3.C5.078 GLST 2113 Gen Ed Form). GLST 2113 also includes topics in 'What is general education' to help students realize the importance of general education in a college degree and the components of values, ethics, diverse perspectives, and global awareness. Since A.O.S. degrees do not require standalone liberal arts courses in compliance with state education regulations, all Wellsville and Northland degree-program (A.O.S.) students also needed a values, ethics, diversity (change from diverse perspectives), and global awareness (VEDG) set of educational experiences. The SAGE committee developed four modules for each of the four semesters of the A.O.S. degree, consulting with experts in the field. These modules

were developed further in 2018-19, piloted, then with the pandemic, not rolled out fully until 2021-22. Assessment for SAS and SAMET general education (GLST) occurred for the first time in 2022, coordinated by a team of faculty from both the English and Humanities and Social and Behavioral Sciences departments, including all GLST instructors. Results of the VEDG pilots and assessment results are in the Evidence Inventory and the implementation timeline is in Figure 3.11 (STD3.C5.079 SAT VEDG Modules SAGE Final Recommendations; STD3.C5.080 SAT VEDG Presentation V2; STD3.C5.081 Wellsville VEDG 2022-2023 Report; STD3.C5.082 2021-22 GE Academic Assessment Report w GLST VEDG; STD3.C5.083 2021-22 SAT GE Academic Assessment Report w VEDG Modules, pp. 4-5).

Figure 3.11 Roll Out of the GLST Course and SAT VEDG Modules

	Fall 2018	Fall 2019-Spring 2020	Fall 2020-Spring 2021
All programs except A.O.S. (GLST course)	Initial pilot of course 1 section (13 students)	Larger roll out of course Fall: 7 sections (150 students) Spring: 6 sections (155 students)	Full implementation Fall: 19 sections (437 students) Spring: 12 sections (297 students)
A.O.S. degrees (4 modules)	Four modules developed	Senate-approved VEDG modules piloted and implemented fully by 2022-23.	

All the College's SAS and SAMET degree programs (A.S., A.A.S., A.A., and B.S., B.Tech., B.B.A., BArch) require GLST 2113, which includes topics on 'what is general education' as well as DEI and global awareness. GLST 2113 was adapted in 2022-23 to additionally fulfill the new SUNY Diversity: Equity, Inclusion, and Social Justice general education student learning outcomes, which are required in all degree programs in the 2023 SUNY General Education Framework (STD3.C5.084 GLST 2113 Course Outline Approved 2-24-23).

A.O.S. degrees cover these components with VEDG (values, ethics, diverse perspectives, global awareness) modules developed by the SAGE (Senate Assessment and General Education) committee. Integrating these competencies into Alfred State's A.O.S. majors via the modules was piloted in 2019, formalized in 2021, and modified based on assessment results in 2022-23. The multiple pilots and use of assessment results have ensured that the VEDG modules are relevant to A.O.S. students and expand their cultural and global awareness and cultural sensitivity both within and outside the context of their professional disciplines.

b. *Alfred State College offers a curriculum designed so that students acquire and demonstrate essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.* (Criterion III.5.b)

In Alfred State's general education program, SUNY oral and written communication and quantitative reasoning have always been addressed and assessed. While one course can fulfill written and oral communication at many other

institutions, we require separate competency in each, ensuring Alfred State's students can communicate effectively in both modalities. The following knowledge and skills areas and competencies are required of all students:

- Communication – Written
- Communication – Oral
- Mathematics (and Quantitative Reasoning)
- Natural Sciences (and Scientific Reasoning)
- Diversity: Equity, Inclusion, and Social Justice (effective Fall 2023)
- Critical Thinking and Reasoning (embedded competency)
- Information Literacy (formerly SUNY Information Management; embedded competency)
- Technological Competency (embedded competency; decoupled from SUNY Information Management effective Fall 2023)

In all programs except the A.O.S., where general education is embedded within programs, written and oral communications, mathematics, natural sciences, and DEI and Social Justice are delivered in general education coursework. Critical thinking and reasoning are currently embedded and mapped within program coursework. However, this may soon be supplemented by entry-level general education course mapping and assessment under the new SUNY General Education Framework. Information literacy (previously Information Management) has been evaluated both at the entry level with support from the librarians and later in the degree programs, also mapped and assessed in every major on a regular schedule. The SUNY Information Management competency area included a technological/computer literacy student learning outcome, but effective Fall 2023, it is no longer a SUNY requirement

and is being assessed separately. Alfred State's use of the Northstar Digital Literacy tools and assessments for technological competency assessment is discussed in Chapter V.

Beginning in 2017, the College adjusted its general education assessment cycle to be the same for all majors, including A.O.S. as depicted in Figure 3.12.

Figure 3.12 Alfred State General Education Knowledge/Skills Areas and Competencies (Current 3-Year Assessment Cycle)

Year/Semester	Learning Objective Area
Year 1/Fall 1 (Fall 2022)	*Mathematics (and Quantitative Reasoning); *Technological Competency
Year 1/Spring 1 (Spring 2023)	US History and Civic Engagement; World Languages
Year 2/Fall 2 (Fall 2023)	*Communication – Oral; Humanities; *Natural Sciences (and Scientific Reasoning)
Year 2/Spring 2 (Spring 2024)	*Critical Thinking and Reasoning; Social Sciences
Year 3/Fall 3 (Fall 2024)	*Communication – Written; *Diversity: Equity, Inclusion, and Social Justice
Year 3/Spring 3 (Spring 2025)	The Arts; World History and Global Awareness; *Information Literacy

SUNY and/or MSCHE Required

Alfred State's General Education framework also emphasizes essential skills and proficiency with disciplinary and interdisciplinary learning to develop engaged 21st century global citizens. This commitment to a wide breadth of knowledge areas and competencies is evidenced in Alfred State's Institutional Student Learning Outcomes (ISLOs) developed in 2015-16. The first three ISLOs are tied to requirements for General Education put forth by SUNY and Middle States:

- Develop skills for critical thinking, effective communication, and quantitative reasoning within an integrative general education curriculum.
- Demonstrate the ability to address and meet real-world challenges by engaging in applied learning activities.
- Develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world.

ASC's ISLO #4 (discussed in Chapter I) demonstrates the commitment to General Education in a broader sense than

Liberal Arts & Sciences and ties in to a critical MSCHE requirement for technical competency: *Utilize technology within curricula to support and enhance career readiness*. Before implementing the 2023 SUNY General Education Framework, a technological competency student learning outcome was part of the required SUNY Information Management competency area. The new framework required that the College develop its own method of delivering and assessing technological competency in all programs except A.O.S. programs where technological competency was already embedded. In 2017, an in-house assessment was developed and piloted on both campuses. Then, in 2022, the College formalized a useful product and process with Northstar Digital Literacy as a pilot (2021) and fully implemented it beginning in 2022. Chapter V discusses Northstar Digital Literacy and technological competency assessment in more detail.

Figure 3.13 outlines SUNY's General Education Framework requirements by degree type and level:

Figure 3.13 SUNY Programmatic General Education Framework Requirements by Degree Type/Level

Degree and minimum required total program credits	Minimum # SUNY GE Credits	Minimum # SUNY GE Knowledge & Skills Areas	Minimum # SUNY GE Core Competencies
Associate in Occupational Studies (60)	0	4 Embedded and/or freestanding	2 Embedded and/or freestanding
Associate in Arts (A.A.) (60)	30	7/10	2
Associate in Science (A.S.) (60)	30	7/10	2
Associate in Applied Science (A.A.S.) (60)	20	4/10	2
Bachelor of Arts (B.A.) (120)	30	7/10	2
Bachelor of Science (B.S.) (120)	30	7/10	2
Specialized baccalaureate degrees (B.B.A., BE, BFA, BPS, B.Tech., etc.) (120)	30	7/10	2

Scope of the 2022-23 GE Framework

Alfred State follows the SUNY General Education framework with some additions. Both the old and new requirements include many course options, including approximately six options for Communication; 2 new upper division courses for DEI and Social Justice; multiple areas in the Arts, including literature, film, art appreciation, and history; options in the humanities, including literature, philosophy, and religion; world language; social science disciplines, including anthropology, economics, psychology, and sociology; natural sciences, including agricultural sciences, biology, biochemistry, chemistry, health sciences, and physics.

Students and advisors can find the current General Education Requirements with courses document on the General Education Courses/Requirements page, the advising center, and reflects Spring 2023 modifications approved and modified based on the SUNY General Education Framework (STD3.C5.074 General Education Courses Requirements Webpage; STD3.C5.076 2023 General Education Requirements Handout; STD3.C5.072 SUNY General Education Framework Webpage).

The Faculty Senate Curriculum Development and Review Committee (CDR) is responsible for approving the attribute of a general education knowledge area for a new course. The approval criteria and process (first developed and approved in 2003; application last revised in 2022) have remained consistent for general education courses (STD5.C5.085 GenEd Course Approval Process; STD5.C5.086 General Education Course Application Form 9-28-2022). For a course to be approved for general education, it must satisfy the following criteria:
- the course outline shows that at least 75% of course hours and course learning objectives specifically relate to the general education

knowledge area. That assessment of those objectives uses the rubric appropriate for the knowledge area.
- the course is designed for a broad audience and not for students in a particular curriculum, and any course prerequisites are limited to approved General Education courses.
- the course carries a prefix for a department's discipline within the School of Arts and Sciences.
- the course outline includes Student Learning Outcomes (SLOs) addressing critical thinking and information management (literacy) competencies.

The Faculty SAGE committee assists in implementing the College's General Education plan by reviewing General Education assessment documents, consulting with home departments, and formulating recommendations for improvements. SAGE was tasked with reviewing general education requirements, learning outcomes, and assessment methods across the College's programs and recommending changes to align with the new SUNY General Education Framework. All students in all programs are required to have the following knowledge and skills areas defined by SUNY and listed in MSCHE Standard III:
- Communication (Written and Oral)
- Mathematics (and Quantitative Reasoning)
- Natural Sciences (and Scientific Reasoning)
- Diversity, Equity, and Social Justice (fulfills the MSCHE Values, Ethics, Diversity & Global Awareness requirement)

These knowledge and skills areas are delivered via general education coursework in all programs except the A.O.S. New York State Education Law mandates that A.O.S. degrees not include liberal arts and sciences coursework, and since general education courses in the required knowledge and

skills areas are in the liberal arts and sciences, general education is instead embedded and assessed within A.O.S. programs, as allowed by SUNY general education policy (STD3.C5.087 SUNY MTP General Education p. 22).

Students also gain the following competencies embedded within all programs:
- Information Literacy (SUNY required)
- Critical Thinking and Reasoning (SUNY required)
- Technological Competency (campus-defined in ASC's ISLOs per SUNY policy) (STD3.C5.087 SUNY MTP General Education, p. 7)

Alfred State College's comprehensive general education program thus offers sufficient scope to draw students into new areas of intellectual experience and acquire and demonstrate essential general education skills and competencies.

Subcriterion III.5.c does not apply to Alfred State College.

General Education Course Approval Process

The department submits a request for approval on a general education course application form. The application must include a detailed description of how the course will meet each general education student learning outcome (GSLO) for the knowledge area, the approximate percentage of time the course will spend meeting each course student learning outcome (CSLO), and how the course will impact other departments and other course offerings.

A course approved by the Curriculum Development and Review Committee is forwarded to the Faculty Senate for action. Once the Faculty Senate approves the courses, notification will be sent to the VPAA/Provost and the Registrar's offices. This multi-level review ensures that general education coursework is reviewed for compliance with SUNY, NYSED, and College requirements for the general education curriculum and that learning outcomes can be effectively achieved and assessed.

STD3.C6. and C7. Graduate Programs and Third-Party Providers

Alfred State College does not offer graduate-level programs or engage third-party educational providers. As a result, these two criteria do not apply to Alfred State College.

STD3.C8. Educational Program Assessment and Evaluation at Alfred State College (*RoA 9*)

As introduced in Section STD3.C2 and discussed in more detail in Chapter V, Alfred State College effectively uses assessment to improve the educational experience. Alfred State follows SUNY policies and guidelines to guide campus assessment plans across all divisions. Academic assessment is coordinated through each department in consultation with the Director of Assessment, Accreditation, and Program Planning (STD3.C8.088 Academic Affairs Assessment Roles and Responsibilities).

Academic assessment is a critical component to maintain the quality of the courses and programs at ASC and is covered in more detail in Chapter V: Standard V. Student learning outcomes assessments are completed either semesterly or annually in most programs, with all Program Student Learning Outcomes (PSLOs) completely assessed typically on a three-year cycle (STD3.C8.089 ASC SP IE Assessment Model Revised Approved FS Dec 2023). Additional evidence of program quality is found in Alfred State's rotating formal programmatic review process, in which all programs undergo regularly scheduled self-studies with external review. All non-programmatically accredited programs go through this process every five years and include a review of annual program assessment plans and results. These procedures are documented in the Assessment of Major Schedule, Checklist, Timeline, and Assessment of the Major self-study templates (STD3.C8.090 Assessment of Major Schedule; STD3.C8.091 Assessment of Major Timeline; STD3.C8.092 Assessment of the Major Checklist; STD3.C8.093 Sample Five-Year Assessment of Major Self-Study Template). The Assessment of Major (Five-Year Review) is discussed in more detail in Chapter V: Standard V. At a minimum, each program follows the SUNY Assessment of the Major guidelines and process (Alfred State's five-year programmatic review). Where appropriate, programmatic accreditations are sought and maintained for specialized programs, further reinforcing the academic quality of the College's programs. Alfred State holds accreditation with 17 external bodies (STD3.C2.094 Accreditations Alfred State).

Academic programs that do not maintain external accreditation conduct systematic, comprehensive self-study reviews every five years. A self-study template for each school (SAT, SAS, SAMET) outlines changes, assessment, enrollment, and general trends of the program being reviewed. The self-study requires at least two external evaluators to review the report, visit campus to meet with faculty, students, and administrators, and offer recommendations for the program. Upon receipt of the external review report, the department committee writes a response to it. An Assessment of the Major Schedule shows the yearly timing of activities for each program (STD3.C8.090 Assessment of the Major Schedule). Sample five-year Assessment of the Major and summary reports are also included as evidence of systematic program-level academic evaluations (STD3.C8.095 Building Trades Five-Year Review; STD3.C8.096 Criminal Justice Five-Year Review; STD3.C8.097 Digital Media and Animation Five-Year Review). The Assessment of the Major process and how

results are used to improve academic programs are discussed in more detail in Chapter V.

Assessment of General Education is coordinated through the Senate Assessment and General Education (SAGE) Committee and the Director of Assessment, Accreditation, and Program Planning. This standing committee of the Faculty Senate is responsible for recommending assessment procedures and ensuring that all the SUNY and Middle States general education knowledge and skills areas and competencies are implemented and assessed throughout the College. Evidence of cyclical assessment of general education is in the Evidence Inventory (STD3.C8.098 2021-22 General Education Program Assessment Plan; STD3.C8.099 2022-23 General Education Program Assessment Plan; STD3.C8.100 2021-22 SAT General Education Program Assessment Plan; STD3.C8.101 2022-23 SAT General Education Program Assessment Plan; STD3.C8.102 2020-21 Embedded Critical Thinking Assessment Results and Updated Actions Fall 2023). The new SUNY General Education Framework discussed in Section STD3.C5 is being implemented through the committee. The committee conducted a compliance review to assist in implementing the framework (STD3.C8.103 Program Info and Inventory with GE Audit). General Education assessment, the use of assessment results to improve student learning outcomes, and the role of SAGE in educational outcomes assessment are discussed in more detail in Chapter V.

The quality of online programs, like on-campus offerings, is ensured through rigorous assessment. All online courses are reviewed on a three-year basis by the school, with review by the Center for Online Learning and their trained instructional designers for structure, content, and robust interaction. A standardized SUNY-designed Course Quality assessment (OSCQR) rubric focusing on online course design is utilized (STD3.C8.104 SUNY OSCQR Rubric Live Samples). Feedback is provided directly to the faculty for improvement in consultation with the department chair.

All this assessment and program evaluation evidence is utilized to maintain and improve the quality of the education process and the rigor of teaching, measured by student success in the classroom and their ability to secure meaningful and relevant employment upon graduation. Examples of how program assessment and review have been used to improve programs and enhance student learning include:

- Implementing greater emphasis on soft skills and communications and including security policy practices in the Information Technology B.Tech. Programs to give students more up-to-date, job-ready skills (STD3.C8.105 Five Year Assessment of Major IT Programs 2022, p. 34)

- Completing a major renovation and updates to Culinary Arts facilities, including The Rig Dining Hall, which serves 800 people daily and is the main lab for Culinary Arts and Baking Production and Management students. The College applied for and was awarded a major Appalachian Regional Commission grant for the renovation, matched by the College and Educational Foundation funds (nearly $320,000 total). This resulted from recommendations made during the last Five-Year Program Review cycle (STD3.C8.106 Five Year Assessment of Major Culinary Arts Programs 2022, pp. 8, 16)
- Enhancing both physical facilities and curricula for the Nursing programs. These include acquiring a Bethesda Foundation Grant to install a state-of-the-art Maternal Mother Mannikin Simulation lab and splitting Nursing courses into separate lecture and lab components in response to student feedback to support student success better while maintaining academic rigor (STD3.C8.107 Nursing Department 2021-22 Organizational Assessment Plan; STD3.C8.108 Program Revision Nursing AAS-BS 2021).

Other components of assessment include Course Student Learning Outcomes (CSLOs) Assessment; Institutional Student Learning Outcomes (ISLOs), which encompass both general education and applied learning outcomes; and General Education (GE) Assessment. These assessment components are discussed in more detail in Chapter V.

Standard III and Institutional Priorities Addressed in the Self-Study

Alfred State College's self-study review of Standard III illustrates that retention is a priority concerning support for student success and offering quality workforce-ready programs taught by knowledgeable teaching faculty. Students are the College's priority, and Alfred State College provides a wide range of effective support to navigate challenges and persist to graduation. Attracting and retaining competent faculty is a critical component of quality programs and in ensuring student success. The College is working to hire a diverse workforce that is reflective of the student population.

Supporting students and programs is at the core of Alfred State's Campus Renewal and Resource Optimization. Assessment, enrollment, retention, and graduation data are systematically incorporated into conversations and decisions around resources and action plans. Increasing enrollment trends and positive student social mobility and graduation results show that Alfred State College has the programs, resources, and processes to create an effective student learning experience. An area that can be improved is

ensuring faculty workload balance across curriculums to engage in activities outside the classroom, discussed further below.

Standard III Points of Pioneer Pride

Alfred State College offers its students a robust network of support systems leading to high degree completion rates across all academic programs, schools, campus locations, and modalities. Academic programs are strong and continuously improving through assessment, regular reviews, and industry alignment. Alfred State College has a unique blend of programmatic offerings, including Alfred State's A.O.S. degrees, degree completion programs, and the only SUNY Bachelor of Architecture. Students and programs are supported through knowledgeable and supportive faculty.

The College also has a well-established general education program that is relevant and appropriate to a technical college, preparing students for employment in technical and career-focused professions.

Standard III Recommended Areas of Improvement

1. Student Evaluations of Teaching Effectiveness surveys are administered each semester, including in shorter (seven) week terms. They support continuing appointments per the *Appointments* Policies and Procedures discussed above

Chapter IV
Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Introduction & Overview

Student Success is one of Alfred State College's top priorities, as expressed in the College's Mission, Vision, and strategic planning. As discussed in more detail in Chapters II and VI, the *Roadmap to 2020* Strategic Plan included Student Success as a Strategic Priority: "Alfred State will optimize its efforts around recruitment, enrollment, retention, graduation, and student success." During the College's strategic planning refresh cycle in 2020-21, participants in workgroups and townhalls recommended refining this priority into two separate but related priorities: one focused on enrollment and recruitment and the other focused on

(STD3.C2.043 Alfred State College Appointments Policies and Procedures). They are mandatory for faculty seeking tenure and voluntary for tenured faculty. Campus-based faculty can choose to have them administered either manually (paper Scantron) or electronically, while they are administered electronically in online classes. Ensuring adequate response rates for electronically administered surveys comparable to paper-based methods is an area of improvement. In Spring 2023, the College began using the Watermark Course Evaluations and Surveys tool to try and improve the system for administering Student Evaluations of Teaching Effectiveness, partly due to the experience of other SUNY schools that have successfully used the Watermark survey tool to increase response rates. The College will evaluate progress after the 2023-24 academic year to see if other adjustments are needed to improve response rates and the overall process.

2. Alfred State College is looking at faculty course load as mentioned above. In 2023 it began re-administering a course release program for full-time faculty to pursue scholarship that enhances teaching or projects that advance the work of the department, academic school, or College (STD3.C2.031 Service-Scholarship Release Application; STD3.C2.109 Service-Scholarship Release Application Email from VPAA 9-4-2023).

student development and support to ensure sufficient attention and resources toward these critical areas addressed in Standard IV. Now that the College has adopted its new strategic plan, Standard IV is at the core of two of the three pillars within the plan: "A" – Attract New Students and "S" – Strengthen Academic Excellence and Student Success (STD4.C1.01 *Roadmap to 2020 Strategic Plan;* STD4.C1.02 Strategic Priorities for 2021; STD4.C1.03 Alfred State College Strategic Plan 2023-2027).

As a result, Alfred State invests in a robust set of success strategies and initiatives designed to promote student academic success and support the College's Mission of "preparing in-demand and involved students in a caring community." Since the 2017 administration of the National Survey of Student Engagement (NSSE), the College adopted a more focused approach to student success, following the main tenets of research-based practices from AAC&U *High Impact Practices,* Complete College America tenets, co-requisite models, multi-measure placements, first-year and following year programming, and coaching and mentor models (STD4.C1.04 NSSE17 High Impact Practices). Additionally, the College continues to investigate barriers to student success. One recent example is the College's current examination of the thresholds for dropping student

schedules for non-payment to reduce student stress and improve student retention.

The College website and catalog provide easy access to details on programs, services, and initiatives available for students. The online College Catalog is one of the Evidence Inventory URLs provided to the Evaluation Team.
This chapter will demonstrate how the College has enabled access to services through the entire lifecycle of the student experience designed to promote transparency and facilitate positive outcomes, creating opportunities for students to achieve successful careers and purposeful lives.

STD4.C1. Alfred State College Has Clearly Stated Ethical Policies and Processes to Admit, Retain, and Facilitate the Success of Students Whose Interests, Abilities, Experiences, and Goals Provide a Reasonable Expectation for Success and Are Compatible With the Institutional Mission

Alfred State College has clearly stated ethical and transparent policies and procedures governing student admission, retention, and student success. The College recruits and admits students with a reasonable expectation of success whose educational and professional aspirations and goals align with Alfred State's Mission and Vision to "create[s] opportunity for our students to achieve successful careers and purposeful lives."

a. *Admissions Policies and Procedures*

While the entire institution plays a role in some capacity, the Admissions Office is responsible for the admission and recruitment of all new students to the College, focusing on attracting a diverse body of students with the potential to succeed and value hands-on, project-based learning. Alfred State is recognized as a leader among regional colleges for value, social mobility, and graduating students with low student loan debt (STD4.C1.05 Alfred State College Rankings Webpage). This includes first-year, transfer, and international students and applicants applying for readmission. The Admissions Office strives to meet enrollment goals while maintaining academic standards and ethical admissions practices.
The Admissions Office offers an informative webpage that provides specialized information for various categories of students, including high school, first generation, EOP and ASOP, Home School, Transfer, Veteran, Adult, Online, International, and applicants for readmission. Students can easily find information on how to apply and the requirements for admission at both the institutional and programmatic

levels (STD4.C1.06 Alfred State College Admissions Webpage).

Admission to Alfred State College is based on the academic qualifications of prospective students. It is offered to qualified applicants whose academic background has prepared them for success in their chosen field (STD4.C1.07 Alfred State College Catalog 2023-24, Admission to Alfred State, p. 11). Admission requirements for all students are published in the College Catalog and on the Alfred State website and include:

- Recognized high school diploma or its equivalent (including GED; IEP, CDOS, and distance learning degrees/diplomas do not satisfy this requirement, and these students are advised to take the GED exam. GED scores of 660 and above are recommended for admission);
- Recommended high school average GPA of 75 for Alfred campus programs (School of Arts and Sciences and School of Architecture, Management and Engineering Technology) and 75 for Wellsville and Northland campus students (School of Applied Technology – SAT);
    - Applicants for Alfred campus programs who do not meet specific program requirements but show potential for success may be considered for admission through the Alfred State Opportunity Program (ASOP) or the Educational Opportunity Program (EOP);
- Recommended 2.0 cumulative grade point average and grades of C or better in the most recent semester of attendance for transfer applicants;
- Additional criteria for home-schooled, readmitted, and disciplinary applicants are published in the College Catalog (STD4.C1.07 Alfred State College Catalog 2023-24, Admission to Alfred State, pp. 11-12).

Alfred State College transitioned to "test-optional" during the COVID-19 pandemic and will remain so through the Spring 2024 semester. As a result, SAT or ACT scores are not currently required for admission to all academic majors or merit-based scholarships (STD4.C1.07 Alfred State College Catalog 2023-24, Admission to Alfred State, p. 11). Our most recent two years of data on student success and retention of first-year students have shown dramatic improvement post-pandemic at an order of magnitude that is the same as before the pandemic (Figure 4.1).

Figure 4.1 Fall-to-Fall Retention of First-Year Students, Fall 2017-Fall 2022 Entering Cohorts
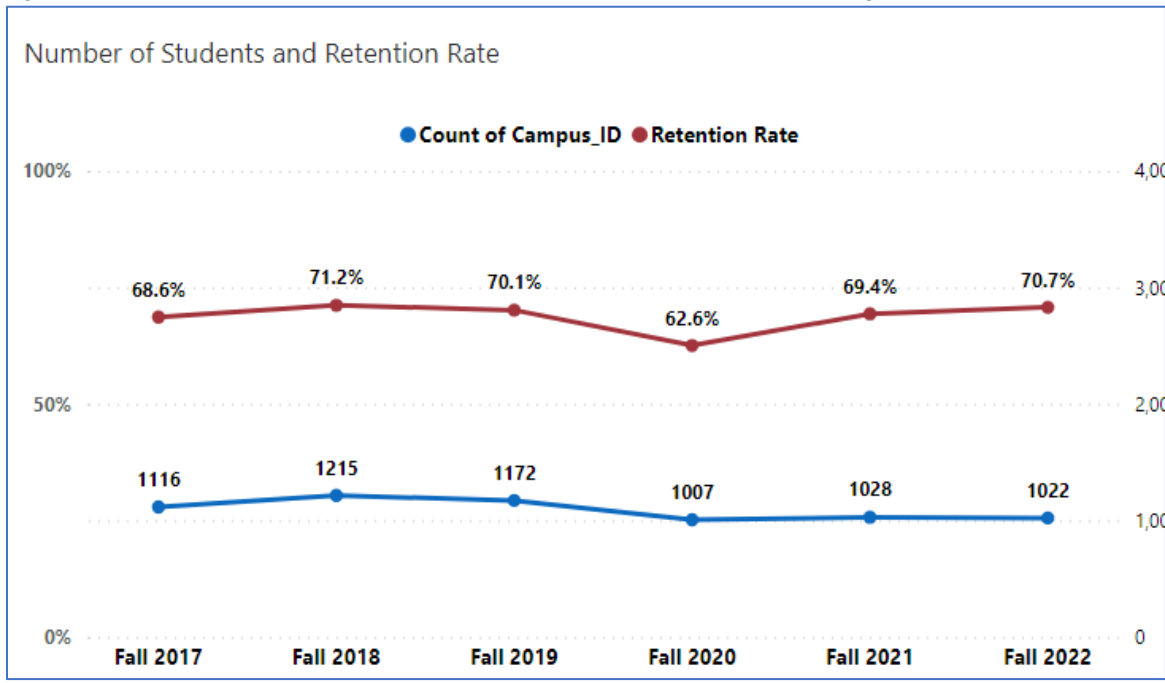
Applications are evaluated individually and holistically to make the best admission decision for the student and the College. Holistic reviews include a variety of factors, including standardized test scores, letters of recommendation, strength of academic program, and extracurricular activities. Alfred State offers rolling admission, accepting students on a first-come, first-served basis. Students are assigned an Admissions Counselor to be assessed and counseled appropriately according to their educational goals and academic background.

To further ensure that students are academically prepared for their chosen programs, students apply for direct admission into programs rather than to a general freshman-year program. Program-level admission criteria include required and recommended high school coursework (most commonly in mathematics and natural sciences, consistent with Alfred State's mission as a technical college). These program-level requirements are published in the Catalog and on individual program pages on the College's website (STD4.C1.07 Alfred State College Catalog 2023-24, Admission to Alfred State, pp. 13-15). Many of the College's programs have both associate and baccalaureate degree options, with appropriate admission requirements listed for each.

These options allow students applying for a four-year program to be accepted into the corresponding two-year program if they do not meet the baccalaureate program entrance requirements. Applicants for programs taught on the Alfred campus who do not meet specified program requirements but show potential for success may be considered for admission through the Alfred State Opportunity Program (ASOP) or the Educational Opportunity

Program (EOP). ASOP and EOP are extended programs of study that allow for a lighter course load and/or developmental coursework as needed each semester. Students accepted through ASOP or EOP receive information on these programs in their acceptance folder. Alfred State began accepting students into ASOP over twenty years ago for most Alfred-campus associate degrees and bachelor degrees starting in Fall 2014.

Alfred State College's Mission prioritizes access and affordability. The ASOP and EOP programs, supporting about 200 students annually, provide high-quality, affordable, and accessible education, delivering learning, experiences, and career advancement prospects to populations who typically don't have such opportunities. Surrounding students with supports that address their needs and fill in the gaps is integral to the educational experience. The Office of Student and Faculty Development (OSFD; additional academic support services provided by this unit are detailed further in this chapter) provides extra support to these students through success coaches in the Student Success Center housed in OSFD and academic counselors who are coaches and advisors in EOP. EOP and ASOP are discussed further below in Section STD4.C1.b.

Pell-eligible student enrollment dropped during the COVID-19 pandemic, while underrepresented minority (URM) student enrollment remained steady. The number and proportion of total students increased among these groups compared to the Fall of 2020 and 2021. Over 50% of new incoming students are Pell-eligible, and approximately 30% are URM, underscoring the College's commitment to ethical and equitable access to its educational programs (Figure 4.2).

Figure 4.2 Comparison of Five-Year New Student Enrollment Trends among All, Pell-Eligible and URM Students, 2019-2023

New Student Cohorts (Freshman and Transfer)	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
All Students	1470	1272	1312	1276	1521
Pell-Eligible	736	607	588	612	776
% Pell-Eligible Total	50.1%	47.7%	44.8%	48.0%	51.0%
URM	358	345	347	385	449
% URM Total	24.4%	27.1%	26.4%	30.2%	29.5%

Program retention is monitored annually to support the admission criteria described as reasonable to assure student success. Nearly all programs had an increase in first-year retention. They were comparable to one another, indicating that admissions policies in place resulted in matriculants into successful programs (STD4.C1.08 1-Year Program-Level Retention Rates F14-F22 Cohorts) (RoA 2). One exception is the ASOP student population, where the first-year retention rate dropped from 58.7% among the Fall 2019 entering cohort to 38.9% among the Fall 2022 cohort. To facilitate the success of these students, we have implemented additional support levels once accepted into the program through centralized advising and programs like what EOP students receive, whose retention and success are on par with the general student population. Initial data from the Fall 2023 semester indicate that these initiatives will be successful, since Fall 2023 academic dismissals dropped 9% and Spring 2024 registrations increased 9% from the same period last year (STD4.C1.09 Academic Advising Update Spring 2024 Opening Remarks). Academic and student support services for ASOP and EOP students are discussed later in this chapter.

b. Accurate and Comprehensive Information Regarding Expenses, Financial Aid, Scholarships, Grants, Loans, Repayment, and Refunds (Criterion IV.1a)

Alfred State College provides all students with accurate and comprehensive information regarding educational expenses, financial aid, scholarship and grant options, loans, repayment, and refunds, which is consistent with its diverse student population. Alfred State includes a comprehensive Financial Resource Guide for all new first-year and transfer students in the acceptance folder. The Guide begins with an introduction to the Student Records and Financial Services Office (SRFS) and provides students with their Financial Aid Counselor's name and contact information. Students are encouraged to make an appointment to meet with their counselor and discuss any financial aid concerns (STD4.C1.10 Financial Resource Guide).

The Guide clearly outlines the steps required to apply for financial aid, tuition and cost estimates, scholarship information, and information regarding various federal and state financial aid programs. Detailed loan information includes the interest rate, fees, and maximum loan limits. The Guide provides information on monthly payment plans, steps for processing financial aid, and valuable information on how academics can impact financial aid. The Guide closes with a calendar to guide students through each step of the process month by month. The calendar informs students that refunds will begin in September and will continue throughout the semester as financial aid is paid to the campus. The Guide is also available on the Financial Aid page, and each topic included in the Guide is also on the website (STD4.C1.11 Financial Aid Resource Guide Web Edition).

The Student Records and Financial Services (SRFS) Office includes Student Accounts, Records, and Financial Aid. The Office maintains the integrity, accuracy, and privacy of all academic, billing, and financial aid records, from registration through graduation, while ensuring compliance with all federal, state, and College regulations and policies, which is discussed in more detail below in Section IV.3. The SRFS Office provides a high level of customer service through a one-stop model. SRFS began using Lobby Central Software for in-person service in 2019. Students check-in, select the reason for their visit, and receive a text message when a representative is ready to assist them. The software allows for more efficient service because there is no longer the need for pre-screening by front-end staff. It also facilitates access to financial aid information for online students. SRFS uses Ellucian Call Center Services to answer phone calls after hours and overflow calls during peak times. The addition of the call center has improved SRFS customer service by dramatically reducing wait times (Figure 4.3):

Figure 4.3 Use of Call Center (Title III) Fall 2018 to Fall 2022 Results

Call Performance Metrics	Baseline (August 2018)	August 2020	August 2021	August 2022
Average Abandon Rate	30.9%	10.5%	6.5%	5.9%
Average Wait Time	5:14	2:29	0:84	0:59
Call Volume	6,182	10,068	5,868	4,540

In December/January each year, the Student Records and Financial Services Office creates a Financial Aid Plan for all newly accepted and continuing students with a FAFSA on file. For 2021-22, 91% of students received some financial aid and received a Financial Aid Plan. Alfred State utilizes the SUNY Standardized Financial Aid Plan template (STD4.C1.12 Sample Financial Aid Plan), which provides information on the cost of attendance, graduation rate, loan default rate, median borrowing, loan repayment, and cost estimates for future years in addition to the amount of grants, scholarships, work-study, and federal direct loans offered. Financial Aid Plans are mailed to new first-year students and include a cover sheet (STD4.C1.13 Sample Financial Aid Plan Wrap) with an estimate for billed expenses, next steps, and information on the SUNY Smart Track Financial Literacy Program (STD4.C1.14 SUNY Smart Track Financial Literacy Program). Students are directed to the my.AlfredState.edu student portal to review any updates to their Financial Aid Plan, accept their financial aid, and complete any outstanding requirements. All students receive an email notification that their Financial Aid Plan is available on the student portal once available. Students receive regular email reminders regarding outstanding requirements and at least one mailed letter.

All enrolled students also receive an email to their Alfred State email accounts during the first week of the semester listing the tuition liability (refund) policy. Students begin incurring charges when their scheduled courses start, and tuition and fee liabilities are calculated based on the date of separation/withdrawal as recorded in Student Records and Financial Services. Students are not officially withdrawn until a leave of absence or withdrawal form, initiated through their academic department, is submitted to Student Records and Financial Services. Liability schedules for each semester, including part-of-term calendars for online students, are posted on the Refund/Liability Policy for Withdrawals page. The Refund/Liability page is also linked from the main Student Consumer Information page that is on the main web footer that appears on all College webpages (STD4.C1.15 Refund/Liability Policy for Withdrawals; STD4.C1.16 Student Consumer Information Page).

A Process by Which Students Who Are Not Adequately Prepared for Study at the Level for Which They Have Been Admitted Are Identified, Placed, and Supported in Attaining Appropriate Educational Goals *(Criterion IV.1b)*

As introduced earlier in this chapter, Alfred State College has an established process to ensure that students who are not adequately prepared for study at the level they have been admitted are identified, placed, and supported in attaining their educational goals appropriate to their academic programs.

All incoming first-year students are pre-scheduled by the Academic Advising Center (since 2019) to ensure accurate first-semester courses and placements. A required prescheduling survey is provided to incoming first-year students that collects information to guide the advisors through building an accurate schedule based on placement data and student requests/needs (STD4.C1.17 Prescheduling Survey). Depending on their high school grades and SAT scores (if taken), students are placed in math and English courses, which may include co-requisites or in a supplemental structured learning course, which is a remedial one-credit three-hour lab section that provides a recitation for students who need more structured study and development time in specific classes that have been identified as critical gateways or courses with high proportions of D and F grades.

Educational Opportunity Program (EOP) and Alfred State Opportunity Program (ASOP)

Alfred State's Educational Opportunity Program (EOP) and ASOP (Alfred State Opportunity Program) offer an opportunity for higher education to School of Arts and Sciences (SAS) and School of Architecture, Management and Engineering Technology (SAMET) students who do not meet specified program admission requirements but show the potential for college success. EOP is a SUNY-based program with family income guidelines (STD4.C1.18 Alfred State Opportunity Program (ASOP) and Educational Opportunity Program (EOP) Webpage). Academically eligible students who do not meet the SUNY EOP income guidelines can qualify for the ASOP program the College administers. Most academic determining factors are math, English, or science-related, depending on the major of choice. The students in these programs receive initial course placements using multiple measures to allow them the best chance of

success. Students can also be placed in specific support classes for other content areas, such as science, math, engineering technology and veterinary technology-specific courses. ASOP and EOP students are placed in a Methods of Inquiry class taught by staff in the Student Success Center to aid in college readiness, including critical thinking and self-awareness topics.

Since 2016, EOP students have been required to complete a four-week Summer Prep Academy (SPA) program to aid in their transition to college. Each student signs a contract agreement for the summer (STD4.C1.19 EOP Contract – Summer Program – 2022 #4).

The ASOP JumpStart program, started in 2020, supports the transitional needs of first-semester ASOP students. This early move-in program allows ASOP students to move onto campus with prioritized move-in before other freshmen. Once on campus, ASOP students participate in a thorough orientation of campus resources (Student Success, Financial Aid, Health and Wellness, Residential Services, Student Activities), frequently used software (BannerWeb, MyLearning LMS, Starfish, Outlook email), and available apps (Outlook, Corq, Ellucian). Students sign a success contract as part of the program (STD4.C1.20 2022-2023 Success Promise ASOP #20).

ASOP and EOP program requirements include but are not limited to courses offered by staff within the Student Success Center (i.e., structured learning, career exploration, and methods of inquiry – assisting with college readiness), logged study hours, meetings with a success coach, successful completion of prerequisite courses for their intended major, and as part of the College's Title III grant (2020), a Jumpstart program for ASOP students. Both programs require a contract or "promise" to follow these guidelines to aid their success as cited above (STD4.C1.21 Academic Success Plan – EOP – Fall 2022). This year, in response to the still lower retention rates of ASOP students, we have added more required meetings during the first week of classes. Additionally, we switched advising to the Student Success Center to align practices with the EOP populations better. Recent Student Success Center accomplishments include having 8 EOP students on the Fall 2023 Dean's List and dismissal rates dropping by almost 9% compared to Fall 2022 (STD4.C1.09 January 2024 Updates from Student Success).

Conditional Probation – Rebound program, contract, hours

Academically dismissed students who appeal their dismissal and are approved to return to Alfred State have their academic standing changed to Conditional Probational. They must complete the "Rebound Program," sign a department letter outlining the necessary conditions of their return, meet with an Academic Success Coach, and log required study

hours each week. These requirements support students' need to correct academic behavior and mindset contributing to previous academic struggles. This began in 2016 and was later enhanced with a Title III grant in 2020.

The Rebound Program is a four (4) day virtual program designed to review, reflect on, and plan to improve academic success. Course schedules are created by the Academic Advising Center staff and reviewed to ensure departmental conditions are met and students prioritize improving their GPA and progress toward a degree. A non-cognitive assessment is completed to identify the student's difficulty in identifying struggle and persistence. Opportunities to link with Mentors are given throughout the program. A second contract, the Success Contract (STD4.C1.22 Spring 2023 Conditional Probation Academic #18), created by Student Success Center coaches, is implemented and monitored for adherence for each Conditional Probation student. This contract outlines the requirements of meeting with a Success Coach, completing eight student study hours per week, class attendance, and weekly progress reports.

Required study hours may be completed within the Library, Student Success Center, Math Lab, Writing Center, and EOP Lab with login computers that track student traffic and use of the space. Conditional Probation students must log at least eight hours per week within these approved locations, which are conducive to successful study, minimizing distractions, and maximizing access to tutors and Success Coaches.

Academic Success Coaching

Students with additional academic needs, including those who may not be in the ASOP or EOP programs, have access to Academic Success Coaching. Alfred Success Coaching was implemented over ten years ago and follows research-based models, most recently (2021), using the International Coaching Federation model for academic and life coaching. These academic success coaches are centrally located and available to all students and serve as a point of contact and resource for any student in need. Students are assigned a coach based on their major at matriculation. Academic Success Coaches collaborate with departments they support (i.e., attend department meetings, email advisors) to enable quick referrals and connections with students. Students have regular meetings and are encouraged to drop in for specific needs.

Other support activities supported by the Academic Success Coaches include Structured Learning, Supplemental Instruction, Peer Tutoring, and Drop-in Tutor Labs. The Wellsville and Northland campuses have paid tutors in each program available to first- and second-year students. Online students who need remedial or tutorial services in online programs and courses are served through the same quality

services as on-campus students. More details on these support activities are in the Evidence Inventory (STD4.C1.23 Appendix – Academic Success Coach Services).

Examples of Structured Learning (SL) and Supplemental Instruction (SI) courses offered through the Student Success Center include:

- ASDC 1092 (Methods of Inquiry), created in 2016, is a course designed to increase incoming Alfred State Opportunity Program (ASOP) students' emotional intelligence while supporting their skill development in the areas of time management, organization, note taking, test taking, and self-testing. All ASOP and EOP students must enroll in an ASDC course their first semester.
- ASDC 1012 (College & Life Skills) is designed to prompt reflection, identify weaknesses and barriers to college success, and provide opportunities to learn new skills and strategies to improve overall effectiveness. All Conditional Probation students are required to enroll in ASDC 1012 or a similar course.
- ASDC 2193 (Academic Literacy) is a course that supports the development of reading skills. Based on incoming student composition placement, low-placing students are enrolled in Academic Literacy to improve their ability to comprehend, analyze, and utilize academic texts in all forms.
- ASDC 1X01 (Structured Learning) is a recitation course supporting the content knowledge of a difficult course within a student's major. It is a three-hour lab scheduled alongside the difficult course, taught by a combination of discipline faculty and student success coaches. It was initially funded from a SUNY Performance Improvement Fund grant and later picked up by other grants.

Figure 4.4 Structured Learning (SL) Support Course Enrollment – Spring 2018 through Fall 2022

ASDC Structured Learning	S18	F18	S19	F19	S20	F20	S21	F21	S22	F22
# sections	2	12	14	18	14	16	16	16	16	14
# students	26	180	213	255	189	184	214	214	176	194

Accessibility Services

The Office of Accessibility Services works with students who have documented disabilities on all three campuses (Alfred, Wellsville, Northland) and online. These students must provide appropriate documentation of said disability(ies) to the Office of Accessibility Services (OAS) and meet with a campus coordinator to build a college accommodation plan. These students also meet with an OAS staff member throughout the semester to check progress, address concerns, provide encouragement, and celebrate students' successes inside and outside the classroom (STD4.C1.24 Office of Accessibility Services Webpage).

OAS provides a variety of academic and non-academic accommodations for students registered with the office. The counselors from OAS decide accommodations after reviewing the appropriate documentation and talking with the individual student. Clockwork is the software platform used by OAS to store documentation regarding student disabilities, collect running documentation on student meetings, and allow students to easily request the use of their accommodations as they see fit (STD4.C1.25 Clockwork test sign-up). Students also use Clockwork to access their accommodations for testing needs. Students may access portions of the software to notify OAS and their faculty that they plan to utilize their capacities. Faculty may upload exams, instructions, and passwords to the system to enable OAS to appropriately issue and proctor a given exam with appropriate accommodations in place.

OAS provides notetaking accommodations using dedicated software (Glean) and live note-takers. Glean software allows the student to utilize their laptop to take notes while recording the lecture and uploading any visuals used in the classroom, such as a PowerPoint presentation. If the lecture moves too quickly for the student, they can review the actual lecture later and pause it incrementally to flesh out their notes. Specific details on usage are in Figure 4.5 below:

Table 4.5 Glean Software Usage - Fall 2022

Date	# of subscriptions	# of daily users	# of periodic users	Inactive users
Fall 2022	25	13 (50%)	7 (30%)	5 (20%)

Sometimes, live note-takers are also employed to assist with note-taking needs. OAS also provides Read and Write software, accessible to any student, staff, or faculty member at Alfred State on their own computers. This software allows the user to have any digital text read aloud to them, make notations on the digital text, and even use a voice-to-text feature to assist with writing needs.

OAS supports student needs outside of the classroom through residential housing and dining-based accommodations. Students who need housing accommodations submit their requests through the Accommodative Housing Request Form available from the ERezLife dashboard (STD4.C1.26 Accommodative Housing Request Form). One hundred sixty-one unique housing-related accommodations were made for Fall 2022, and 89% were granted.

Housing/dining accommodations may include but are not limited to, single room requests, off-campus waivers, Emotional Support Animals (STD4.C1.27 ESA Request Form), kitchen access, private bathroom access, food allergy needs, and specialized equipment needs. Alfred State reviews these requests through the Accommodative Housing Committee, chaired by OAS. This committee consists of one representative from OAS, one representative from Housing/Residential Life, and one representative from Health and Wellness. The Committee also has one non-voting member who provides administrative assistance for processing paperwork.

Undeclared Major Student Advising

Undeclared Major students are undecided about selecting a major or career goals. This plan of study allows students to try different options and select a course of study planned around student interests and backgrounds. Undeclared Major students receive extensive support, including career planning and counseling, in choosing a degree program. Students can be admitted into but cannot graduate from the Undeclared program since it is instead a pathway for students to progress toward degree completion before selecting a major degree program. Students have one year or 24 credits to explore a variety of majors. Alfred State College has been offering this major for 30 years. Undeclared Major student advising moved to the Academic Advising Center from the Mathematics and Physics department in 2019.

During orientation, students are allowed to declare a major. Those not declaring a major during orientation schedule first-semester courses based on their academic abilities and interests identified in the prescheduling survey discussed earlier in this chapter. Students also receive follow-up calls from professional academic advisors to help determine their career interest areas. Students in the first semester of undeclared study must take a Career Exploration and Planning course and are advised by either Academic Advising staff or faculty in the Math department who are trained to advise this group of students. Students take general education coursework, including a math, English, and social science course and two exploratory elective courses.

Many students select majors after the first semester after completing the Career Exploration and Planning class. Students who remain undeclared work with their advisors to choose three exploratory electives, a literature course, and a math/science course, and register for a second career exploration course, Academic and Career Exploration II. At the end of the second semester, students must select a major of study. Students then transition from the Academic Advising staff to a faculty advisor in the declared major (STD4.C1.28 Undeclared Major Program Page).

Evidence that Student Support Services Facilitate Student Success

Alfred State College monitors retention rates among its students, including at-risk students, to ensure that its academic and student support services facilitate student success.

After a drop during the COVID-19 pandemic, overall fall-to-fall retention rates increased among the entire student population and in at-risk and underrepresented groups in the Fall 2021 and Fall 2022 cohorts. While retention among the Fall 2022 cohort was overall the same as in the Fall 2019 pre-pandemic class, there was marked improvement among URM and EOP students, and most other groups were at or near parity with the general first-time student population (Figure 4.6):

Figure 4.6 Fall-to-Fall Retention Rates by Group

1-Year Program Retention	All First-Time Full-Time	At-Risk	URM	Pell-Eligible	EOP	ASOP
Fall 2019	70.1	68.1	60.6	66.0	57.6	58.7
Fall 2020	62.6	55.5	50.0	53.1	43.5	35.9
Fall 2021	69.4	64.3	63.6	63.6	53.8	44.6
Fall 2022	70.7	69.7	66.7	66.5	70.0	38.9

There are efforts underway to provide similar services and supports to ASOP students as to EOP students to replicate the success of the EOP programs to ASOP based on these data.

Undeclared students were particularly affected during the pandemic, but their retention rates rebounded. In Fall 2022, retention of the previous year's Undeclared Major students was 58%, a significant increase compared to the Fall 2020 pandemic cohort and comparable to the overall one-year retention rate in the School of Arts and Sciences (60%). The Fall 2022 cohort was smaller than the Fall 2021 cohort but retained over 50% (Figure 4.7).

Figure 4.7 Undeclared Fall-to-Fall Retention Rates by Cohort

1-Year Program Retention	Fall 2018 Cohort	1-Year Retention Rate	Fall 2019 Cohort	1-Year Retention Rate	Fall 2020 Cohort	1-Year Retention Rate	Fall 2021 Cohort	1-Year Retention Rate	Fall 2022 Cohort	1-Year Retention Rate
Undeclared Major	48	54.2%	60	59.2%	48	15%	48	58%	39	51.3%

c. Orientation, Advisement, and Counseling Programs To Enhance Retention and Guide Students Throughout Their Educational Experience *(Criterion IV.1.d)*

Overview of Orientation

As introduced above, incoming students are proactively supported by our New Student Orientation, which provides incoming students with an in-person experience for both students and their families. Orientation is scheduled before the Fall and Spring semesters with supportive options to help meet our students' needs. Alfred State also offers a detailed Transfer session and a separate orientation for students in online-only degrees. Non-local students participate in overnight Orientation sessions, and the College charters a direct New York City bus Orientation for students with transportation challenges. During the 2020 and 2021 pandemic summers, Alfred State offered both an asynchronous and synchronous virtual experience in place of the in-person options but was back to in-person in Summer 2022.

A typical Orientation schedule includes a Meet the Experts panel highlights of offices, student panels, technology presentations, tours of living and academic spaces, and various meetings with academic departments and advisors to review the student's schedule and curriculum expectations (STD4.C1.29 Orientation 2022 Schedule).

Typically, our orientation attendance rate is above 85%, and the retention of students who participate in orientation of our first-year students ranges from 3% - 6% higher than those who don't participate in orientation, an indication of the success of the program to acclimate students to Alfred State. Those who do not participate in orientation receive a one-day summary of critical information when they arrive on campus. To improve the acclimation of these students, this year, we have implemented student success guides to work with students who did not attend orientation. These students will interact with these students for the first semester in mentorship and coaching programming.

Students who attended the 2022 Orientation sessions were satisfied with the program's effectiveness. Nearly all students (96.2%) agreed that it met their expectations, 78.4% rated orientation as excellent, and students were overall satisfied with pre-orientation (70.6%) and communication about orientation (77.1%). Students were also asked to rate their college preparedness level and their knowledge of programs and resources. Nearly eight in ten students agreed they felt more comfortable/confident about beginning college than before orientation (STD4.C1.30 Orientation Survey Graphs).

All incoming students also participate in a Week of Welcome (WOW) before classes begin in the Fall semester. WOW is designed to integrate the new students with the campus by focusing on engagement and well-being. Students are intentionally connected with resources such as clubs and organizations, employment, building councils, etc., to increase their support systems. In 2022 and 2023, additional academic components are included in the WOW activities to integrate the college experience, connect students with the faculty and other students in their departments and schools, and point to the importance and purpose of being a college student (STD4.C1.31 2022 Week of Welcome Schedule Booklet).

Academic Advising Center – A Hybrid Advising Model

The Academic Advising Center (AAC), established in 2018, helps students become active, responsible learners who take advantage of the College's opportunities. Professional academic advisors teach students to access essential information and gain skills to make informed decisions in achieving their educational, career, and life goals. AAC provides quality, holistic advisement services that meet each student's needs. In collaboration with faculty and staff across campus, the Academic Advising Center fosters an environment that supports student recruitment, retention, and success.

The Academic Advising Center helps students to:
- make a successful transition to Alfred State College;
- develop an appropriate academic plan for timely graduation based on their demonstrated academic abilities, personal interests, and expressed goals;

- engage in an exploration of career goals related to their personal interests and area of study;
- continuously assess academic progress towards meeting their stated goals and identify potential avenues to reach those goals, and make appropriate adjustments as necessary;
- engage in experiential learning and creative activities designed to complement their overall undergraduate experience and career preparation;
- utilize campus resources and connect students to support services, understand and take responsibility for knowing university policies and procedures, including the importance of adhering to deadlines;
- recognize the relationship between academic progress and financial implications.

The services offered to students include assistance with adding and dropping classes, course registration and schedule planning, degree planning and degree requirements, help selecting or changing a major, and career planning and assessment of transfer credits. Throughout the semester, the Academic Advisors also offer workshops to help students with degree planning and scheduling planning and the use of software to name a few (STD4.C1.32 Navigating Degree Works Quick Guide; STD4.C1.33 Academic Advising Center).

The services offered to academic departments include participation in a hybrid advising model – The Academic Advising Center serves as the lead advisors for students in Undeclared, Individual Studies, and Interdisciplinary Studies majors and serves all majors on campus. Each individual professional academic advisor specializes in a school of study. The Academic Advising Center also takes overload from faculty with high advising loads. The current acceptable advising load for faculty is approximately 40 advisees. This advisee count can vary depending on the department enrollment or the faculty specialization. The department chairs work with the Coordinator for the Academic Advising Center to keep the advising load for their faculty as balanced as possible. Reports are generated to the College's Report Share (restricted access), which lists each faculty member's advisees and total advisee counts by department (STD4.C1.34 Advising Report Location Report Share). The Coordinator for the Advising Center then works with the department chair and the professional advising staff to pick up remaining advisees within the Advising Center to help further balance the advising load where needed after faculty retirements, new faculty hires (who typically do not advise in their first semester or year depending on department), or increased enrollment in specific majors. The Advising Center can advise students in any major during winter and summer breaks.

Faculty also benefit from the Academic Advising Center and their expertise through faculty development programs and training on advising and software use by offering workshops or one-on-one training for faculty advisors in SEP (Student Educational Planner) and Degree Works for tracking degree completion. On-demand recordings, quick guides, and links to advising resources are on the Academics Portal page (STD4.C1.35 Academics Portal Page).

The Academic Advising Center pre-schedules first-year students before summer orientation based on a pre-scheduling survey. Then, it assists with summer Orientation by offering triage rooms for questions about courses, placements, and majors through scheduling and transfer credit evaluations, creating individual student folders, preparing PowerPoint presentations with departmental faculty representatives, and scheduling faculty participation in Orientation. After orientation and until classes start, the Advising Center makes schedule changes with incoming transfer credit (STD4.C1.36 Academic Advising Handbook Update 12.3.2021; STD4.C1.37 Prescheduling Survey Sample).

Success Coaches & Student Success Center Services

As discussed earlier in this chapter, Academic Support and Structured Learning (ASDC) courses support the developmental needs of first-semester freshmen, students on conditional probation, and Undeclared Major students. These courses increase student success and retention by promoting targeted students' cognitive and skill development.

Student Success Workshops

The Student Success Center hosts skill-building workshops every semester open to all students. Workshop topics are reviewed before each semester and selected based on trending student needs. Workshop schedules are provided during Orientation, advertised weekly, and shared with faculty (STD4.C1.38 Academic Orientation Schedule Summer 2023). ASDC courses require participation in workshops to supplement skill development introduced in course content.

Early Alert (Starfish) Outreach

In 2016, Alfred State first implemented an in-house early alert system. It was soon replaced by a more formal and structured process in 2018, thanks to a SUNY grant. Alfred State utilizes Starfish (EAB's Early Alert system) to identify students of concern, prompting contact, intervention, and referral to available services. Starfish is a role-based system that allows faculty to "flag" students of concern, prompting systematic outreach from cross-divisional support systems.

When a flag is raised on a student in Starfish (STD4.C1.39 Starfish Resource Guide), an intervention takes place appropriate to the concern level. Low-level concerns initiate a "nudge" email to the student outlining the faculty concern, services available, and directions on accessing a service if the student wishes. Moderate concerns prompt an Academic Success Coach, Residential Hall Director, and Athletic Coach, if applicable, to reach out to the student to meet and discuss the concern. These meetings investigate the history of concern and options for improving and setting a plan for the student. Action items and meeting summaries are logged in Starfish for members of the student's success network to review. Emergent concerns are sent to Academic Advisors and Academic Success Coaches, prompting immediate outreach. Beginning in Fall 2023, a Pioneer Success Score was implemented in Starfish based on known risk factors (academic, financial, and engagement), allowing for more targeted follow-up with at-risk first-time full-time students. Among these 377 students, 87% ended the semester in good standing with a mean GPA of 2.57 (STD4.C1.09 January 2024 Updates from Student Success).

Alfred State utilizes referrals to Academic Success Coaches, the Office of Accessibility, and Health and Wellness. Referrals prompt recipients to contact the student to support the outlined need.
Many resources for Starfish are provided for faculty adoption and use of the software and its attributes to better support students (STD4.C1.40 Student Intake Form; STD4.C1.41 Starfish Office Hours Quick Guide; STD4.C1.42 Starfish Online Meeting Quick Guide; STD4.C1.39 Starfish Resource Guide; STD4.C1.43 AState Early Alert Starfish Resource Guide # 21-25).

Academic Peer Mentors

Beginning in 2019, Academic Peer Mentors are available to Alfred State students throughout their college careers. Academic Peer Mentors (APMs) are embedded within the first-year residential buildings to prioritize the support of first-time, full-time residential students. APMs meet with students individually, are integrated into programming within the residence halls, and act as a resource for students needing information, referral to services, or broad support for college transition. APMs hold office hours within the residence hall and will post availability each semester.

Peer Mentors within Student Success support upper-class students and higher student needs. These mentors are hired and trained by the Student Success Center. Mentoring relationships begin with a student request or a referral from an Academic Success Coach or Health and Wellness counselor. Mentors follow an outreach plan, which includes email/text message outreach, face-to-face meetings, or virtual calls.

Tutor Matching – Tutoring Hiring

Peer Tutor onboarding starts with recommendations from faculty for potential tutors. Faculty can send recommendations to the Tutoring Coordinator or identify potential tutors in Starfish. Recommended tutors' academic standing, transcripts, and qualifications for tutoring (e.g., good academic standing, earned a B or better in the course being tutored, and has a recommendation from the faculty to tutor) are reviewed. Qualified students receive an invitation to be a tutor, which outlines the benefits of the position and expectations.

Writing Center and Math Lab

All Alfred State students can access the Writing Center and Math Lab. They are staffed by student proctors recommended by the Departments of English and Humanities, and Mathematics and Physics. Targeted open hours are from Monday to Thursday, 9-5 pm, and Friday, 9-2 pm, based on proctor availability and student needs. The schedule is frequently reviewed during the semester to ensure that appropriate coverage is provided and student needs are met. After-hours online tutoring is also available to accommodate alternative schedules and the needs of online students.

    d.   Process Designed To Enhance the Achievement of Students' Educational Goals, Including Certificate and Degree Completion, Transfer to Other Institutions, and Post-Completion Placement *(Criterion IV.1.d)*

Student Advising focused on degree completion and transfer opportunities

The Alfred State website provides a typical program layout for every program offered, so students can see exactly what courses are required to complete degree requirements from the beginning. Students can access this information by choosing their intended program of study on the "Majors" webpage and then clicking the link for "Program Details." Students are introduced to Degree Works at Orientation and encouraged to run a degree audit (STD4.C1.44 Example Program Detail Page; STD4.C1.45 Sample Degree Works Audit) each semester and meet with their Academic Advisor. Degree Works is a visual tool that displays all requirements for graduation and marks each as in progress, still needed, complete, or insufficient. A "What-If" function allows students to see how their current credits apply to another degree program. Students studying on the Alfred campus must meet with their academic advisor before registration each semester to go over their degree plan and receive their Alternate Registration PIN. Students studying on the Wellsville and Northland campuses do not require an Alternate Registration PIN because they utilize a block

scheduling method. New first-year students are pre-scheduled by the Academic Advising Center.

Students can cross-register within the SUNY System or colleges within the Rochester Area Consortium when a course is not offered at Alfred State, and it is necessary to maintain time to obtain a degree. Alfred State also participates in SUNY Reverse Transfer. This program provides students the opportunity to transfer completed courses at another institution back to Alfred State, so they may earn their associate degree if they transfer before degree completion (STD4.C1.46 SUNY Reverse Transfer; STD4.C1.47 Reverse Transfer Student Letter Template).

Students can apply to graduate during their last term of study or be recommended by their academic department for graduation. Information on how to apply for graduation is widely advertised across campus. The Office of Student Records and Financial Services notifies academic departments of students who appear to meet graduation requirements but have not yet applied or been recommended for graduation, so they may be reviewed. The final graduate list is approved by each academic department and the academic Dean before degree conferral. Students in baccalaureate programs can also graduate with the corresponding associate degree when the requirements are met.

Students intending to transfer to another institution can work with the Transfer Advisor within the Student Records

and Financial Services Office. The Degree Works tool includes a "Transfer" tab, which allows students to see how their credits would transfer to a particular program at another SUNY institution. Students completing their associate degree can view a listing of schools and programs for which we have Articulation Agreements to transfer out of Alfred State to both SUNY and non-SUNY institutions (STD4.C1.48 Major Articulation Agreements).

Career Development Center (RoA 8)

The Career Development Center provides comprehensive career services that boost all students' career readiness and associated outcomes. Tools and opportunities available for students include:
- JobLink – Web-based job posting system and hub for recruitment events and job fairs
- Internship Opportunities
- CDtoGo – Career Development Digital Packs with tutorials for interviewing, salary negotiating, LinkedIn, and more
- SkillsFirst – Resume, Cover Letter, and Portfolio Builder

Multiple career fair events are held each semester to connect students with employment and internship opportunities, which attract broad participation from regional employers (Figure 4.8):

Figure 4.8 Career Fair Employer Attendance – Fall 2021 through Fall 2023

Career Fair	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Student Employer Fairs	6	-	7	-	11
Alfred Campus Career Fairs	104	122	125	125	123
Wellsville Campus Career Fairs	95	96	122	151	111
*Medical Majors	-	24	-	31	-

*Due to COVID-19, a virtual career fair was held for all majors in Spring 2021. There were 91 employers, 12 of whom were recruited for medical majors, including Nursing and Vet Tech.

In the 2022-23 academic year, Alfred State hosted six career fairs, including specialized job fairs for student employment and medical majors. An average of 131 employers attended each of the larger career fairs hosted in the spring and fall on the Alfred and Wellsville campuses. The College anticipates increased participation in the Spring 2024 semester (approximately 300 employers) for a potential total of 450-500 employers in the 2023-24 academic year.

Consistently high employer participation in these fairs indicates the value that local, regional, state, and even national employers place on Alfred State's students and the skills they gain in the College's programs. Alfred State College's students also have more opportunities to engage with employers either in career fairs or on employer software platforms than at its SUNY Technological College sector peer institutions (Figure 4.9):

Figure 4.9 SUNY Technological College Sector Career Fair Participation, 2022-23

College	Career Fairs	Employers on Campus	On-Campus Student Employment Event	Software Platforms
Alfred State College	6	300	Yes	4
Cobleskill	3	59	Yes	3
Delhi	0	Not tallied	No	1
Farmingdale	2	59	No	3
Morrisville	1	Not tallied	No	1

A yearly career outcomes report reflects employment and continuing education results in the first year after graduation. One year after graduation, the previous year's graduating students are surveyed to learn whether and where they are employed, if they are employed in their field of study, or if they have continued their education. Response rates are typically high (in the 70% range), above the 65% recommended by the National Association of Colleges and Employers (NACE) of which the Career Development Center is a member. The results are reported in total for all graduating students and disaggregated by major program of study, and each report includes three years of data for comparison purposes (STD4.C1.49 Employment and Continuing Education Report Class of 2022; STD4.C1.50 Employment and Continuing Education Report Class of 2021; STD4.C1.51 Employment and Continuing Education Report Class of 2020) (*RoA 8*). Over ten years of career outcomes data and easy access to resources are posted online for students, employers, and the public (STD4.C1.52 Career Development Center Webpage).

Alfred State College consistently boasts a 98% employment and continuing education rate among its graduates (STD4.C1.49 Employment and Continuing Education Report Class of 2022; see Figure 3.2 in Chapter III). The evidence shows that Alfred State's hands-on learning focus enables students to "achieve successful careers and purposeful lives" (Alfred State College Vision Statement) and that the systems that we have in place have met and enhanced students' educational goals.

STD4.C2. Policies and Procedures Regarding Evaluating and Accepting Transfer Credits and Credits Awarded Through Experiential Learning, Prior Non-Academic Learning, Competency-Based Assessment, and Other Alternative Learning Approaches (*Criterion IV.2*)

Overview of Transfer Credit Process and Procedures

Transfer credit is awarded by the Transfer Advisor in the Student Records and Financial Services Office utilizing established transfer equivalencies, the Transfer Evaluation System (TES) from CollegeSource, and consultation with the Academic Department Chair when needed.

For students enrolling at Alfred State, courses completed at an accredited institution recognized by the Department of Education that can be applied toward graduation requirements will be reviewed for transfer credit following the guidelines outlined in Academic Regulation 305 and the Transfer and Articulation Agreements Policies and Procedures document available on the my.AlfredState.edu student portal (STD4.C2.53 Academic Regulations 305; STD4.C2.54 Transfer and Articulation Agreements Policies and Procedures). At least 30 credit hours (not including challenge credit) must be earned at Alfred State to receive a degree. Courses with a grade of C or better or S or P are considered for transfer, subject to the degree program's requirements. Credit will be considered for courses passed with a C- if the overall index of the courses being transferred from that institution remains at 2.0 or higher. Credit will be considered for courses with a grade of D if a student has completed their associate degree and is transferring into a degree completion program. Any general education requirement completed at another SUNY institution will fulfill the same general education requirement at Alfred State. Alfred State provides credit for the SUNY Transfer Paths and has several Transfer Agreements in place with community colleges, BOCES programs, and area high schools that guarantee transfer credit (STD4.C2.55 SUNY Transfer Paths; STD4.C1.48 Major Articulation Agreements). College credit for Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) Exam, and other proficiency exams is given when the minimum score is reached for a particular course (STD4.C2.56 Evaluation and Awarding of Transfer Credit). The Transfer Advisor and department chair examine credit awarded for experience by the American Council of Education and NCCRS to determine course equivalency and allowable credits. Alfred State also evaluates military training and information technology certifications (including A+, Network+, and Microsoft MOS) for academic credit (STD4.C2.56 Evaluation and Awarding of Transfer Credit). Other experiential learning credits are determined on a case-by-case basis.

Students can appeal a credit evaluation through the academic department after acceptance to the College following the Transfer Credit Appeal Process. A student dissatisfied with the results may submit their appeal to the academic Dean for a final campus review. A student dissatisfied with the results at the academic Dean level may

submit their appeal to the SUNY System Provost (STD4.C2.57 Transfer Credit Appeal Process).

Following acceptance to Alfred State, transfer students receive an email with their transfer credit evaluation from the Transfer Advisor. Prospective students can also request an Unofficial Transfer Credit Evaluation before acceptance or utilize several self-service options on the Alfred State website, such as the Self-Service Transfer Evaluation Tool and the Course Equivalency Guide (STD4.C2.58 Unofficial Transfer Evaluation Request Form; STD4.C2.59 Transfer Equivalency Self-Service; STD4.C2.60 Sample Course Equivalency Guide). The Transfer Credit Evaluation provides a listing of all transfer credits accepted. It provides a link to Degree Works so students can see how their transfer credits will be applied to the degree program. Students are provided information on how to view the typical program layout on the website and contact information for their academic department and the Academic Advising Center if they have questions regarding how long it will take to complete the degree program.

For students currently enrolled at Alfred State who wish to change their degree program, courses taken at the College and courses transferred in are evaluated by the department chair or designated appointee(s) in the department to which the student is transferring. Matriculated students can request to take an examination for course credit in a subject in which they have the competence to earn Challenge Credit. The challenge must be approved by the department chair or designee in which the course is offered, is treated like transfer credit with no grade or GPA points, and cannot be requested if a final grade has already been earned.

STD4.C3. Policies and Procedures for the Safe and Secure Maintenance and Appropriate Release of Student Information and Records *(Criterion IV.3)*.

Overview of FERPA (Family Educational Rights and Privacy Act) and Record Keeping

Individual offices are responsible for the management of student records by established internal controls procedures and relevant federal and state regulations such as the Family Educational Rights and Privacy Act (FERPA) and the SUNY Records Retention and Disposition policy (STD4.C3.61 SUNY Records Retention and Disposition). The Office of Student Records and Financial Services ensures students know their rights under FERPA and that faculty and staff are appropriately trained on FERPA. The FERPA Annual Notification is available on the website, and information regarding Student Records and Directory Information is available in the College Catalog (STD4.C3.62 FERPA Annual Notification Template; STD4.C3.63 FERPA Portal Links; STD4.C3.64 Directory Information). Information regarding FERPA is available on the my.AlfredState.edu portal for

students and employees and on the Student Consumer Information webpage (STD4.C1.16 Student Consumer Information Page).

The Student Records and Financial Services Office works with the Office of Technology Services to ensure that the pages and menus available in Banner, the College-wide Student Information System, are limited to those with a legitimate educational interest. Employees who use Banner receive a message about FERPA and the need to maintain confidentiality for any student records accessed (STD4.C3.65 GUI Banner Welcome Page FERPA Message). All employees are required to complete a mandatory FERPA training annually through the BizLibrary training platform (STD4.C3.66 BizLibrary FERPA Explained Mandatory Training Handout; STD4.C3.67 BizLibrary FERPA Explained Mandatory Training Video Transcript) and abide by the Release of Information Policies and Procedures (STD4.C3.68 Release of Information Policies and Procedures) and the Confidentiality Policy Statement concerning access, use, and release of personal information (STD4.C3.69 Confidentiality Statement 2022) available on the my.AlfredState.edu portal.

Students receive an overview of FERPA during summer Orientation (STD4.C3.70 Student Orientation Presentation Fall 2022 FERPA Slides) and are encouraged to complete a FERPA Waiver (STD4.C3.71 FERPA Waiver Form) if they would like their information shared with a parent or other individual. Students are notified of their rights under FERPA semi-annually through the College email Student Announce system.

In the Spring of 2022, Alfred State's Technology Services launched Multi-Factor Authentication (MFA) for students and employees. MFA requires multiple authentication methods from two different categories of credentials to verify a user's identity for login purposes, providing heightened security on accessing and releasing student records (STD4.C3.72 MFA First STARTUP Help Guide). There have been no reported security breaches since these have been implemented.

STD4.C4. Athletics, Student Life, and Other Extracurricular Activities Are Regulated by the Same Academic, Fiscal, and Administrative Principles and Procedures That Govern All Other Programs *(Criterion IV.4)*

a. Overview of Athletics and How It is Regulated

The Department of Athletics, Physical Education & Recreation seeks to advance the Mission of the College by recruiting, developing, and empowering student-athletes toward lives marked by high achievement, personal responsibility, and public contribution in a diverse society through teaching standards of fair play, sportsmanship, amateur competition, and ethical conduct. The Department's commitment to student health and well-being is

demonstrated through the provision of athletic and fitness opportunities fairly and equitably provided to all students. The character of the athletics, physical education, and recreational programs reflect the priorities of health, fitness, teamwork, and a desire to achieve excellence as critical factors in a well-rounded education. Alfred State College's athletic programs participate in NCAA Division III, a new development (2018) since the last MSCHE self-study. NCAA membership and its requirements ensure an additional layer of compliance with this criterion.

Athletics are guided by the Athletics Compliance Manual, which regulates student admission and GPA requirements, institutional controls, and compliance with relevant federal, state, College, and NCAA regulations and policies. First-year and transfer students must meet the general admission criteria for Alfred State College (Alfred State Athletics Compliance Manual, pp. 3-4). For continuing eligibility, students must maintain a 2.0 cumulative GPA and pass two-thirds of their attempted classes on their transcripts (STD4.C4.73 Alfred State Athletics Compliance Manual, pp. 5-6).

Alfred State's Student-Athlete Handbook outlines the academic and student support services available to student-athletes, consistent with those available to all students. These supports include Academic Support Coaching, tutoring, and other services from the Student Success Center (STD4.C4.74 Alfred State Student-Athlete Handbook, p. 20). Student-athlete welfare is also supported by the Student-Athlete Advisory Committee, comprised of representatives from each intercollegiate athletic team and the Faculty Athletics Representative (STD4.C4.74 Alfred State Student-Athlete Handbook, p. 19). In addition, several teams also have mandatory study sessions. Student-athlete GPAs are assessed annually with a target of 3.0 GPA on average. At the end of the 2022-23 academic year, average GPA increased from 2.96 to 3.07 when compared to the previous year, highlighting the effectiveness of academic and student support services provided to athletes (STD4.C4.75 Intercollegiate Athletics Recreation Physical Education 2022-23 Organizational Assessment Plan).

Each year, the President and athletic director complete and sign the attestation of compliance. This document's deadline is October 15 of each year. This attestation confirms that Alfred State has created a culture of compliance, has reported any violations, and has completed all requirements. Division III institutions are specifically required to complete an annual Campus Sexual Violence Annual Attestation (STD4.C4.76 NCAA Membership Attestation Requirements).

Budget planning is integrated into the overall financial planning process, which Chapter VI discusses in more detail.

b. Overview of Student Activities and Engagement Opportunities and How Regulated

The Office of Student Engagement cultivates well-rounded students by preparing them to stand apart in a competitive workforce upon graduation. Consistent with the College's Mission of preparing involved students in a caring community, the Office of Student Engagement supports, encourages, and challenges students by providing opportunities for hands-on growth through activities in the following areas: Student Leadership, a diverse offering of Student Clubs and Organizations, Recreation, Programming and Event Support, Performing Arts, and Maintenance of vibrant student-centered spaces.

Budget planning for student clubs and organizations is a shared responsibility between Student Affairs and the Student Senate, and funding follows documented policies and procedures under the authority of the College's Vice President for Finance & Administration (STD4.C4.77 Student Senate Policies and Procedures, p. 19). The Center for Student Engagement is integral in developing and supporting clubs and organizations (STD4.C4.78 Student Leadership Center and Center for Student Engagement). Once recognized, our Student Senate supports funding the clubs through the Campus Activities Fee (STD4.C4.77 Student Senate Policies and Procedures, p. 1), which is requested and determined annually through SUNY. Student fees are part of the overall financial support of student engagement, including clubs and organizations, which are supported as part of the institutional financial planning process. Through these opportunities, the Office of Student Engagement enhances the student experience while contributing to enrollment, retention, and student success. Additionally, student members of these clubs and organizations operate within the Principles of Community and the Student Code of Conduct and have the same student support mechanisms described for the general population (STD4.C4.79 Principles of Community; STD4.C4.80 Student Code of Conduct). Similar to athletics, many clubs, such as fraternities and sororities, have mandatory study sessions.

STD4.C5. If Applicable, Adequate, and Appropriate Institutional Review and Approval of Students Support Services Designed, Delivered, or Assessed by Third-Party Providers (Criterion IV.5)

Alfred State College does not utilize student support services designed, delivered, or assessed by third-party providers.

STD4.C6. Periodic Assessment of the Effectiveness of Programs Supporting the Student Experience (Criterion IV.6)

At Alfred State, regular assessments are conducted to ascertain the effectiveness of all areas engaged in the

support of student experience. In addition to direct and indirect programmatic assessments, the campus has cyclical internal and external measures to gauge wider impact and effectiveness across the student body. Evaluations seek to capture a wide range of areas related to the student experience, beginning with how a student is initially accepted and placed and tracing their continued journey through various areas, such as academic supports inside and outside the classroom, belonging, resource awareness, and acquisition, aesthetics, food, customer service, programming, academic prep and recovery, interpersonal relationships, facility, learning, and overall engagement. Investing in broader campus assessments helps align our programmatic efforts with key development standards. It provides comparative lenses to see how we place alongside peer institutions inside and outside the State University of New York (SUNY) system. All assessments inform our process and help departments and divisions intentionally develop more impactful and supportive experiences for our learners.

Every year, each area is tasked with establishing measurable departmental goals that align with wider division and strategic goals, all of which are developed through detailed assessment reviews. Many internal and external stakeholders drive our assessments across divisions, departments, and programs. The College has invested in broader campus-wide assessments that act in tandem with the nuanced programmatic assessments to better guide our priorities when defining annual goals. These annual assessments are part of the College's systematic Institutional Effectiveness Assessment model and are collected in the College's instance of Watermark Planning and Self-Study, as discussed in more detail in Chapters V and VI. Annual assessment plans from the Student Affairs, Enrollment Management, and Academic Affairs divisions related to programs and services discussed in this chapter are in the Evidence Inventory. These reports include improvements that have been made or planned after analyzing assessment results (STD4.C6.81 2021-22 Assessment Plan Results Standard IV Units and Programs; STD4.C6.82 2022-23 Assessment Plan Results Standard IV Units and Programs).

The SUNY Student Opinion Survey (SOS), the SUNY Student Satisfaction Survey (SSS), Educational Benchmarking Inc (EBI)/Skyfactor, and the Sexual Violence and Prevention (SVP) climate survey are some of the key large scale, cyclical assessments our campus has in place to assess the overall effectiveness of programs supporting our student experience.

Up to 2017, Alfred State College previously used The National Survey of Student Engagement (NSSE), a comprehensive assessment of student learning and engagement with comparative data for SUNY-wide, Carnegie

Class, and SUNY Technology Sector schools. The College decided to move away from this survey, in part out of the need for fiscal conservation with the onset of COVID, but more widely because we had congruent assessments that rendered the NSSE redundant.

SUNY partnered with American College Testing to develop and implement a comprehensive student learning and engagement assessment, titled the Student Opinion Survey (SOS), that mirrored the 3-year cycle NSSE offered (having taken place in 2015 and 2018, respectively). In 2021, this survey switched to SUNY's Student Satisfaction Survey (SSS), with an intended 2-year cycle. The 2023 SSS cycle will be delayed by one year to avoid conflicting with the SUNY Sexual Violence Prevention (SVP) Survey, which is also conducted every other year. That said, our campus developed its own Student Success Survey conducted in 2022. The SVP captures essential data around resource awareness and access and further informs our campus in areas related to the overall climate. The SVP survey will run in 2023, and our SUNY SSS Survey will be bumped to 2024, but the two will alternate years smoothly without conflict after this slight adjustment. Results of these surveys are disseminated across the College, discussed at Executive Leadership Team (ELT) and President's Council (PC), and action plans are developed where appropriate. For example, results from the SOS on advising initiated a Faculty Senate task force on advisement in 2014 which spurred the development of the central Academic Advising Center in 2016. The College's Title III grant program also relies upon student perceptions of advising from the SSS survey.

Student Records and Financial Services (SRFS) also hosts a Customer Service Survey on its webpages, allowing students to anonymously rate their satisfaction with financial aid, records, or student accounts services received from the office (STD4.C6.83 SRFS Survey Instrument).
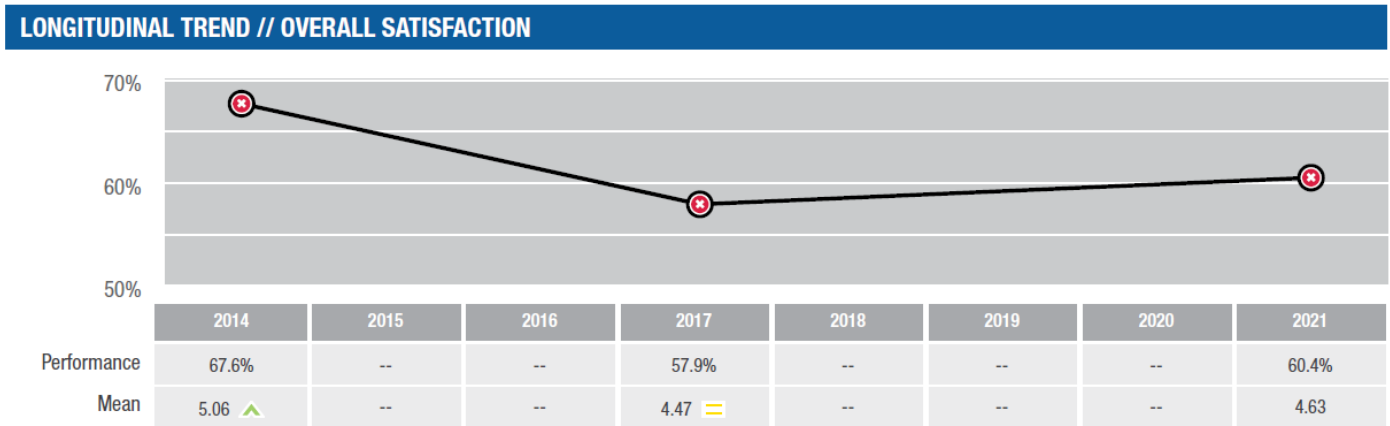
Student Affairs has invested in Educational Benchmarking Inc. (EBI), now known as Skyfactor, since mid-2000. This assessment is conducted every three years, with its next cycle scheduled for Spring 2024. EBI/Skyfactor ties into ACUHO-I Standards and CAS Standards and provides valuable longitudinal campus data compared to other institutions with the same or similar Carnegie classification as well as up to 6 aspirational schools.

These assessment data are used to improve upon the support and services offered to our students. For example, our EBI assessments within Residential Life have driven changes on a divisional level. As a residential campus, assessing the quality and impact of our residential experience is important to our overall student experience. In 2017, Residential Life noted a distinct 10% drop in overall satisfaction, overall learning, and overall programming effectiveness within our residential halls compared to the

previous assessment in 2014. This, coupled with their own internal programming assessments, prompted them to move away from the residential programming model they had been using to a community-based model. After implementation, there was an improvement in 2021 (2.5%), although the COVID-19 pandemic may have muted student satisfaction (Figure 4.10):

Figure 4.10 Longitudinal Trends on Overall Satisfaction with Residential Life (EBI/Skyfactor Survey)

LONGITUDINAL TREND // OVERALL SATISFACTION

	2014	2015	2016	2017	2018	2019	2020	2021
Performance	67.6%	--	--	57.9%	--	--	--	60.4%
Mean	5.06 ▲	--	--	4.47 =	--	--	--	4.63

As part of the move toward a community-based programming model in response to assessment results, the number of Living Learning Communities (LLC) was expanded to support learning and community in the residential halls.

The expanded programs were correlated with the slight improvement in student satisfaction in the 2021 EBI/Skyfactor satisfaction survey (Figure 4.11):

Figure 4.11 Living Learning Communities (LLC) number of participants

	Established in	#s in 2017	#s in 2018	#s in 2019	#s in 2020	#s in 2021	#s in 2022
ALLC Counts (2011 - Present) Peet Hall	2011	19	17	21	17	17	24
DLLC Counts (2017 - Present) Braddon	2017	12	17	11	11	17	8
NLLC Counts (2014 - Present) Burdick	2014	22	20	23	13	13	17
SLLC Counts (2017 - Present) MGA + Burdick	2017	29	37	30	12	36	27

Since 2021, Residential Life has used data to focus further on first-year student development and has worked to house all first-year students in key dormitories positioned closer to the center of campus. With the designated dormitories, The First Year Residential Experience (FYRE) has been able to intentionally weave in Student Success Supports by way of academic peer mentors in each first-year building and has worked with Diversity, Equity, and Inclusion (DEI) to provide peer DEI programming leads to broadening efforts that cultivate a sense of belonging over the first academic year. This is another example of how these assessments play a valuable role in evolving as a campus to meet our learners' needs best.

Alfred State has made substantial progress in supporting student success despite the challenges associated with the COVID-19 pandemic over the last few years. Several areas within support of student services serve as points of Pioneer Pride. For example, the expansion of the retention

committee's work has generated substantial results (retention table). It has developed tools to enable predictive analysis and proactive, targeted interventions to support student success. Creating an academic advising center that went from zero to five people in a decade has allowed better student support in their academic journey. Customer service metrics demonstrate more efficient and timely responses to students seeking financial assistance. A collaborative auxiliary organization provides many meal options designed to meet student needs and desires. Student Affairs programs offer a comprehensive array of services designed to support student wellness and development. As discussed earlier in this chapter (section STD4.C1) and Chapter V, these institutional investments in the student experience and the work of the College's Retention Committee have been associated with improvements in student key performance indicators, including year-to-year retention rates.
There continue to be opportunities to improve services and programs to meet student needs. For example, there exists

the opportunity for greater utilization of existing tools to support real-time tracking of student needs through Starfish. A second example may be the student education planner platform, which would benefit from more advisors leveraging the platform to inform and guide students. The first-year experience program in the residence halls is a new addition designed to build knowledge and skills among students to help them through the college experience, and there are conversations to combine this with an academic-based first-year experience that will integrate student engagement and learning into a singular student experience.

Institutional Priorities Related to Standard IV

Alfred State College's services and initiatives supporting the student experience are integral to all three Institutional Priorities identified in this self-study: Enrollment and Recruitment, Retention, and Campus Renewal and Resource Optimization. Viewing them through the lens of Standard IV also makes it apparent that even if they were not part of the College's strategic plan, equitable focus on all three priorities ensures that students' educational, personal, and professional needs and aspirations are met during their time at Alfred State and beyond. Alfred State's enrollment, recruitment, and financial aid initiatives, including those targeted toward diverse and under-resourced populations have enabled Alfred State to rank high on social mobility. Alfred State students graduate with the lowest average debt among not just its SUNY technology college peers but all of SUNY (STD4.C6.85 CollegeNET SUNY Social Mobility Index Rankings). In Fall 2023, the College enrolled its largest incoming student class in several years, reversing much of the enrollment losses experienced through the COVID-19 pandemic.

Figure 4.12 New Student Enrollment Trends (New Freshman and Transfer) by School, Fall 2019-23
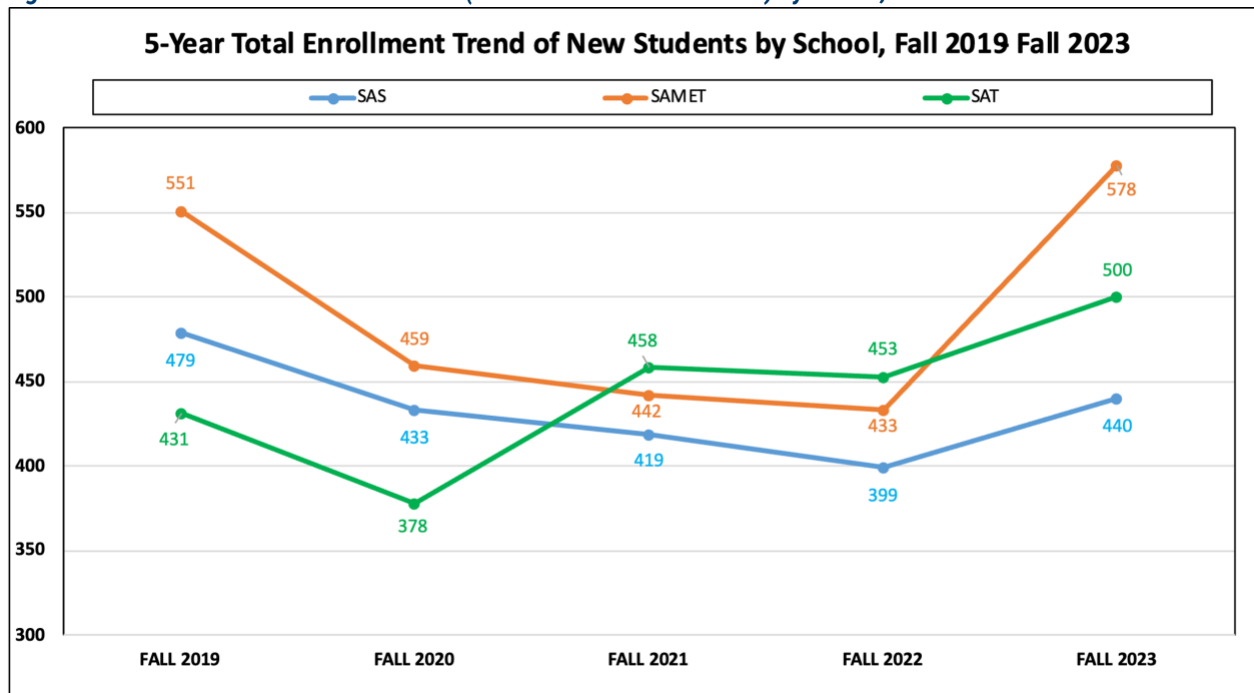
Fall-to-fall retention rates also rose by eight percentage points from Fall 2020 to the Fall 2022 new student cohort (see Figure 4.1 earlier in this chapter).

The College's focus on engaging and supporting students has effectively maintained and increased student success. Additional resources, including through grants, have enabled strategic hiring and training in the Academic Advising Center, positively impacting students. Newly acquired grants will further support student enrollment, recruitment, and services. For example, the College was recently awarded a $2 million Rural Postsecondary and Economic Development Program (RPED) grant to boost retention, performance, and post-completion employment of students from rural secondary schools from Alfred State's service area in the Western and Southern Tier regions of New York (STD4.C6.86 ASC RPED Project Narrative). Campus collaborations among those providing student support services and academic faculty have also effectively provided a sense of belonging and engagement, leading to positive trends in retention.

Standard IV Points of Pioneer Pride

- Student experience, success, and satisfaction, as measured through various indicators, remained high through the pandemic.
- New technology and success efforts were shown to positively impact student success.

- Collaboration between academics, the Advising Center, the Office of Accessibility, and Residence Life was strengthened and continues to provide robust student support.

Standard IV Areas for Improvement
Due to the increased personal and educational stress put on students during the COVID-19 pandemic, many additional services were put in place, including structured learning, advising, and other student supports. These should be further evaluated to avoid duplication or ineffective efforts and impact following the pandemic.

Chapter V
Standard V – Educational Outcomes Assessment *(RoA 9)*

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

STD5.C1. Alfred State College Has Clearly Stated Institutional and Program Educational Goals (Student Learning Outcomes)

Alfred State College has clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

Institutional Student Learning Outcomes (RoA 10)

Alfred State College has clearly stated and interrelated educational goals both institutionally and in all degree programs, including all associate and bachelor degree programs. Alfred State's Institutional Student Learning Outcomes (ISLOs) are:

- ISLO 1: Develop skills for critical thinking, effective communication, and quantitative reasoning within an integrative general education curriculum.
- ISLO 2: Demonstrate the ability to address and meet real world challenges by engaging in applied learning activities.
- ISLO 3: Develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world.
- ISLO 4: Utilize technology within curricula to support and enhance career readiness.

Developed by faculty and approved by the Faculty Senate and President's Council in 2016 (STD5.C1.01 ISLO Approval President's Council Meeting Minutes 11-9-2016), these ISLOs (ISLO 1, 3, and 4) are embedded in each of Alfred State's programs through the General Education program described in more detail in Chapter III: Design and Delivery of the Student Learning Experience. Assessment of three out of the four ISLOs is mapped through evaluation of the General Education program and supplemented by evaluation of related program student learning outcomes as shown in Figure 5.1 below:

Figure 5.1 ISLO Mapping to MSCHE Standard III and SUNY General Education

ISLO	MSCHE General Education Area	SUNY General Education Requirement	SUNY General Education Framework (effective Fall 2023 for most programs)
Develop skills for critical thinking, effective communication, and quantitative reasoning within an integrative general education curriculum.	Critical Thinking (competency), Written/Oral Communication, Quantitative Reasoning (required of all students in all programs)	Critical Thinking & Reasoning (required competency), Basic Communication (required knowledge area), Mathematics (required knowledge area)	Critical Thinking and Reasoning (required competency), Communication (required knowledge area), Mathematics (and Quantitative Reasoning) (required knowledge area)
Develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world.	Values, Ethics, Diverse Perspectives, & Global Awareness (required of all students in all programs)	Other World Civilizations (knowledge area)	Diversity: Equity, Inclusion, and Social Justice (required knowledge area), World History and Global Awareness (knowledge area)
Utilize technology within curricula to support and enhance career readiness.	Technological Competency (required competency)	Information Management (required competency; includes a technological competency learning outcome)	Removed from SUNY requirement to allow flexibility for institutions – still required by ASC

A sample of assessed educational experiences from recent assessment plans across the College demonstrates their relevancy and their links to programs:

- ISLO 1 – General Education: *Critical Thinking in COMP 1503 (Freshman Composition).* Students are asked to look at multiple sides of an argument within an issue. The students are required to research and document sources to support their arguments in research papers. Assessment is conducted on a rubric with three areas (Argument, Evidence, and Viewpoint) aligned with the program learning outcome mapped to ISLO 1 (Construct and recognize arguments in both written and oral formats that are free from logical defects. Construct and recognize arguments in both written and oral formats that are free from logical defects as described in the Critical Thinking Rubric) (STD5.C1.02 2021-22 Academic Assessment Plan – Liberal Arts & Sciences – Humanities A.A.).

- ISLO 2 – Applied Learning: *Construction Management (B.S.) Ethical Business Correspondence assignment.* Construction Management students in CIVL 6212 (Safety) are asked to apply professional ethics concepts in addressing a real-world type ethics dilemma addressing on-site safety in a role as a recent graduate and early career assistant project field engineer overseeing a K-12 school renovation project (STD5.C1.03 Ethical Business Correspondence; STD5.C1.04 2021-22 Academic Assessment Plan – Construction Management B.S. ACCE).

- ISLO 3 – Values, Ethics & Diverse Perspectives: *Values, Ethics, Diverse Perspectives, and Global Awareness (VEDG) Modules embedded in Alfred State's A.O.S. programs.* A series of four modules delivered in each semester of the two-year A.O.S. programs apply diversity, values, ethics, cultural awareness, and intercultural communication skills, focusing on relevancy within the workplace, job site, and shop settings. Alfred State is being recognized as a SUNY leader in this area in adapting and assessing the embedded VEDG modules in compliance with the new SUNY Diversity: Equity, Inclusion, and Social Justice general education knowledge area (STD5.C1.05 Wellsville VEDG 2022-

2023 Report; STD5.C1.06 Alfred State ANNY 2023 Presentation).

- ISLO 4 – Utilize Technology Within Curricula: *Healthy People 2030 project in Nursing A.A.S. – Nursing IV.* Students complete an interactive project concerning health initiatives directed at the College community, which is used to assess informatics and technological skills. This assessment was modified from a paper to an interactive project requiring additional technological competency/computer skills, with the College community as the target audience in the 2022-23 assessment cycle (STD5.C1.07 2022-23 Academic Assessment Plan – Nursing A.A.S.).

The ISLOs and related General Education knowledge areas and competencies are embedded in all of Alfred State's programs. According to the Alfred State College Catalog, Graduation Requirements: "The Alfred State General Education program allows students to develop the competence and skills necessary to become civic minded, globally aware, ethical and productive employees and citizens in today's world. The program focuses on the MSCHE general education expectations, SUNY General

Education requirements, the ASC mission/ core values/principles of community, and Institutional Student Learning Outcomes embedded within each degree program" (STD5.C1.08 Alfred State College 2023-24 Catalog, Academic Information, Graduation Requirements, p. 34).

A table showing where the ISLOs are embedded and assessed in all academic programs is attached in the Evidence Inventory (STD5.C1.09 ASC Outcome Mapping Crosswalk Report).

Relationship among Learning Outcomes and Alfred State's Mission

Alfred State's Strategic Planning, Institutional Effectiveness, and Assessment model depicts how the ISLOs are interrelated with the College's Mission (Figure 5.2):

Figure 5.2 Alfred State College Assessment Model
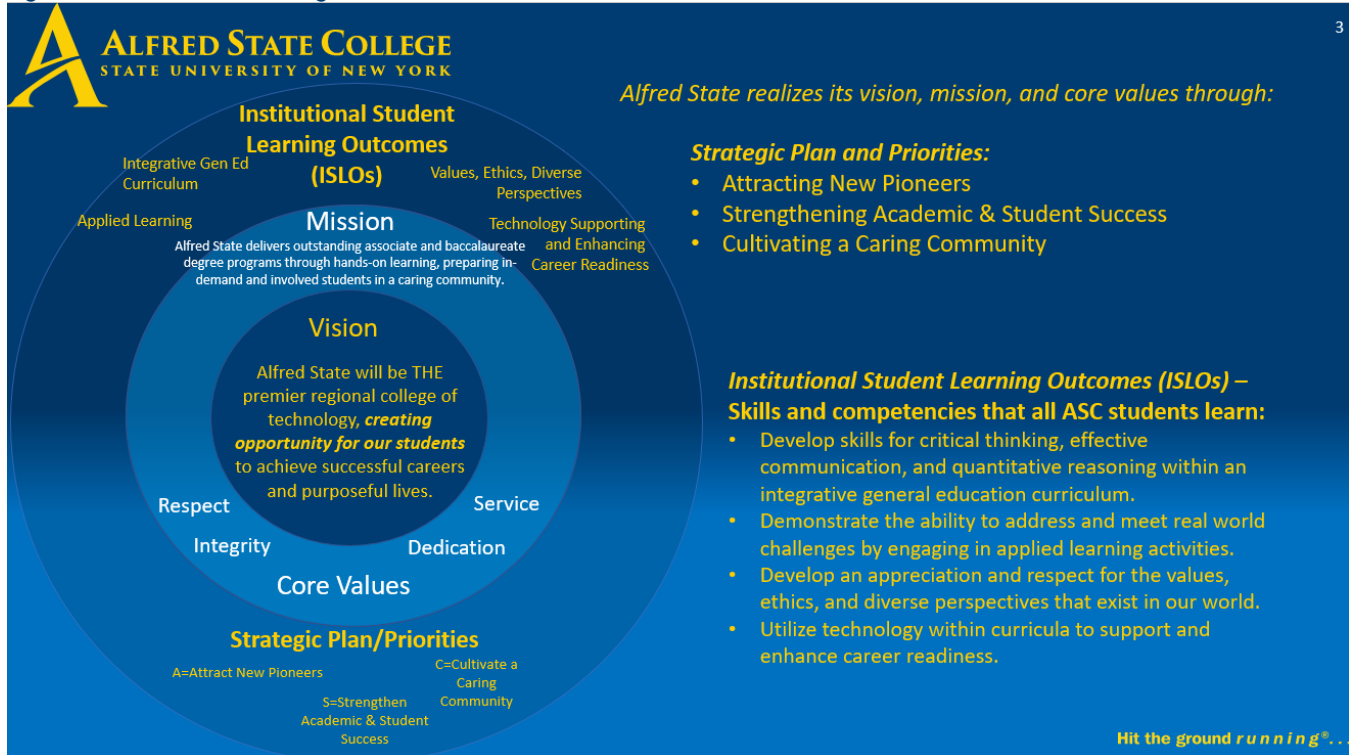
(STD5.C1.10 ASC SP IE Assessment Model Revised Approved FS Dec 2023)

The Applied Learning ISLO ("Demonstrate the ability to address and meet real world challenges by engaging in applied learning activities") is directly related to Alfred State's Mission to deliver "outstanding associate and baccalaureate degree programs through hands-on learning." The remaining ISLO (ISLO-2) is met through the requirement that all programs have at least one applied learning course on the curriculum map for assessment; most have multiple courses. As described in more detail in Chapter III, applied learning courses include practica, internships, and other real-world learning experiences.

Program Student Learning Outcomes and Relevant Educational Experiences (*RoA 9*)

Each academic program has clearly stated and measurable educational goals appropriate to the program, discipline, and degree level. These are published for students and external constituencies in the printed catalog and each program webpage. They are also mapped to relevant ISLOs, required competency areas, and general education knowledge and skills areas applied beyond required general education program coursework where appropriate for assessment purposes. Program and general education learning outcomes are measurable, relevant, and meaningful, leveraging Bloom's verbs and taxonomy to ensure that assessments include defensible standards for evaluating whether students achieve program and general education goals.

Examples from each academic school are listed below:

*School of Applied Technology: *Automotive Service Technician (A.O.S.)*

- Demonstrate a focused, coherent, organized written report *(Mapped to ISLO 1 & 2, Basic Communication – Oral and Written, and Applied Learning).*
- Perform mathematic calculations required for entry-level automotive employment *(Mapped to ISLO 1 & 2, Quantitative Reasoning, and Applied Learning).*
- Demonstrate a functional ability to read and retain/apply written instructions and specifications relevant to their work environment *(Mapped to ISLO 1 & 2, Information Literacy, and Applied Learning).*
- Demonstrate the ability to understand the operation and diagnostic procedures of modern vehicle electrical and electronic systems *(Mapped to ISLO 1 & 4, Critical Thinking, Scientific Reasoning, and Technological Competency).*
- Demonstrate the ability to describe operation, diagnose, and repair automotive drive train systems.
- Demonstrate the ability to describe operation, diagnose, and repair modern engines.
- Demonstrate the ability to describe operation, diagnose, and repair modern automotive steering, brakes, and suspension systems.

*ISLO 3 is delivered and assessed in A.O.S. programs through embedded Values, Ethics & Diverse Perspectives modules, described in more detail in **Chapter III: Standard III–Design and Delivery of the Student Learning Experience**. Assessment results for these modules are reported in the General Education Program assessments attached in the Evidence Inventory (STD5.C1.11 2022-23 SAT General Education Program Assessment Plan).*

School of Arts and Sciences: Forensic Science Technology (B.S.)

- Apply the scientific principles of chemistry, biology, and physics to specific applications in forensic science (*Mapped to ISLOs 1 & 2; Applied Learning; Scientific Reasoning*).
- Explain and show competency in basic chemical and biological lab procedures, including the identification of and the synthesis of various compounds and the forensic analysis of DNA (*Mapped to ISLO 1 & 2; Applied Learning*).
- Demonstrate an understanding of the capabilities, use, potential, and limitations of various laboratory instrumental techniques widely utilized in forensic science (*Mapped to ISLO 2; Applied Learning*).
- Recognize and use appropriate professional and ethical behavior defined by the forensic science community (*Mapped to ISLO 3; Values, Ethics, Diverse Perspectives, Global Awareness & Cultural Sensitivity*).
- Demonstrate an understanding of the scientific principles of crime scene investigation and reconstruction, including evidence collection, preservation, and documentation (*Mapped to ISLO 1 & 4; Applied Learning*).
- Summarize the criminal justice system and explain the role of the forensic scientist and physical evidence within the criminal justice system (*Mapped to ISLO 2; Applied Learning*).
- Evaluate scientific literature to distinguish fact from opinion, develop informed and reasonable conclusions, apply knowledge and understanding to problems, develop rational and reasonable interpretations, suspend beliefs and remain open to new information and methods, and assimilate information learned into knowledge base (*Mapped to ISLO 1 & 2; Critical Thinking*).
- Use technological resources effectively and appropriately to communicate, collaborate, and retrieve information; determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems (*Mapped to ISLO 2 & 4; Information Literacy, Technological Competency*).

- Apply written communication skills to the construction documents of record that are well organized and contain appropriate format, grammar, punctuation, sentence structure, and spelling in accordance with established professional guidelines (*Mapped to ISLO 1; Communication - Written*).
- Apply oral communication skills to the explanation of ideas, scientific terminology, and results of scientific examinations in a competent and confident manner (*Mapped to ISLO 1; Communication - Oral*).

School of Architecture, Management and Engineering Technology: Construction Engineering Technology (A.A.S.)

- An ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline (*Mapped to ISLO 2 & 4; Applied Learning; Technological Competency*).
- An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline (*Mapped to ISLO 1 & 2; Applied Learning; Critical Thinking*).
- An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature (*Mapped to ISLO 1; Communication – Written & Oral; Information Literacy*).
- An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results (*Mapped to ISLO 2; Applied Learning*).
- An ability to function effectively as a member of a technical team (*Mapped to ISLO 2 & 3; Applied Learning*).

The Evidence Inventory contains a complete list of all program learning outcomes with mapping to related ISLOs and general education knowledge and competency areas (STD5.C1. PSLOs by School Dept Program 7-6-2023).

STD5.C2. Organized and Systematic Assessments Evaluate Student Achievement of Institutional and Program Goals *(Criteria V.2.a-c)*

Organized and systematic assessments conducted by Alfred State College faculty evaluate the extent of student achievement of institutional and program goals.

Alfred State College has a long-standing, sustainable, cyclical academic assessment program that was first implemented in the late 1990s and regularly reviewed and updated to reflect best assessment practices. As discussed in Section V.1, Alfred State College's programs have Program Student Learning Outcomes that define meaningful curricular goals. In addition, the general education program faculty assess general education learning outcomes associated with the State University of New York's (SUNY) General Education requirements (STD5.C2.13 SUNY Gen Ed Course Guidelines w Learning Outcomes 2017), and beginning in 2023-24, the updated SUNY General Education program and learning outcomes (STD5.C2.14 SUNY General Education MTP 23.1 Feb 2023; STD5.C2.15 Alfred State General Education Assessment Cycle Timeline Effective Fall 2022).

These are assessed according to the College's most recent update to its Strategic Planning, Institutional Effectiveness and Assessment Model (Assessment Plan) which was developed by the faculty-led Senate Assessment and General Education Committee (SAGE) and approved by the Faculty Senate and the College's administration in Spring 2021 (STD5.C2.16 ASC SP IE Assessment Model Final Approved Feb 2021), replacing the prior Assessment Plan that went into effect in 2014-15 (STD5.C2.17 ASC Assessment Plan 7-30-14). The Model underwent minor revisions in December 2023 to reflect the College's new Strategic Plan Priorities and the new SUNY General Education Framework knowledge and skills areas and competencies (STD5.C1.10 ASC SP IE Assessment Model Revised Approved FS Dec 2023). The College's Assessment Model depicts a holistic relationship between its Institutional Student Learning Outcomes, assessment of the College's General Education program and its student learning outcomes, and program-level student learning outcomes. According to the Model, academic program and general education faculty define which student learning outcomes will be assessed each year. Learning outcomes are assessed on a three-year cycle in general education and academic programs, with the exception of some programs that assess annually due to programmatic accreditation requirements or other reasons. Regular assessment cycles and mapping to related general education and institutional learning outcomes where appropriate help ensure that assessment and the use of assessment results are effective, manageable, and sustainable.

State University of New York (SUNY) guidelines and requirements guide and support Alfred State College's

assessment plan. SUNY began requiring cyclical academic assessment in all programs starting in 1999, with adjustments in 2004 and revision to its current final form in 2010, with modifications made to ensure manageable and sustainable faculty-led assessment efforts (STD5.C2.18 SUNY Resolution 2010_039 Assessment; STD5.C2.19 SUNY Assessment MTP Vol 10 No 2). SUNY requires that all academic and general education programs regularly assess student learning outcomes and that all academic programs engage in an external review (self-study and site team visit) every five to seven years. Accreditation by a CHEA-recognized accreditation agency, which includes the assessment of student learning, satisfies the SUNY and Alfred State external review requirement among programmatically accredited programs.

Program faculty design and conduct assessments in all academic areas. The faculty-led Senate Assessment and General Education Committee (SAGE) includes representation across all academic schools (Schools of Arts and Sciences, Architecture, Management & Engineering Technology, and Applied Technology) and is charged with designing and assisting in implementing a formative and systematic assessment process for all academic departments of the College, and with reviewing and recommending improvements to departmental assessment policies and procedures (STD5.C2.20 SAGE Charge Jan 2010). The College also employs a dedicated Assessment Coordinator (Director of Assessment, Accreditation, and Program Planning) who is a standing member of the SAGE committee, coordinates the collection and reporting of assessment results, and Is a College-wide resource for assessment best practices.

STD5.C3. Use of Assessment Results to Improve Educational Effectiveness *(Criteria V.3.a-h; RoA 8 & 9)*

Alfred State College and its academic programs consistently use assessment results to improve educational effectiveness. Alfred State's Institutional Effectiveness, Strategic Planning, and Assessment Model (Assessment Plan) directs program faculty to develop and implement assessment strategies that determine whether student learning outcomes have been achieved, how success will be measured, and what else can be done to improve student learning after analyzing assessment results. Continuous action plans are required for all assessment measures where outcomes are not met, and strongly encouraged for all other assessments to "close the loop" (Figure 5.3):

Figure 5.3 Assessment Cycle at Alfred State College (from Assessment Model)
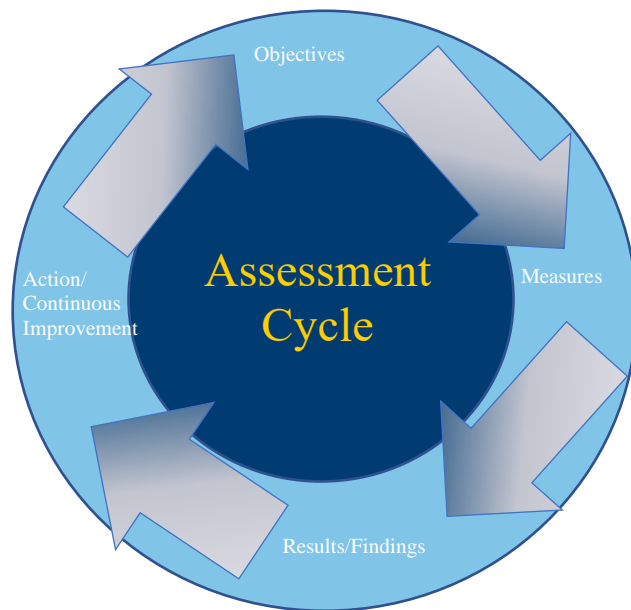
The assessment model/plan provides several examples of "assessment in action" to guide faculty and others involved in assessment in devising assessment plans and follow-up actions:

- **Faculty** use assessment to evaluate and improve curricula in both content and pedagogy;
- **Departments** use program reviews and evidence of program student learning outcomes to ensure program goals and program student learning outcomes are met;
- The **Deans** of each school, in cooperation with the Vice President for Academic Affairs, use assessment to prioritize resource allocations (STD5.C1.10 ASC SP IE Assessment Model Revised Approved FS Dec 2023, slide 7).

An Excel workbook summarizing three years of program assessment plans, including continuous action plans and improvements made to support student learning, are in the Evidence Inventory as documentation that this takes place across the College (STD5.C3.21 2019-2020 Academic Assessment Plans W Results & Actions; STD5.C3.22 2020-2021 Academic Assessment Plans W Results & Actions; STD5.C3.23 2021-2022 Academic Assessment Plans W Results & Actions).

Recent assessments of curricular goals in the 2019-22 assessment cycles cited above that led to changes to improve student learning include (see Criteria V.3.a & b):

- *Agricultural Business A.A.S.*: Implementing a new project outline that will require multiple due dates

so that the faculty can give feedback to students as they work on the assessed project (formative rather than summative assessment).

- *Architectural Technology A.A.S.*: Provide more frequent but lower weighted assignments and tests to help students revise and improve their grades and understanding of the course earlier in the semester (implementing lower stakes assessment, a current best practice).
- *General Education Program, Social Sciences*: In the previous assessment cycle, it had been recommended that a greater emphasis be placed on research methods. It was also recommended that this material be reviewed several times throughout the semester. These recommendations were implemented. The assessment results showed that while the target was not met, the students are doing better in that area than other course elements. Continuing to focus on the research methods is recommended.
- *Court and Realtime Reporting A.A.S.*: Checklist created with important dates and reference material to help students perform proper transcriptions.
- *Nursing Programs–- A.A.S. and the Dual-Degree A.A.S.-B.S.*: Student assessment feedback led to the revision of the core Nursing courses into separate Nursing Lecture and clinical/skills/active learning classes (Nursing Labs). While the course content was not changed, the split allowed separate assessments to reflect better student learning: one for lecture-based assessment and one for the psychomotor and knowledge

implementation assessments (critical thinking). The nursing faculty created new assessment tools to reflect student learning and achievement and better prepare students for the NCLEX licensure exam than the previous pass/fail grades.

Longer-term follow-up actions to improve pedagogy, curriculum, and student learning are also recommended because of the Assessment of Major (Program Review) external evaluation process or programmatic accreditation self-studies. These in-depth, longitudinal assessments and reviews often also result in program revisions, changes to recruitment strategies ("informing appropriate constituents about the institution and its programs"), enhanced budgets for academic programs and services, and improvements to facilities, equipment, and academic support services (see Criteria V.3.b-e; h). Examples of recent action plans or changes made to programs because of external evaluations/program reviews and programmatic accreditation self-studies include:

- Improvement of biology-focused forensic lab equipment and resources for the Forensic Science B.S. program (STD5.C3.24 FEPAC 2021 Accreditation Self-Study)
- Devoting additional resources to the Welding A.O.S. program in Wellsville and Northland; larger class sizes can now be accommodated (STD5.C3.25 Five Year Review – Electrical and Welding A.O.S. Wellsville & Northland)
- Modify curricula for the IT – Applications Software Development, Web Development, and Network Administration programs to include more soft-skills development, security policy practices, and alignment to relevant certifications, as well as changes to course sequencing to better show students IT industry expectations (STD5.C3.26 5-Year Review Major 650 651 652 IT Applications Software Development, Web Development, and Network Administration)

The Program Review schedule (2015-16 through 2026-27) is published for faculty and other stakeholders on the Office of Institutional Research, Planning and Effectiveness (OIRPE) portal page (STD5.C3.27 Assessment of Major Schedule – Updated 7-6-2023). OIRPE generates in-depth student success data reports supporting Assessments of Major and programmatic accreditation self-studies and posts these on its portal page for faculty and other stakeholders *(see Criteria V.2.c and V.3.f; RoA 8)*. These reports include five years of bio-demographic student statistics, admissions/enrollment data, attrition, retention, and graduation rates. OIRPE has two complete cycles (ten years) of these data posted on its portal page for the College community, in addition to similar institution-wide KPI data

reports. Samples of these data reports are in the Evidence Inventory under Standard STD5.C3 (STD5.C3.28 5-Year Review Data Series Major 434 Indiv Studies A.S.; STD5.C3.29 5-Year Review Data Series Major 640 Architectural Technology B.S.; STD5.C3.30 5-Year Review Data Series Major 930 Culinary Arts A.O.S.; STD5.C3.31 5-Year Review Data Series Major 951N Electrical Const and Maint Tech A.O.S.).

An analysis of Alfred State's institutional and program key student performance indicators, particularly in retention rates, led to the development of the College's Retention Plan. Immediately after the Fall census (end of the 3rd week of classes), the Office of Institutional Research, Planning and Effectiveness (OIRPE) updates its official 1-year retention rate trend report and makes it available to the entire campus community. The Executive Leadership Team (ELT) reviews the report since retention is a major Key Performance Indicator (KPI) for the College. The Fall 2021 update showed a third consecutive decline in retention rate (with COVID-19 a likely factor). Building off past retention efforts, data were collected through several means, and a summary report was synthesized. The report brought forward eight summary recommendations and evolved into the Integrated Operational Retention Plan for the College. The Integrated Plan includes goals and strategies, specific funding initiatives, and estimated impact. The plan was developed in response to drops in first-year student retention, especially during the COVID-19 pandemic, from a high of 75% among the Fall 2014 cohort to 63% in the Fall 2020 cohort (STD5.C3.32 Alfred State College Integrated Operational Retention Plan 2022, p. 2; STD5.C3.33 Program Level Retention Comparison F14-F21). As also discussed in Chapter IV (STD4.C1), student retention has increased significantly since the Fall 2020 cohort. This institutional retention initiative is also directly related to "improving key indicators of student success" in Standard V.3 *(see Criteria V.3.g)*.

STD5.C4. Adequate Review and Approval of Third-Party Assessment Services

While nearly all assessments and assessment activities are designed, delivered, and assessed by College faculty, Alfred State uses two third-party assessment platforms. One of these is Northstar Digital Literacy, which is used to help assess and improve baseline technological competency among incoming students. The other is Peregrine Global Services' business assessments for the IACBE-accredited programs in the Business Department. The selection and use of both platforms underwent extensive institutional and faculty-driven review and approval.

Northstar Digital Literacy: As part of its periodic assessment of the effectiveness of assessment processes

and procedures discussed in Section V.5 below, the SAGE Committee determined that additional technological competency assessments were needed to assess basic computer competency and literacy among students in the Schools of Arts and Sciences (SAS) and Architecture, Management & Engineering Technology (SAMET). Technological Competency is assessed in the School of Applied Technology (SAT) using a locally developed rubric. SAGE determined that a similar competency needed to be developed for SAS and SAMET programs. SUNY's revision of the SUNY-wide general education program and student learning outcomes made it even more critical that a separate Technological Competency assessment be put into place since, in the new General Education Framework, SUNY removed a technological competency learning outcome from its Information Management competency area, leaving it up to individual campuses to define and assess technological competency effective Fall 2023.

Beginning in the 2019-20 academic year, SAGE members met with general education and Computer and Information Technology faculty to develop learning outcomes for basic technological competency common to all students in SAS and SAMET programs. SAGE also collected feedback from faculty who recommended that SAS and SAMET students needed more basic computer literacy, particularly in desktop/laptop-based environments, to succeed both in college and the workplace after graduation, since their native technological competencies were often limited to smartphone use. This aligned closely with Alfred State's ISLO 4: "Utilize technology within curricula to support and enhance career readiness."

After two pilot tests in 2021 and 2022, and with support from Academic Affairs, SAGE recommended that the College use the Northstar Digital Literacy platform, and the Faculty Senate approved it in Fall 2022. The first full assessment cycle began during the Week of Welcome in August 2023. More information on the Northstar Digital Literacy pilot tests conducted by SAGE is in the Evidence Inventory (STD5.C4.34 Tech Competency Assessment Results Spring 2021; STD5.C4.35 Northstar Pilot Topline Results and Summary 8-30-2022; STD5.C4.36 Appendix-Northstar Digital Literacy Summary).

Peregrine Global Academic Services - Business Assessments: The Business Department transitioned to using Peregrine Global Academic Services business education assessments for its IACBE accredited programs beginning in the 2021-22 academic assessment cycle as a direct result of its achieving initial IACBE accreditation in 2020. Peregrine is an official assessment provider for IACBE, and the Business Department faculty chose to contract with Peregrine to increase low response rates for end-of-program surveys (indirect assessments), as well as to use the nationally

normed end-of-program Business assessments to assess student outcomes achievement better. While the IACBE accredited Business programs replaced locally administered end-of-program summative assessment exams with Peregrine assessments, the faculty continue to conduct their analyses of the assessment data and results, and they are used in conjunction with locally developed student outcomes assessments, including capstone and internship projects which are evaluated on a faculty-developed rubric. All graduating students now complete end-of-program surveys, and results from the Peregrine assessments are used to improve student learning. Peregrine assessment results and a Business Administration assessment plan utilizing Peregrine results are provided as evidence of institutional and faculty review of these third-party assessment results (STD5.C4.37 Peregrine Business Administration Assessment 2023; STD5.C4.38 Business Administration Program 2022-2023 Academic Assessment Plan). Departmental and institutional approval additionally takes place annually using the College's purchase order approval process. Approved purchase orders and invoices are included as evidence of institutional purchase approval (STD5.C4.39 Peregrine PO Request; STD5.C4.40 Peregrine Spring 2023 End of Program Exams Invoice 30737).

STD5.C5. Periodic Assessment of College-Wide Assessment Processes and Procedures

As part of its charge (STD5.C2.20 SAGE Charge Jan 2010), the SAGE Committee is responsible for assessing the effectiveness of College-wide assessment processes and procedures and recommending improvements. Its assessment of assessment processes occurs continually during the academic year (SAGE meets weekly from August–May), both in response to assessment results provided through the Director of Assessment as well as special projects and initiatives designed to improve assessment processes. SAGE works closely with faculty, Academic Affairs administration, the Director of Assessment, and the Faculty Senate to assess, recommend, and help implement improvements to the College's assessment processes. Recent processes and procedures that have been reviewed for effectiveness and improved in the last three years include:

- The redesign of the College's Assessment Plan to be more holistic and integrated with its Mission, Vision, and Institutional Student Learning Outcomes;
- The design and implementation of embedded Values, Ethics, Diversity, and Global Awareness modules with measurable student learning outcomes in conjunction with General Education and School of Applied Technology faculty in

- Associate of Occupational Studies (A.O.S.) programs;
- Revised mapping of Institutional Student Learning Outcomes with General Education learning outcomes as part of the new SUNY General Education Framework implementation project;
- The selection, testing, and implementation of the Northstar Digital Literacy (Technological Competency) skill-building and assessment platform (discussed in detail above);
- Recommendations for improving Competencies assessment (Information Literacy, Technological Competency, and Critical Thinking and Reasoning);
- Revision of the College's General Education assessment cycle to streamline processes and align with the new SUNY General Education Framework.

SAGE reports, a recent completed "Assessment of Assessment" evaluation rubric, and additional supporting documents describing these College-wide assessments are in the Evidence Inventory (STD5.C5.41 Assessment of Assessment SUNY SCoA Rubric Spring 2022; STD5.C5.42 Combined 2022-23 SAGE Annual Report; STD5.C5.43 SAT VEDG Modules SAGE Final Recommendations; STD5.C5.44 GE Timeline Recommendations 2022-2025 Version 3 Approved Senate April 2022).

Institutional Priorities and Standard V

Alfred State College's self-study review of its Standard V-related academic assessment work provides an additional lens into its retention efforts beyond its Strategic Plan. While student retention is an indirect measure of student learning outcomes achievement, it is clear when reviewing assessment results, program reviews, and continuous improvement actions that supporting student success and retention through graduation is a key motivator toward improvement. For example, modifying assessments to include formative and lower-stakes assessments or revising curricula to enhance student achievement (see Use of Assessment Results to Improve Educational Effectiveness above) involve current assessment best practices to ensure equitable assessment, therefore impacting student retention. As discussed above in section C.3, the College's Integrated Retention Plan arose out of an assessment of institutional key performance indicators from the ground up. It was supported by, not driven by, the College's Strategic Plan priorities. The formal Integrated Retention plan ensures continued assessment and improvement of student retention in the spirit of Standard V.

Standard V Points of Pioneer Pride

Alfred State College has a well-established and long-standing academic assessment culture across all academic programs in all three schools (SAS, SAMET, and SAT). The College has two decades' worth of program and general education student outcomes assessment data and results as evidence of this ingrained assessment culture. The assessment program at Alfred State has documented procedures and guidelines, is manageable and sustainable, and its effectiveness is regularly reviewed by the faculty-led SAGE committee under the auspices of the Faculty Senate. Alfred State College also has several established key performance indicators (KPIs) of institutional and program-level student achievement, including student academic performance by semester, attrition, retention, and graduation rates. Over ten years of these data are available to faculty and other College stakeholders on the OIRPE portal page, and they are used along with academic outcomes assessment to evaluate and improve educational effectiveness in Program Review self-study cycles. Alfred State has identified Institutional Student Learning Outcomes (ISLOs), and along with PSLOs and general education student learning outcomes, they are integrated with the College's Mission and Vision as depicted in its Assessment Model.

The strength of our general education assessments is that they are assessed across almost all courses as listed on our General Education course lists, also known as the "blue sheet" or silos document (STD5.C5.45 Alfred State General Education Course List). In addition, many of our accreditors' required outcomes tie directly into our general education assessments. For example, ABET has the following outcome: "an ability to apply written, oral, and graphical communication in broadly defined technical and non-technical environments; and an ability to identify and use appropriate technical literature." Therefore, there are multiple levels of general education assessment, whether in liberal arts and sciences or technical courses, and a complementary effect is seen between the general education program and programmatic accreditation requirements.

Assessment is faculty- driven. This is evidenced by the curriculum coordinator role assigned to faculty within departments, which includes coordinating program assessment with the support of the department chair who is also a member of the faculty (STD5.C5.46 Assessment Roles and Responsibilities). In addition, the SAGE committee is an approved standing committee of the Faculty Senate dedicated to assessment and general education oversight within the overall faculty-shared governance structure. This committee also recommends updates to the general education program and assessment methods to stay current

with best practices and research-based approaches in assessment. Lastly, our Director of Assessment and Accreditation is considered professional faculty in the faculty union (United University Professions, or UUP). The current Director is a Faculty Senate representative and a standing member of SAGE.

Standard V Recommended Areas of Improvement

- *Better Communicate Assessment Results to College Stakeholders:* Alfred State has made strides in communicating assessment results to stakeholders (Standard V.3), particularly in publishing topline assessment results online on program information pages. However, sharing student achievement KPI data with faculty and other College stakeholders was identified as needing improvement. This was identified by the SAGE committee on its "assessment of assessment" rubric, by the MSCHE Standard V Working Group, and by the Director of Assessment and Accreditation. This is being addressed by the Office of Institutional Research, Planning & Assessment, which recently created PowerBI dashboards with student achievement KPI data (retention and graduation rates) and is training end users as of this writing (STD5.C5.47 12-19-2023 AACT Meeting Agenda; STD5.C5.48 Retention PowerBI Screenshot).
- *Streamline closing the loop on assessment action plans:* While assessment action plans are required for all assessment measures where targets are not met and are otherwise strongly encouraged in all assessment plans, closing the loop on assessment results and identified actions, particularly in the

general education program, has become a priority with the implementation of the new SUNY General Education Framework. New guidelines and procedures will be implemented for the Fall 2023 SUNY General Education Framework implementation. A suggested area of improvement, especially regarding closing the loop for assessment, would be to incorporate a more intentional process for comparing assessment results from year to year and not wait until a five-year review to do a more comprehensive review of the assessment. In addition, assessment could be added as an agenda item (e.g., adding assessment as a budget item) for the Academic Affairs Collaborative Teams (AACT) meetings.
- *Implement more robust direct assessment of the Institutional Student Learning Outcomes:* When the Watermark Planning & Self-Study platform was implemented in Fall 2021, for the first time, the College was able to directly map and dynamically visualize assessment progress from existing general education and program-level assessments to the ISLOs. They are assessed, but indirectly through mapping to general education (GSLO) and program-level student learning outcomes (PSLOs). Direct assessment of the GSLOs and program-level outcomes is mapped to both general education and applied learning outcomes. We are currently addressing linking strategic planning to the Institutional Student Learning Outcomes and mapping through budget allocations, which are aligned manually and not using automated technology.

Chapter VI
Standard VI - Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned and sufficient to fulfill its mission and goals, to assess and improve its programs and services continuously, and to respond effectively to opportunities and challenges.

Introduction & Overview

This chapter outlines how planning, resources, and institutional improvement processes at Alfred State correspond with institutional goals and priorities in the Strategic Plan, Mission, and Vision, and the budgeting process. Assessment data are collected from internal and external stakeholders to guide all decision-making and budgeting processes. The College's financial plan utilizes input from across campus to align the Strategic Plan (STD6.C1.01 ASC Strategic Plan 2023-2027), Mission and

Vision, and goals to planning and budgeting (STD6.C1.02 Alfred State 21.22 Spending Resource Guide). Continual improvement occurs through the design process, which provides an avenue for annual assessment based on results and outcomes.

STD6.C1. Institutional Objectives - *Institutional objectives, both institution-wide and for individual units, are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation. (Criterion VI.1; RoA 7 & 10)*

a. **Strategic Plan – Mission/Vision**
Several governance committees, including the College Council, the President's Council, and the Strategic Planning Steering Committee (established in 2015, refreshed in 2019 and 2022), oversee planning, assessment, and providing future recommendations as fully described in *Chapter I, Mission and Goals*. Sixty additional sub-committee members and hundreds of faculty and staff members have contributed

to developing our most recent strategic plan, where our institutional objectives are clearly stated, ensuring a holistic and transparent planning process. Commitment to the College's Mission, Vision, and Core Values serves as the steering mechanism for this planning process:

> **Mission Statement:** Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.
> **Vision Statement:** Alfred State will be THE premier regional college of technology, creating opportunity for our students to achieve successful careers and purposeful lives.
> **Core Values:** Respect, Integrity, Service, Dedication

Alfred State, State University of New York College of Technology: Roadmap to 2020, our previous strategic plan, identified six key strategic priorities: **Applied Learning, Diversity and Inclusion, Faculty and Staff Excellence, Infrastructure, Local and Regional Impact,** and **Student Success**. (STD6.C1.03 Strategic Plan 2017-2020) A top priority at Alfred State College is to create initiatives to achieve the College's planning goals, assess the associated results, and use these data for future planning and resource allocation. Using these results from the Strategic Plan, in 2021, the College comprehensively reviewed the *Roadmap to 2020* priorities—including campus-wide surveys and a "town hall" working session to analyze each priority thoroughly (STD6.C1.04 Handout for Jan 2020 Strat Plan Refresh Town Hall; STD6.C1.05 Strategic Plan Refresh Survey – Means and Ranks). Due to the retirement of the previous President in spring 2021, the decision was made to refresh the current Strategic Plan, pending the hire of a new President in 2022. The review resulted in refreshed/updated versions of the six priorities identified in the *Roadmap*, plus a new Strategic Priority focused on Enrollment and Recruitment (STD6.C1.06 Strategic Enrollment Plan Through 2024-2025). A *Strategic Priorities for 2021* document was created and made available to the campus community, containing the following strategic priorities: **Advanced Hands-On Learning, Inclusion and Belonging, Team Investment and Professional Growth, Partnership and Impact, Student Development and Support, Campus Renewal and Resource Optimization**, and **Enrollment and Recruitment** (STD6.C1.07 Strategic-Priorities-2021).

In March 2022, Alfred State welcomed its 13th President, Dr. Steven A. Mauro. The institution set out to adapt strategic priorities to our post-pandemic environment under new executive leadership. To streamline and focus the effort, campus constituents were asked for their input on the most important things we needed to be successful. Over 50 respondents contributed to supply thematic feedback that aligned remarkably well with the existing priority areas, three

in particular: Enrollment/Retention/Recruitment, Faculty/Staff Development & Support, and Financial Positioning (Resource Optimization) (STD6.C1.08 Strategic Plan Guide 2022, p. 2). President Mauro also immediately embarked on a "listening tour" across the campus community. This effort enabled the honing in on the most critical strategic priorities, yielding three major priorities with corresponding strategies. Notably, each strategic priority effectively integrates, embeds, aligns with and provides continuity to the refreshed priorities and goals established in 2021. The changes were evolutionary and represent continuous improvement within our changing environment. Each priority has a single objective that measures the collective success of the plan. This framework served as the basis for the development of our newest Strategic Plan 2023–2027, which was assembled by a committee of over 50 individuals, received public review and commentary, and approval by leadership and College Council *(RoA 7)* (STD6.C1.08 Strategic Plan Guide 2022; STD6.C1.09 College Council Meeting Minutes 8-29-2022).

Resource allocation decisions are aligned, guided, and prioritized in relation to the Mission, Strategic Plan, and Strategic Plan Priorities. The various campus resources are all scrutinized through this lens at every level of the institution to achieve our Mission and goals. Institutional Effectiveness and Operational Unit Assessment results are used to guide planning and resource decisions through regular review at several levels (department, school, campus) and based on the structure of the Organizational Chart. The Strategic Plan connects Strategic Plan Priorities to everyday operations and review processes.

During an annual summer retreat (STD6.C1.10 Agenda July 14, 2022 Strategic Brainstorming; STD6.C1.11 Draft FY23 Strategic Priority Investment Master Sheet), the strategic plan is aligned with budget allocation to support the new operational plan. In 2022, this resulted in over $1,000,000 of new investment in the underlying prioritized strategies for the annual operational plan. In 2023, the process again resulted in the commitment of over $1,000,000 in new investments to support the plan. The updated *Strategic Plan 2023-2027 (cited earlier in this chapter)* will be reviewed and updated annually based on data as they become available and will continue to be used to guide decisions and budgeting. More details on this process can be found later in the chapter.

b. Assessment

At the individual unit level, every academic and non-academic unit determines its objectives for the upcoming academic/fiscal year and enters them into our Assessment Management System (Watermark Planning & Self-Study). Each objective has at least one associated measure, including acceptable and ideal targets. Unit objectives are

also linked/associated with higher-level Division objectives and the College's Strategic Plan.

Objectives and measures are reviewed in January, and mid-year findings are entered (STD6.C1.12 2021-22 Organizational Assessment Plans w Results & Actions). End-of-year findings are entered for each objective and measure; academic units are completed in May; non-academic units are completed in the summer. Where appropriate – typically when a finding falls short of the planned, measurable objective – action items are entered to make improvements. These unit-level assessments form the basis for fiscal requests, which are received as part of our annual fiscal planning process, allowing each unit to request funds that align with their unit plans, outcomes, and relationship to its Mission and Vision.

Divisional assessment plans are attached as evidence that annual Mission and Vision-centric planning takes place, are aligned with the College's strategic plan priorities and goals, and include appropriate actionable follow-up to make improvements. (STD6.C1.13 Inst Advancement IE Assessment Cycles 2019-2022; STD6.C1.14 Planned Giving 2021-22 Organizational Assessment Plan)

STD6.C2. Planning and Process Improvement - *Clearly documented and communicated planning and improvement processes that provide constituent participation and incorporate assessment results. (Criterion VI.2; RoA 11)*

a. Strategic Plan Planning and Improvement Process

Strategic Planning at Alfred State has traditionally been a collaborative effort among the many constituents of the College. Campus-wide Surveys, Working Groups, Town Hall meetings, etc., were an integral part of the process, which ensured constituent participation in its formation. For example, both the *Roadmap to 2020* and the *2020-21 Strategic Priorities Refresh* efforts included comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) and Social, Technical, Economic, Environmental, and Political (STEEP) analyses in the form of Town Hall style working meetings with representation from across campus (STD6.C2.15 SWOT-STEEP 2020 Combined). Campus-wide

surveys have also been a consistent method of gathering information from campus constituents (STD6.C2.16 SUMMARY Alfred State Daycare Survey, January 2023) with broad representation. Committee and group work is then shared with campus leadership (e.g., Executive Leadership Team (ELT) and President's Council (PC)), who provide updates to the College Council (CC) and engage them in discussions and feedback, which is integrated into the final strategic plan.

Strategic planning and process improvement occur according to Alfred State's Strategic Planning, Institutional Effectiveness, and Assessment plan/model, designed to ensure that the College's Mission, Vision, and Strategic Plan are at the heart of all planning and assessment. (STD6.C2.17 ASC SP IE Assessment Model Revised Approved FS Dec 2023). Every year, the goals of the strategic plan are listed. They are used for continual improvement in planning and process improvement at an annual retreat of the President's Council in April and again in July (STD6.C2.18 Final April Planning Document Priorities Selected and Elaborated; STD6.C2.19 Final July Planning Document Priorities Selected and Elaborated). This ensures that data and assessment drive the improvement and planning for the operational plans and strategic goals that will be operationalized for the following year.

b. Budget Allocation Planning and Improvement Process

Recently, process improvements have occurred to improve the strategic link between institutional planning and budgeting. (STD6.C2.20 Budget & Planning – Charge) These improved processes have created a longer-term financial projection and outlook that aligns annual financial and institutional planning with longer-term financial forecasting (see STD6.C4 below for description). The College has more confidence in planning and goal setting related to longer-term financial decisions and College stability. The chart below illustrates our current investments and projected financial outlook through 2027-28. We are projecting healthy cash reserves throughout and healthy returns on these investments. This timeframe closely corresponds to our current Strategic Plan (Figure 6.1).

Figure 6.1 Investment Outcomes and Cash Reserves

(STD6.C2.21 FS Presentation – pdf)

Semi-annually, a budget update of the current fiscal year is provided to the Budget Advance Committee, which is comprised of broad representation across campus. Information is used in the improvement process for that fiscal year and to drive financial planning and budget development for the following year. This way, the most current spending patterns are assessed to drive budget planning and process improvements (STD6.C2.22 Budget Advance Budget 4-11-2023).

c. Constituent Participation and Assessment *(RoA 8)*

In addition to the formal process for developing strategic and other plan development, other means of informal communication exist, with additional avenues created in 2022 to better understand and respond to institutional needs.

Communication for planning and process improvement involves the **Faculty Senate Budget and Planning Committee** to align priorities. This faculty-led committee ensures financial transparency and an avenue for parties to participate in and communicate on the budgetary planning process. Recommendations on divisional budget submissions are submitted to the President's Council before their review. Faculty budgetary requests are considered and weighed equally with the needs of administrative staff in this collaborative process (STD6.C2.23 Budget and Planning Annual Report 2021-2022).

Alfred State College's President, Dr. Steven Mauro, has made open and frequent communication a hallmark of his approach to building a collaborative and transparent administration, frequently meeting with all levels of faculty and staff and seeking their input on strategic and other plans as they develop. Several venues have been implemented and include:

- **Fireside Chats:** During his first fall semester, this included a series of Fireside Chats at his home. This intimate environment allows a more detailed and honest discussion. The President curates the invitation list to enable input from various perspectives, not just the executive administration. During that first three-month period, he and his wife Melissa hosted dozens of faculty and staff members attending seven events (STD6.C2.24 October 2022 Fireside Chat Announcement).

- **Department Listening Tours:** Every spring semester, the President, in conjunction with other leaders, visits departments in open-based discussions. These venues share individual success and challenge stories, which are synthesized into larger trends and patterns to drive institutional responsiveness. (STD6.C2.25 June 2021-March 2023 Department Listening Tour)

- **Coffee with Steve:** Dr. Mauro released three videos during the semester titled "Coffee with Steve" so that all employees could see him interacting personally with an individual faculty or staff member with an interesting perspective and story. This allowed the President to show himself in off-the-cuff conversations while showing a personal interest in a selected individual. The videos had a combined reach of 537 viewers (STD6.C2.26 Coffee With Steve Announcement).

- **Pioneer Community Meetings:** Another tactic for presidential communication has been hosting virtual town halls or community meetings. This communication was added to allow everyone easy access to hearing updates about campus successes and direction. Faculty and staff were invited to ask questions during the Microsoft Teams events three times during the fall 2022 semester, with 286 faculty/staff attending (STD6.C2.27 Pioneer Community Meeting Announcement).

- **Campus Surveys:** Over the past year, several surveys of faculty/staff have been used to gather

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data. Examples include a student pulse survey developed by a retention committee, a daycare survey, and a recurring employee campus climate survey to measure caring community (STD6.C2.28 ASC Employee Survey Spring 2023 SUMMARY; STD6.C2.16 SUMMARY - Alfred State College Daycare Survey, January 2023).

- **Opening Remarks**: Just before the beginning of the Fall and Spring semesters, President Mauro provides a transparent overview of Goals for the upcoming year/semester, strategies to achieve those goals, and supporting data. All ASC faculty and staff are welcome and encouraged to attend. (STD6.C2.29 Fall 2023 Opening Remarks). This event communicates the Strategic Initiatives and Investments to the College community.

Results of the above-mentioned informal modes of gathering information include the formation of a committee analyzing daycare on campus, the creation of a beautification committee that has implemented several recommendations to enhance the campus, and several improvements to student life on campus, including but not limited to optimizing parking, enhancing residence hall security, and diversifying food options on campus reflecting the needs of an increasingly diverse campus population (STD6.C2.30 Beautification Committee Appointment; STD6.C2.31 Beautification Committee Report Feb 23).

STD6.C3. Financial Planning and Budgeting - *A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives. (Criterion VI.3, 5)*

a. Budget Fund Resources - Current Budget Process & SUNY Guidelines

Alfred State acknowledges the fiscal responsibility that comes with being a public institution. As a College of Technology within the SUNY system, Alfred State's budgeting processes are tied to SUNY System Administration and New York State regulations. The College has developed a budgeting process with this in mind, clearly demonstrating how planned spending is aligned with the institution's mission and goals and those of SUNY and New York State. (STD6.C1.02 Alfred State 21.22 Spending Resource Guide; STD6.C3.32 Budget Template with Instructions; STD6.C3.33 2023-24 Budget Template Workbook – COMPLETED Example). The budget process has remained consistent with incremental improvements made over the last decade (except for FY2021-22, where spending was directed to critical needs, primarily resulting from the COVID-19 pandemic) (STD6.C3.34 Critical Initiatives Summarized).

1. Budget Fund Components

There are three components in what SUNY refers to as Academic Enterprise funding: State Operating Fund, IFR Fund, and SUTRA fund.

- State Operating Fund (Revenue Offset) – The State Operating Fund consists of the College's core operating budget. Revenue sources include tuition, direct state support, interest, and college fees.
- Income Fund Reimbursable (IFR) – The IFR Fund is a self-supporting fund that supports activities related to the College's mission. Revenue sources include various broad-based fees, such as the athletic fee and technology fee, the College farm, and various additional fees like the parking fee. These accounts are expected to be self-sufficient and are intended to operate on a break-even or better basis.
- State University of New York Tuition Reimbursable Account (SUTRA) - The SUTRA Fund also supports campus operations and is funded by tuition from summer sessions and overseas academic programs.

The DIFR Fund is a self-supported fund for residence hall operations funded from room rent. Additionally, capital projects are supported through a Dormitory Income Fund Reimbursable (DIFR) account.

2. Campus Budget Process and Alignment with Institutional and Unit Plans and Objectives

Enrollment projections drive anticipated tuition revenue in the State Operating Fund. The plan projects expected revenue from fall enrollment (while planning for a certain amount of attrition for the spring semester) multiplied by the tuition rate, which the SUNY Board of Trustees establishes to remain uniform across degree types. This number constitutes the tuition revenue portion of the total plan. Projected tuition, coupled with the calculated state support, generates the State Operating Fund Financial Plan. Fee account revenue projections within the IFR Fund are based on enrollment projections and fee increases within allowable limits approved by SUNY System Administration.

The DIFR Fund room rent is based upon anticipated occupancy as a percent of planned total enrollment. While the core operating budget of the institution is recorded in the State Operating Fund, the other activities are related to the appropriate funds described above. Although structurally, these funds are separate, the College looks at all funds to gather a holistic financial picture.

Another component of the budget process is the development of expenditure plans by each account holder.

The College's expenses are broadly categorized into the following major objects:
1. Personal Service Regular (PSR) – Full-time employee salaries.
2. Personal Service Temporary (PST) – Short-term contract employees such as adjunct faculty.
3. Other Than Personal Service (OTPS) – Non-personal expenditures include supplies, travel, contractual, equipment, and utilities.

Unit Level Budget Planning: Each budget manager/account holder has a workbook containing all accounts (all funds) within their signing authority. The account holder develops a planned spending request for each account for PST and OTPS spending categories (PSR is budgeted centrally with considerations for contractual increases included) with the opportunity to propose additional requests in any of the three categories to support recurring goals and new initiatives over the previous year's approved budget request. Every expenditure request allows for a tie to the Strategic Plan, the strategic plan's goals, and the unit's goals requesting an expense (STD6.C3.32 Budget Template with Instructions; STD6.C3.35 2024-25 Budget Request & new initiatives12-13-23).

Each budget is reviewed by the Dean or immediate supervisor, who prioritizes and modifies budget requests as needed. The Budget Office consolidates these requests into a template for each of the six divisions within the College—

Academic Affairs, Institutional Advancement, Student and Employee Affairs, Enrollment Management, Finance and Administration, and Economic Development. The divisional review plays a crucial role in the budgeting process through the completion of the Divisional Budget Template (STD6.C3.36 22-23 Divisional Budget Template). These requests are consolidated for a final holistic review that creates a preliminary budget reviewed by the College's Executive Leadership Team (ELT), the President's Council (PC), and other select account holders. The annual Budget Advance retreat, usually in spring and summer, takes place to discuss linkage to strategies and to ensure funds are used to support the College's Mission, Goals, and Strategic Plan.

The day-long Budget Advance integrates an Institutional Planning review to align the planning and budgeting process best. The amount of money that can be spent on proposed evidence-based strategic initiatives is identified (STD6.C3.37 Budget Advance – Budget 4-11-2023 Final; STD6.C2.18 Final April Planning Document Priorities Selected and Elaborated). The result of this assessment, review, and planning session also serves as the basis for finalizing the budget by ELT, which is submitted to SUNY for approval. Beginning in the summer of 2022, the College more purposely dedicated funds toward evidence-based strategies supporting President Mauro's ASC Challenge goals. A diagram of the process is shown in Figure 6.2:

Figure 6.2 Budget Planning Process
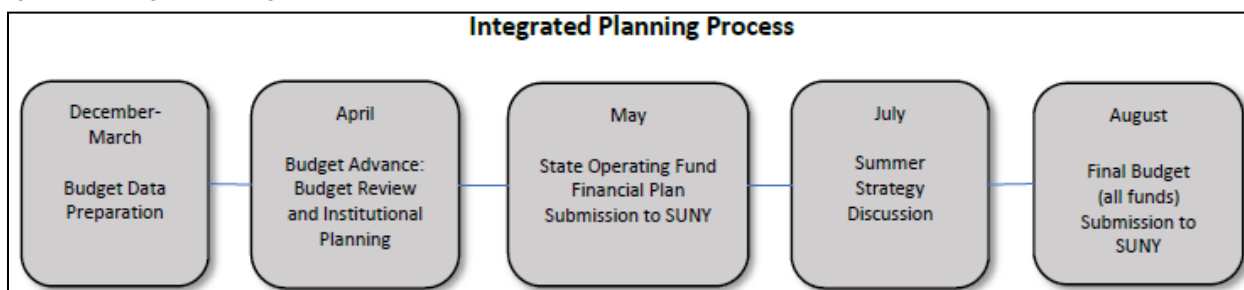
Traditionally, Alfred State maintains roughly 10% of its annual state operating budget in program stabilization reserves. In addition, the College strives to hold another 10% to 25% of total expenses in unrestricted cash reserves. As a general principle, cash reserves over 25% can be allocated towards campus initiatives; however, if unrestricted cash drops below 10%, the institution may need to generate additional revenue or adjust its spending accordingly.

With stable enrollment through Fall 2019 and a dip during the COVID pandemic, we were conservative in spending to meet objectives while maintaining a safe fiscal environment. This is another example of using evidence and the local climate to drive budget planning and spending processes.

Thanks to our robust budget planning processes, our cash position is strong at over $43M in total cash available. To weather lowered enrollment and campus account income, Campus leadership approved a financial spending plan in 2022 (STD6.C3.38 2022-23 Campus Reserve Spending Plan) to reduce cash reserves over four years to invest in student growth through enrollment and retention initiatives. This includes an allocated $1.1 million from excess reserves to focus on three strategic areas: enrollment, retention, and team development and support. These investments are critical to fulfill our mission to rebuild enrollment back to pre-pandemic levels. Enrollment data through 2022 and enrollment plan projections are shown in Figures 6.3-4:

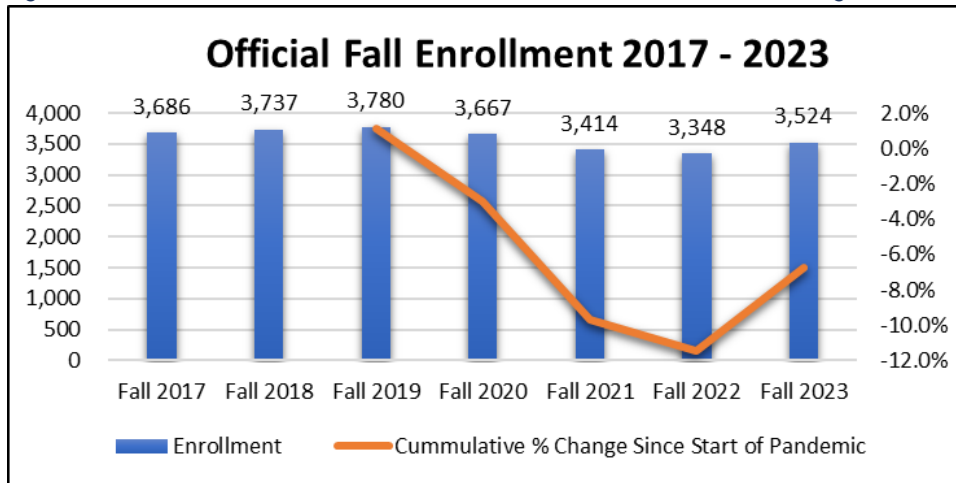*Figure 6.3 Fall Enrollment 2017 – 2023 with Enrollment Percent Decrease Through Pandemic*

Official Fall Enrollment 2017 - 2023

Figure 6.4 Projected Enrollments for Budget Development

	Fall 2022 (actual)	Fall 2023 (actual)	Fall 2024 (projected)	Fall 2025 (projected)	Fall 2026 (projected)
Enrollment FTE	3348	3524	3600	3700	3800

With an enrollment decrease of 11% between Fall 2019 and Fall 2022, enrollment projections and plans call for the increases as shown above (Fall 2023 – Fall 2026 projections). These efforts are tied into several retention and recruitment activities in the strategic plan and priorities to build enrollment back to pre-pandemic levels. As a testament to the success of this investment and the linkage between our budgeting/investing and planning efforts in AY 2022-2023, we projected our largest increase in retention and enrollment since 2019. Fall-to-fall retention of first-time students increased from 63% for the Fall 2020 cohort to 69% for the Fall 2021 cohort; the projection for the Fall 2022 cohort (at the beginning of the Fall 2023 semester) is 71%. New student enrollment increased in Fall 2023 to pre-COVID levels, which will help the College maintain its stable financial position. The 1,242 first-time, full-time Fall 2023 cohort is larger than any entering cohort in over 20 years, and we exceeded our enrollment projection for Fall 2023 by 74 students, an increase of 176 students compared to the previous year (STD6.C3.39 FT-FT Cohort sizes Fall 2002 thru Fall 2023 ASC; STD6.C3.40 Alfred State Enrollment 1958-2023).

This example of linking financial planning, budgeting, and strategic initiatives for institutional improvement demonstrates ample opportunities for input from multiple levels (units/departments up through College leadership/administration). It includes systems for communicating the decision-making processes to units/departments and other College constituencies.

STD6.C4. Fiscal, Human, Technical, and Physical Resources - *Fiscal and human resources and the physical and*

technical infrastructure are adequate to support its operations wherever and however programs are delivered. (Criterion VI.6, RoA 11 & 15)

Alfred State College's fiscal, human, technical, and physical resources are aligned and support the operations of the College and its programs, which are elaborated on and explained further below concerning what the budget category is and how it is sufficient to support operations, both as a standalone budget category and together as a comprehensive budget. Careful monitoring of operations before and during the pandemic has led to a cash reserve that has allowed us to invest over the next four years to recover from declining enrollment. Throughout our current and future plans, we have monitored and balanced financial, space and human capital using indicator metrics as a guide.

Alfred State has a solid financial position with over $40 million in cash reserves. We are in an advantageous fiscal position to invest resources in strategic initiatives linked to our institutional priorities (STD6.C4.41 July 2023 Advance Initiatives Funding; STD6.C4.42 2022-23 Campus Reserve Spending Plan).

a. Fiscal Resources – Primary Sources

Our Primary Fiscal Resources (as described above) include State, IFR, SUTRA, and DIFR accounts that cover core operating budgets: PSR, PST, and OTPS. Additional fiscal resources include The Development Fund, Research Foundation for the State University of New York, Auxiliary Campus Enterprise Service (ACES), and The Educational

Foundation of Alfred (STD6.C4.42 ASC Fiscal Human Technical Physical Resources).

State – Core Operating Budget

The College refers to its core operating budget ("Core Operations") as "State" accounts, which consist of tuition ⁷⁰ revenues collected for fall and spring semesters as well as winter session, interest, miscellaneous items, and the general fund State support. Allocations are provided to campus equal to the projected revenues and support. For several years before 2023-2024, State support had remained relatively flat, and the campus had to rely on increased revenue and/or enrollment for any increases in the core operating budget. However, the 2023-24 enacted budget proved to be one of the most potentially impactful spending agreements for the State University in over 20 years, with Alfred State receiving additional base operating aid of $1,235,154 and new anticipated ongoing aid of $699,300 to be used toward investment in student-related support activities: food insecurity, mental health, students with disabilities, and internship opportunities. In addition, Alfred has been allocated one-time transformational investment monies of $1,190,000 (STD6.C4.43 Allocation of Incremental New Monies−23-24). If the State-operated funds fall short, then IFR and SUTRA monies offset those shortages; we utilize all these revenue sources systematically. Thus, our evidence indicates our state core operating budget is sufficient to support operations.

IFR (Income Fund Reimbursable) - Revenue Generation

The College has over 90 IFR accounts capable of generating revenue for the institution. Many of these accounts have expenses that are associated with specific purposes. However, the College also has access to several revenue-generating accounts with unrestricted cash balances capable of supplementing budget shortfalls or initiating planned projects. Some IFR examples include student-assessed fees (athletic, health, transportation, course-specific, fitness center, technology, etc.), continuing education training programs, facility rentals, cost recoveries, etc.

Each account is managed separately, with specific budget allocations for each. When an account operates in a shortfall, the College utilizes unrestricted cash to bridge the gap. The fees and accounts are set according to need. The total of all accounts holds a budget surplus, which is evidence that the amount of money allocated for each account is sufficient to support the operations of the College.

SUTRA (State University Tuition Reimbursable Account)

Supplemental Tuition SUTRA accounts are for generated tuition outside the fall and spring semester collections. Alfred State continues to grow SUTRA revenues through its robust summer school program. Various study abroad programs fall under this category of supplemental tuition; however, the SUTRA source with the greatest impact on the campus is the tuition collected beyond the Financial Plan. Expenses from this account are used directly to support instructional and other costs associated with these special programs. As with other accounts, the SUTRA budget maintains a surplus balance after all costs are expended, demonstrating that the revenue generated and funds allocated through this account are sufficient to run this area of operations.

DIFR (Dormitory Income Fund Reimbursable) – "Dormitory Operations"

The Residence Hall Program can generate revenues, hold debt, and manage disbursements. This allows individual campuses to continually plan capital projects and budget for personnel and operations related to the dorms' operation. Alfred State maintains a Multiyear Capital Plan, which spans ten years of anticipated projects to meet the annual requirements of the New York Works Task Force and New York State Division of the Budget. (STD6.C4.44 Year Residence Hall Capital Plan).

As evidenced by our combined cash position of $43M in reserves among all these accounts (State, IFR, SUTRA, and DIFR), we have adequate funds to support our operations. SUNY-wide financial indicators predict this to be in the healthy range, and our 4-year budget to operations model predicts this to stay within that range moving forward (as illustrated in Figure 6.1 Investment Outcomes and Cash Reserves).

    c.   **Fiscal Resources – Other Sources**

Our other fiscal resources are described here, including the Alfred State College Development Fund, SUNY Research Foundation and other grants and sponsored programs, Auxiliary Campus Enterprises and Services (ACES), and The Educational Foundation of Alfred. These are explained here as additional fiscal resources used to supplement the core operational budget to enhance support and growth of operations further.

The Development Fund

The Alfred State College Development Fund (ASCDF) was established in 1996. The Board of Directors of Alfred State College Development Fund, Inc. is a group of committed and dedicated alumni, business leaders, other friends of the College, and students who proactively plan and participate in

engaging the College's friends and alumni through programs and services which build relationships, and in supporting the institution's efforts in student recruitment, career placement, and friend/fundraising.

The Alfred State College Development Fund, Inc. is an effective and productive fundraising organization promoting the Mission and Vision of the College, raising funds from individuals, corporations, and organizations - increasing opportunities for students, building a community of friends and alumni who support those students and allows for continuous improvement of the College's educational programs and services. In addition, the board leads by example as far as supporting Alfred State from a philanthropic investment: currently, the giving participation rate is 100%, with nearly every member donating at the President's Society level ($1,000 or higher on an annual basis) (STD6.C4.45 Manning & Napier Alfred State College Development Fund Report 6.30.2022).

The purpose of the ASCDF Fund is to support the mission and operations of Alfred State College. Towards this end, the Fund provides approximately $650,000 in scholarship support and $200,000 in unrestricted funds to support the

College's operations. Restricted funds include scholarships along with donor-restricted funds for programs and initiatives such as academic program funds in nursing, welding, and mechatronics along with renovation funds for capital projects which include the Doc Bruce Lab and the Joseph S. Laraiso Surveying and Geomatics Lab (STD6.C4.46 ASV DFB Q4 YTD 2021-22 Presentation; STD6.C4.47 Fundraising Survey Report 2021-22).

Most donors giving to the College come from alumni, faculty, and staff. However, foundation support and grants are becoming more critical, along with developing corporate relations and giving. Gifts to Alfred State have grown from $870k in 16-17 to $2.26M in 20-21. The ASCDF closed an $8M campaign in the fall of 2021 and raised $9.2M.

While sufficient as it exists to support operations, The Development Fund has embarked on a venture to enhance further support, which they believe is possible based on the number of alumni the College has. More specifically, the Board has hired CCS Consulting to perform a feasibility and campaign readiness assessment for the next comprehensive campaign consideration of $25M. The case for support and funding elements will be refined in AY 23-24 (Figure 6.5).

Figure 6.5 Fundraising Report for Development Fund & Institutional Advancement

FUNDRAISING SURVEY REPORT
Summary of Gifts by Campus
Technology Colleges and Other
Five-Year Summary

Alfred State		2020-21 Total	2019-20 Total	2018-19 Total	2017-18 Total	2016-17 Total
Unrestricted	$	346,469	203,665	187,049	191,260	171,483
Restricted - PP&E		3,014	1,014	2,014	2,664	1,514
Restricted - Other		1,663,241	1,617,597	770,667	595,705	519,377
Endowment		248,755	204,764	173,859	298,873	178,362
Total	$	2,261,479	2,027,040	1,133,589	1,088,502	870,736

The Research Foundation – Sponsored Programs

The SUNY Research Foundation (RF) is the country's largest comprehensive university-connected research foundation. It provides essential administrative services that enable State University of New York (SUNY) faculty to focus on educating students and performing life-changing research across various disciplines. The RF is a private non-profit education cor-poration that is tax-exempt under Internal Revenue Code (IRC) Section 501(c) (3).

At Alfred State, the mission of Sponsored Programs is to support faculty and staff to seek, obtain, and oversee the administration of external funding for research, special projects, training, and other scholarly and creative activities by Alfred State's Mission. The Sponsored Programs Team, working with the SUNY Research Foundation, comprises staff from multiple offices that perform comprehensive pre- and post-award functions (Figure 6.6).

Figure 6.6 Overview of Alfred State College's Largest Sponsored Programs (Grant Support)

	Year Established	Size of grant	21-22 amount	22-23 amount
Title III Grant	2019	$2,248,614	$380,524.92	$479,875.66
Perkins	2006	$5,073,371	$278,719.98	$286,685.49
WORC – workforce development	2021	$1,484,675	$0.00	$466,605.94
Burgard (Capital & Operations) – advanced manufacturing	2014	$3,200,000	$92,295.28	$159,404.36

The funding received through successful awards through The Research Foundation has been sufficient to complete the intended use of secured funds and grow operations. For example, targeted funding from our Title III grant has substantially increased Fall-to-Fall retention of our traditionally at-risk students (underrepresented minorites, Pell Grant recipients, and first-generation college students). The rate improved by 9 points from the Fall 2020 to Fall 2021 cohort (55% to 64%) and is on target to reach 71% for the Fall 2022 cohort, a 15-point improvement in just two years. The 71% figure is the highest in nearly ten years (STD6.C4.48 1-Semester Retention Rates – Subgroups F13-F22 cohorts 2-13-23; STD6.C4.49 1-Year Retention Rates – Subgroups F13-F21 cohorts – copy for Francine). Due to these recent grant-related successes, Alfred State has invested in a new Assistant Vice President focusing on grants and sponsored programs.

Auxiliary Campus Enterprises and Services (ACES)

ACES is a not-for-profit 501(3)(c) corporation serving Alfred State since 1946, providing dining services, campus bookstores, transportation, vending, and laundry services. As a partner, ACES is critical in attracting the best students to the College. It is governed by a Board of Directors comprised of students, faculty, and staff; their mission is to enhance the college experience for the Alfred State community.

ACES utilizes revenue collected from Alfred State to run its operations. Funding is disbursed back to Alfred State in various ways. During the fiscal year 2021-2022, ACES funding supported $1.1 million to the College's scholarship program, programmatic culinary support, college utilization of leased space at no cost, and meal support for recruiting and enrollment. Additionally, monetary support is provided for faculty and staff annual achievement awards (STD6.C4.50 ACES Budget Overview 22-23; STD6.C4.51 23-24 ACES Budget Narrative with Program Support). All have enhanced operations of the College, both directly with the services ACES provides and indirectly through revenue back to the College.

Student satisfaction surveys indicate success in the operations as budgeted (STD6.C4.52 ACES Food Student Satisfaction Survey Results 2022). However, additional support for student-facing operations further is planned through the expansion of food service locations and hours.

The Educational Foundation

The State of New York leases Alfred State's Wellsville campus from the Educational Foundation, which owns and maintains the property. The Educational Foundation is a private foundation representing faculty, staff, and friends of Alfred State dedicated to improving the College community through support of educational programs. The Educational Foundation provides monetary support to enhance learning opportunities for students through work grants and academic club activities and funds nearly $150,000 for scholarships annually. A Wellsville faculty facility team reviews campus needs and recommends major maintenance and capital expenses to the Educational Foundation property committee. The executive director of the Wellsville campus facilitates the long-term planning and yearly projects funded by the Educational Foundation. A budget of approximately $300,000 is spent annually from the lease on maintenance and capital projects for the campus. When needed, additional money is requested for special projects and the growth of the campus. For example, during Summer 2022, the Educational Foundation approved $300,000 to support expanding programs at the Wellsville campus. Growing enrollment and successful student outcomes (including graduation and retention rates) of those attending the Wellsville Campus indicate success in operations resulting from the budget provided through The Education Foundation. For example, retention rates for Wellsville students have increased from 74% to 76% to 79% for the three most recent cohorts (Fall 2019 through Fall 2021). Enrollment has increased by more than 100 students from 639 in Fall 2020 to 748 in Fall 2022.

Miscellaneous - Higher Education Emergency Relief Funds (HEERF)

In addition to planned funding as described above, other sources of money come to us. One prominent example is the federal money provided after COVID-19 from the Higher Education Emergency Relief Funds (HEERF). There were three rounds of HEERF funds totaling nearly $14 million: the CARES Act, Coronavirus Response and Relief, and American

Rescue Plan. In addition, students received over $10M in direct aid (STD6.C4.53 HEERF Campus Summary). The allocation of HEERF funds provided to Alfred State was utilized in various ways; $300K was explicitly provided for connections to health and wellness. We used this money to support physical structure improvements related to mental health, such as the development of an 18-hole disc golf course, the purchase of outdoor furniture to create welcoming spaces for those to enjoy the outdoors, and updates to the Mind Spa, Oasis, and Health and Wellness therapy room which provide relaxation spaces equipped with massage chairs, therapy lighting, and fireplaces aimed at helping students manage stressors. We also raise funds through philanthropy and grants to support physical structure improvements. Our recent recovery of enrollment, retention, and student success indicators is evidence that the HEERF funds were sufficient and achieved their intended use to provide funding to manage through the global pandemic.

a. Technological Resources – Technology Services

As a College of Technology, Alfred State must remain at the cutting edge of instructional technologies. The primary source of funding for technology in labs and classrooms comes from mandatory technology fees paid by students and grant support, as mentioned above. The technology fee generates approximately $1.4 million annually. These funds are used to purchase technology to directly support the students and their coursework. This resource also helps to fund academic labs, software purchases, and maintenance, infrastructure enhancements, and help desk support, among other technology supports and improvements. The "Core Operations" funds support technology through annual budgets totaling more than $600,000 towards computer replacements, software maintenance, and technology initiatives. The College also allocates around $200,000 annually from "Dormitory" funding to support improvements in technological infrastructure (Figure 6.7).

Figure 6.7 Three-Year Summary of Technology Fee Expenditures

Technology Fee Expenditures	2021-2022	2022-2023	2023-2024
Blackboard (21-22, 22-23) changed LMS in '23*	$ 34,000.00	$ 45,785.00	*
Internet Service (Student Use in Academic Bldgs)	$ 13,000.00	$ 11,835.00	$ 12,000.00
Microsoft Campus Agreement (Student Licenses)	$ 70,000.00	$ 50,000.00	$ 53,000.00
Academic Software	$ 147,000.00	$ 147,000.00	$ 147,000.00
Printer / Plotter Consumables	$ 25,000.00	$ 25,000.00	$ 20,000.00
PC Repair Parts for Campus (23-24 moved to state*)	$ 30,000.00	$ 30,000.00	*
Infrastructure	$ 220,000.00	$ 220,000.00	$ 180,000.00
SMART Classroom Upgrades (23-24 moved*)	$ 58,500.00	$ 58,500.00	*
Plotter Room in SET	$ 30,000.00	$ 30,000.00	$ 23,800.00
Ensemble (21-22, 22-23) Yuji (23-24)	$ 10,000.00	$ 10,000.00	$ 12,000.00
Lab Computers	$ 130,000.00	$ 130,000.00	$ 130,000.00
Starfish	$ 32,000.00	$ 27,500.00	$ 30,000.00
Microsoft Premier Support	$ 50,000.00	$ 85,760.00	$ 80,000.00
Technology Lab Equipment	$ 180,000.00	$ 180,000.00	$ 180,000.00
Total	*$ 1,029,500.00*	*$ 1,051,380.00*	*$ 867,800.00*

In 2023-24, moved to a different funding source - state account or direct charge

Each year, units can request technology as part of their budget requests. There have not been instances where technology requests at the unit level have not been supported, providing evidence that current technology meets the needs of faculty and staff. Annual strategic review offers an opportunity to assess technology at the institutional level. In 2023, technology enhancement was noted to enhance operations in several areas, which is being reviewed. Student satisfaction surveys indicate marked improvement from 2018 to 2021 in two sizes: access to computers and related technology (3.88/5 increased to 3.94/5) and the college computing network (2.76/5 increased to 3.04/5) (STD6.C4.54 SSS-SOS Comparison table 2015-2021).

b. Physical Resources and Infrastructure– Facilities and Capital Construction

Aside from annual budgets established for maintenance and structural repair, Alfred State receives most of its capital

funding from the proceeds of state capital bonds administered through the State University Construction Fund (SUCF). The State holds these bonds, and the College is not responsible for bond payments out of operating cash (excluding residence halls). This allows for the maximum utilization of tuition dollars towards academics and other operational needs while at the same time providing tremendous physical resource support.

Typically, the College receives "Critical Maintenance" funding to support capital projects. Capital projects can be administered by SUCF directly, or monies can be allocated to the College for administration by Alfred State personnel. Typically, Alfred State establishes an account for "Minor Critical Maintenance" projects, which are smaller in scope, ranging from $5,000 to just under $150,000. The annual allocation for minor critical maintenance projects is usually around $1.0M. "Critical Maintenance" is funding for larger construction projects, mostly full building renovations or large campus infrastructure projects. Alfred State usually receives formula-derived bonded funds annually for these larger projects. We are investing over $100M in major and minor physical construction improvements across the campus. A partial list of recent projects includes:

- Upgrades to the grounds by the baseball and softball fields
- Renovation of the strength and conditioning weight room at Orvis Activity Center
- Updates to the Doc. Bruce Lab – Civil Engineering Technology Construction Materials Lab
- Infrastructure Project- access roads, loop road, and water/sewer/power
- New storefront window at the library
- Agriculture Science Building renovation
- New turf, lights, and track at Pioneer Stadium
- Updates to the feeding and milking operations at the campus Farm
- Sprinkler system installed in Workforce Development Building and Building Trades at the Wellsville Campus

Alfred State maintains a Facilities Master Plan (FMP) that lists all future projects, estimated expenses, and expected start and finish dates (STD6.C4.55 SUNY Alfred FMP Update 11.18.2020). This list is reviewed annually and adjusted as priorities change. The FMP, updated in 2019, is reviewed annually and updated when needed.

We assess the progress and sufficiency of resources meeting physical needs in several ways. First, we track progress on the facilities master plan, which was designed based on the need to repair and renovate our physical assets. Our progress to date indicates that we are meeting and even exceeding the campus's requirements for physical infrastructure. We also now participate in the "Great Colleges to Work For" survey. In response to the question, "The facilities adequately meet [my] needs," 85% of respondents answered either neutrally or positively towards this, further evidence of meeting infrastructure needs. Additionally, we have sent out surveys to indicate employee satisfaction with physical resources. Last year's survey showed a 3.5/5.0 satisfaction with our physical assets (STD6.C4.56 Alfred State College Faculty and Staff Survey SUMMARY May 2022).

c. Our Human Resources *(the people, not the department) (RoA 15)*

The College's human resources are adequate to support its operations by maintaining program delivery and quality education with aligned faculty-to-student ratios, small class sizes, movement in program development, and overall positive retention and graduation rates and trends.

To promote academic excellence and achieve a scholarly and socially engaging environment, Alfred State has been able to recruit and retain qualified faculty and staff throughout the institution. Hiring faculty and staff is consistent through human resource search and hiring policies governed by union contracts negotiated statewide and other SUNY and state hiring policies. New and replacement positions are reviewed before approval to ensure alignment with the College's Mission. The current number of employees by category and by division are in Figure 6.8 (as of Spring 2024):

Figure 6.8 Employees by Category and Division

Employee Category:		Divisions:	
Executive/Administrative/Managerial	41	Academic Affairs	337
Teaching Faculty	233	Business Affairs	140
Professional Faculty	169	Enrollment Management	47
Secretarial/Clerical	48	Institutional Advancement	8
Service/Maintenance	111	Student and Employee Affairs	103
Skilled Crafts	23	Office of the President	3
Technical/Paraprofessional	13		

Despite the challenges with COVID, as the charts below illustrate, student-to-faculty ratios have been maintained in the 17:1 to 16:1 range, which is very healthy based on our instructional outcomes and career placement rates for students and demonstrates that adequate instructional support for students has been maintained. In addition, Staff levels have kept pace with enrollment changes, with staffing levels in Fall 2022 remaining virtually identical to pre-pandemic levels (See Figures 6.9 and 6.10 below).

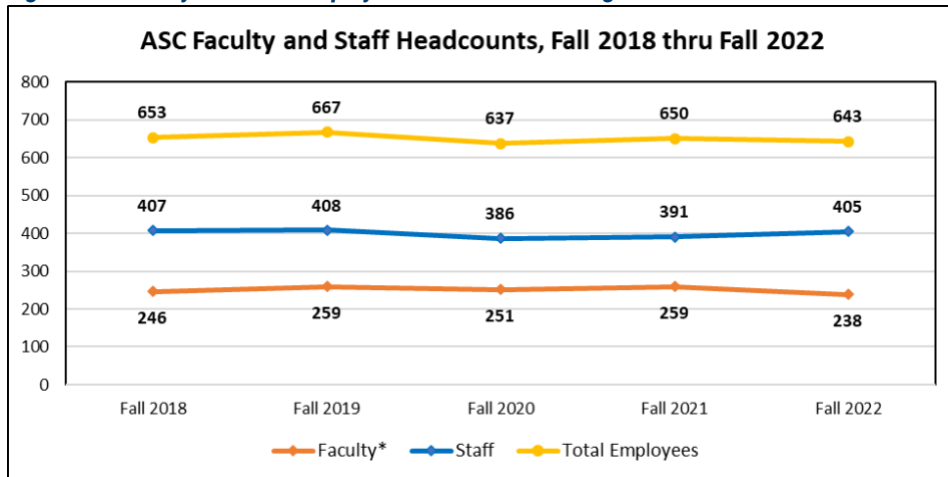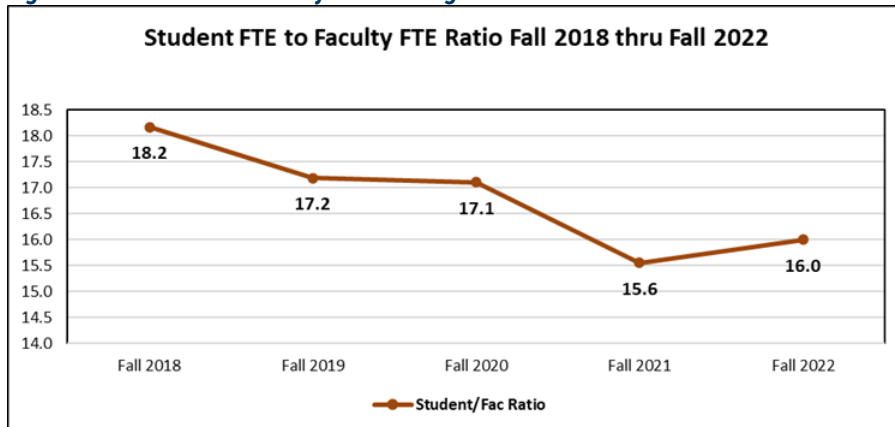*Figure 6.9 Faculty and Staff Employment Headcount Changes*

Figure 6.10 Student-to-Faculty Ratio Changes

Historically, staffing levels have been stable. Some salary-related turnover has also been observed, and we continue to look at trends and salary inequities. We continue to work with additional requests for remote work and telecommuting while the College determines the right balance for the College and solidifies vital administrative positions.

When turnover and faculty staffing in areas reach levels that indicate service and teaching cannot be maintained,

adjustments are made. For example, additional faculty have been added to select departments in the School of Applied Technology as enrollment has increased in that area (i.e., welding and electrician programs). Additionally, higher than average turnover in that school resulted in over $100,000 investment in salaries for all faculty. In addition, the College just approved a plan to invest an additional $100,000 to increase the salary when faculty achieve a promotion from rank by $1,000. Thus, while faculty and staff ratios and numbers have remained consistent and sufficient for operations, annual assessment adjustments at the localized level are made when needed.

Adequate Resources to Support Programs in All Locations and Modalities

Alfred State College's services and programs are delivered in three physical locations and through distance education.

The main campus in Alfred, NY, houses programs in the School of Arts and Sciences (SAS) and the School of Architecture, Management, and Engineering Technology (SAMET). The College's residential facilities and main administration are on the Alfred campus. The School of Applied Technology is located at the College's campus in Wellsville, NY, which houses the College's Associate of Occupational Studies (A.O.S.) programs. The Wellsville campus also includes student and academic support services, library services, dining, and a bookstore. Three A.O.S. degree programs in CNC Manufacturing and Machining, Welding Technology, and Electrical Construction and Maintenance Electrician programs are also offered at the Western New York Training Center (Northland Campus), having been approved by MSCHE as an instructional site in 2018. There are dedicated, full-time faculty on-site at the Northland location, and academic and student support staff are also available to Northland students. These supports are described in more detail in Chapter IV. As noted above, salaries for the Applied Technology campuses have been approved for realignment (STD6.C4.57 Appl Tech Comparison Summary).

Distance education students in online programs and courses are supported by the Center for Online Learning, which includes a director, instructional designer, academic advisor, and software trainer, in addition to the College's academic, student, fiscal, physical, and technological supports available to all students in all programs. (STD6.C3.36 22-23 Divisional Budget Template; STD6.C4.41 July 2023 Advance Initiatives Funding)

The Center for Online Learning completed the SUNY Online institutional readiness assessment in the 22-23 academic year to self-assess the College's readiness in all areas of online instruction (STD6.C4.58 ASC Institutional Readiness Implementation Plan 2023). As a result of that self-assessment, it was determined that additional funds were required to fully support these initiatives. These concerns

were shared with the Executive Leadership Team during its annual budget retreat in the summer of 2023, and $175,000 was earmarked in the budget to create an online, adult, and continuing education recruitment and growth plan (STD6.C2.19 Final July Planning Document Priorities Selected and Elaborated). In addition to the recent budgetary additions for the Center for Online Learning in the last budget cycle, the College created the Center for Innovation and Teaching Excellent (CITE) and the Office of Extended Learning, Innovation and Teaching Excellence (ELITE) described in more detail in Chapter III.

STD6.C5. Decision-Making Processes - Well-defined decision-making processes and clear assignment of responsibility and accountability.

a. Organizational Approval Structure

Decision-making follows the administrative structure at Alfred State, which is clearly defined and provides the foundation for the College's daily operational activities. With well-established roles and responsibilities, the administration members work with the divisions they lead to support the College's goals, Vision, and Strategic Plan. Each division sets its own goals and metrics, and in turn, each department establishes its goals and metrics – mapping up to the division and College's strategies. Since the President serves as the institution's chief executive officer and is charged with the overall administration of the College, it is the responsibility of the President and the Executive Leadership Team to define strategic direction and achievement of institutional goals. Decisions surrounding planning and resource allocation adhere to well-defined processes overseen by the appropriate parties as outlined by the institution's administrative structure. Decision-making and planning support is provided to each divisional Vice President through councils, committees, teams, or work groups within the divisions.

Executive Leadership Team and President's Council

The Executive Leadership Team (ELT), with input from the President's Council (PC) and others, acts as the chief decision-recommending body for the campus. It serves a consultative role for the President. It provides oversight for adherence to the College's Mission, development of campus policies, and implementation of the Strategic Plan as described in Standard VII. The President's Council is also responsible for ensuring, in consultation with the College's MSCHE accreditation liaison officer, that the College complies with MSCHE Standards, requirements of affiliation, and other conditions related to accreditation. These bodies and their roles are discussed in more detail in Chapter VII.

Faculty Senate

Two committees that exist outside of the President's Council can present new investment initiatives and cost-saving

measures: the Campus-wide Budgeting and Planning Committee and the Faculty Senate Budget and Planning Committee (STD6.C5.59 Budget & Planning Reports-2021-2022; STD6.C2.20 Budget and Planning–Charge). These committees ensure financial transparency across campus while allowing an avenue for parties at all levels to participate in the budgetary planning process. Both make recommendations on divisional budget submissions before their review and ultimate approval by the President's Council. Faculty considerations are weighed equally with the needs of administrative staff through this collaborative forum. In the years where tuition increases are afforded, the College, through a request process, is allowed to present new initiatives to the campus-wide Budgeting and Planning Committee for potential inclusion into the new operating budget for the coming year.

b. Strategic Planning and Operations Decision Making

The *Roadmap to 2020 Strategic Plan*, the *2021-2022 Strategic Plan Refresh*, and the *2023-27 Strategic Plan* all utilized the Society for College and University Planning (SCUP) model for strategic plan development. The Strategic Planning Committees developing these plans continuously consulted the SCUP model during the process. The process involved engagement with all campus constituencies, with final approval from the Executive Leadership Team (ELT) and the President. For more details on the Strategic Plan process, please refer to Chapter I.

c. Budget Decision Making

Meanwhile, the budget is shaped in a collaborative process, as described earlier. Its approval is reviewed and approved by the President. An avenue for shared governance and decision-making are the two committees outside the President's Council where new initiatives and cost-saving measures can be presented: the College-wide Budgeting and Planning Committee and the Faculty Senate Budget and Planning Committee. These committees ensure financial transparency across campus while allowing an avenue for parties at all levels to participate in the budgetary planning process. Both make recommendations on divisional budget submissions before their review and ultimate approval by the President's Council.

Resource allocation and other decisions about the Mission, Strategic Plan, and Strategic Plan Priorities are aligned, guided, and prioritized. The various campus resources are all scrutinized through this lens at every level of the institution to achieve our Mission and goals. Institutional Effectiveness and Operational Unit Assessment results are used to guide planning and resource decisions through regular review at several levels (department, school, campus) and based on the structure of the Organizational Chart. The Strategic Plan connects Strategic Plan Priorities to everyday operations and review processes.

d. Infrastructure Decision Making

There are three committees to facilitate the infrastructure decision-making process: the Space Utilization Committee, the Furniture Committee, and the Beautification Committee. Minor changes, such as upgrading spaces within our current facilities, are facilitated through the Space Utilization Committee via an application process (STD6.C5.60 Move Changes Alterations Application). Two recent examples of this process were the cybersecurity lab rehab and the Orvis Activities Center expansion to accommodate a new football area with offices for coaches. These space improvement requests are reviewed for alignment with the College's strategic initiatives.

The Beautification Committee identifies impactful changes that will showcase our campus inside and out, highlighting academic programs and campus life at Alfred State. As a result of these short- and long-term initiatives, Alfred State will see benefits in enrollment, retention, faculty/staff, and student satisfaction. A recent example of this work was the significant upgrades completed on the Campus Bell Tower (STD6.C2.31 Beautification Committee Report Feb 23).

The Furniture Committee is charged with assessing furniture needs across campus. Furniture request needs are evaluated to ensure equitable furniture distribution among different constituencies on campus.

Larger-scale projects on campus are identified in the College's Facilities Master Plan (FMP) to guide construction priorities. An annual work plan is developed with representation from ELT and the President to assess the upcoming year's priorities. The work plan meeting focuses on the immediate needs in the upcoming year, long-term plans, and importance in the forthcoming five-year period. These plans are developed alongside the State University Construction Fund (SUCF) to ensure that capital investment directly impacts student enrollment and success (STD6.C5.61 Capital Project Approval Form). As work commences on each project, a team of invested stakeholders is formed at the outset so that all vested parties have an opportunity for input from conceptualization to finalization of the project. A recent example of this is the committee formed as part of the renovation of our Agricultural Science building. This team comprises representatives of faculty and staff who reside in the building, along with construction, IT, and other administrative personnel. The group has been leading efforts to design the renovation space.

Summary

Advisory and support systems have been established within each division to foster vertical and horizontal communication, input, and feedback on goals, actions, and decision-making. Through an array of teams and

committees, the College is careful to include the timely input of all constituents in budget development, program development, capital investment planning, annual reporting, searches, and strategic planning. Each group supports the associated Vice President and collectively fosters divisional consensus building.

STD6.C6. Planning - Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance is linked to the institution's strategic and financial planning processes. *(RoA 10)*

a. Facilities Master Plan

In May 2011, a final Facilities Master Plan (FMP) report, a capital plan for years 2013-2023, was published identifying program initiatives for Alfred State College. The purpose was to evaluate the needs of the campus with a focus on academic programs. This plan was initiated by the State University Construction Fund (SUCF) to validate, adjust, and make necessary changes to the current conditions of the campus, academics, and demographics found in Higher Education. The team evaluated building and site conditions and reviewed the existing, growing, and future academic programs, enrollment projections, retention, and scheduling. In 2019, SUCF initiated an FMP update to update the May 2011 FMP and establish the framework for a multi-phased, comprehensive capital project for the Alfred Campus. This work included assessing building conditions, adding newly identified academic programs, meeting with administration, faculty, and staff to determine future space needs, developing concepts of how the campus buildings could meet the academic program needs, and preparing proposed concept plans, space programs, phasing strategies, and cost estimates. One fundamental assumption throughout this process was that all programs would need to be supported through the existing space on campus.

The FMP report was finalized and published in November 2020 (STD6.C4.55 SUNY Alfred FMP Update 11.18.2020). While this report provides guidelines for future projects, it was acknowledged that adjustments to the program, phasing, and sequences may have to be made from what was outlined. Since this report was published, the campus has made significant progress in moving forward with the renovation of the Agricultural Science building (2022-23 design phase with 2024 building taken offline), the Alfred campus infrastructure project (2022-2023 project start) which includes the widening of the campus loop road and complete repair and replacement of the water distribution system), Pioneer Mechanical upgrades, and other projects on campus.

b. Construction Review Committee

The development of the Construction Review Committee resulted from this FMP report. This committee was tasked

with providing input on the progress made toward implementing the 2020 FMP Update. Internally, the Construction Review Committee meets semiannually to review progress against the Facilities Master Plan. It also assesses and provides input on the future direction of campus projects and prioritization (STD6.C6.62 2022.10.31 - Construction Review Committee; STD6.C6.63 2023.04.14 - Construction Review Committee Meeting). The FMP and projects that are part of the critical maintenance budget that arise through the abovementioned request process provide evidence for an infrastructure and facilities plan that is sustainable and accounts for deferred maintenance as part of the plan. Additionally, the infrastructure plan is linked to the strategic plan (see Goal Three associated with campus beautification) and the financial plan as part of the state and other budgets where projects are supported.

c. Equipment Review Process (which includes Technology)

Equipment requests are collected from Academic departments during the budget process. Each line-item request identifies the program and number of students who benefited and is rated by priority. These requests are reviewed by the academic Deans and Instructional Technology Services Director (IT Related) and assigned funding (Perkins Grant, State Funds, Technology Funds, etc.) based on institutional strategic priorities and available funding. Bi-monthly meetings are held to provide a status of orders and to identify the next steps to move forward with equipment purchases.

Equipment and Technology needs are collected, reviewed, and prioritized annually (STD6.C6.64 20-21 Equipment Requests Dean Summary A&S; STD6.C6.65 22-23 Equipment Requests ALL 5-5-2023; STD6.C6.66 EquipmentRequests 2021-2022 ALL Updated).

STD6.C7. Annual Auditing - *An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter. (Criterion VI.7; RoA 11)*

Annual Audit

The annual independent audit confirming financial viability is performed annually on the SUNY system level and is comprehensive across all SUNY operations and institutions (STD6.C7.67 2020 Single Audit Report; STD6.C7.68 2021 Single Audit Report; STD6.C7.69 2022 Single Audit Report). This way, Alfred State College is audited as part of SUNY's overall financial audit. SUNY system administration prepares and reports institution-level financial data to the Integrated Postsecondary Education Data System (IPEDS) for each campus. Recent SUNY audits, of which Alfred State is a part, are included in the Evidence Inventory, and the most recent audit was submitted to MSCHE as part of Alfred State's

approved Annual Institutional Update (AIU) cycle in June 2023 (STD6.C7.70 SUNY 2022 Annual Financial Report). Management Letters are also provided to MSCHE annually during the AIU cycle (STD6.C7.71 SUNY 2022 Management Letter).

We typically do not have audit findings, but if we do, we continually utilize the outcomes to review and improve our operations and procedures. For example, in 2021, the College underwent an UP8 audit for review. The Office of the State Comptroller reviewed our extra service payment history to determine compliance and consistency (STD6.C7.72 ES Audit March 2022 – Key Findings).

This audit included assessing the estimates, judgments, and decisions made by management from 2019 to 2021. The objectives of our audit were to (1) assess the adequacy of the Campus's processes and controls related to Extra Service Compensation and Assignments and (2) determine whether the Campus followed applicable Guidelines. We also reviewed whether pay rates associated with Extra Service Assignments were adequately explained, reasonable, and properly documented. Based on the minor feedback received, changes were made to our processes to include more time and pay determination information for the approvers. This provides evidence that the College is part of an audit, the audit has not produced any significant concerns, financial or otherwise, and that minor concerns are followed up on when they have been brought forward (STD6.C7.73 Audit Report March 2022 – Key Findings & A.S. Response).

STD6.C8 Effective Use of Resources - *Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals (Criterion VI.8).*

Resource utilization is a crucial priority for the institution. Throughout the year, the respective divisions continuously review the College's Strategic Plan to ensure the proper strategies are employed to meet the goals and objectives (STD6.C8.74 Strategic Planning Refresh Tracker). The College community receives a copy of the updated Strategic Plan early in the fiscal year, and it is readily available to friends and constituents of Alfred State in both printed and electronic formats. In addition to Alfred State's internal assessment procedures (such as those associated with its ongoing evaluation of the Strategic Plan), the College's programs are evaluated by other entities through 5-year reviews and programmatic accreditations. Other assessments, along with survey findings, are deciphered and assessed by the institution before systematically building areas of improvement into the Strategic Plan. Moreover, SUNY centrally completes the Integrated Postsecondary Education Data System (IPEDS), with reports sent directly to each campus. These reports are then used as an assessment tool to measure financials and create yearly benchmark comparisons for the institution (STD6.C8.75

IPEDS Finance Submission 2023, 2021-22 data; STD6.C8.76 2023 IPEDS Data Report).

STD6.C9. *Assessment - Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. (Criterion VI.9; RoA 8, RoA 10)*

Annual Institutional Effectiveness Assessment and Use of Assessment Results for Planning, Resource Allocation, Institutional Renewal Processes and Availability of Resources

Annually, divisional goals are reviewed for their connection to the Strategic Plan and the relationship between resources and allocated funding. Each division of the College submits evidence to demonstrate progress toward the stated goal before funding is approved. Academic and institutional assessment results are tied with budgetary requests in Watermark annually. Final degree-program recommendations submitted from programmatic five-year reviews and accreditation reports are evaluated by the Deans and VPAA and considered as part of the budget process. These assessment reports would become part of the President's Council budget retreat when funding allocation is needed to ensure financial support is provided to meet academic assessment goals.

Organizational and institutional effectiveness assessment are integral components of the College's Assessment Plan – the Strategic Planning, Institutional Effectiveness and Assessment Model already discussed in several other chapters of this self-study, including Chapters II and V (STD6.C2.17 ASC SP IE Assessment Model Revised Approved FS Dec 2023). As part of this plan, each academic and non-academic unit must determine annual goals and measurable objectives and enter them in Watermark Planning & Self-Study (our institutional Assessment Management System) for tracking throughout the year. They are then mapped to school, division, and College strategic goals (STD6.C9.77 Strategic Plan Refresh Mapping To Outcomes 2021-2022). At the end of the academic year, findings for each measurable objective are logged, and units are encouraged to enter Action Items to address any objectives that fall below the acceptable target. Action Items can be entered as a budget figure if additional funds are required to address the shortcoming.

Operational units use outcomes assessments to identify budgetary needs. Two examples are the Business Department and the Office of Health and Wellness. The Business Department was able to procure funding for end-of-program exams through an external provider, Peregrine. Additional details on the decision to purchase Peregrine to support student learning outcomes assessment are in Chapter V. The Office of Health and Wellness identified a lack of electronic medical record keeping software for scheduling and avoiding conflicts and adequate training for

scheduling software. Assessment measures were identified, tracked, and budgetary requests were identified to close this gap. Funds were requested to purchase a software platform, Pyramed. The following year additional monies were requested for fees associated with NYSIIS immunization records to be imported into Pyramed, which was funded (STD6.C9.78 Health And Wellness Full Report 8-29-2018). Multiple years of unit assessment plans across all divisions of the College, including measures, findings, and follow-up action plans, are included in the Evidence Inventory to show that institutional effectiveness assessment takes place and that results are used to make improvements (STD6.C1.12 2021-2022 Organizational Assessment Plans W Results & Actions; STD6.C9.79 2020-2021 Organizational Assessment Plans W Results & Actions W SP Mapping; STD6.C9.80 2019-2020 Organizational Assessment Plans W Results & Actions W SP Mapping).

Each year, our budget process is carefully reviewed with the Budget Team and ELT, and adjustments are made to improve the efficiency of the process. Business Affairs evaluates the effectiveness of overall communication, including dissemination of key data to account holders and other stakeholders, in the budgetary process (STD6.C3.35 2024-25 Budget Requests & new initiatives 12-13-23).

Numerous additional examples of how the College uses assessment results for planning, resource allocation, institutional renewal and resource availability have also been discussed throughout Chapter VI, particularly in Sections STD6.C1-C6 and C8.

Standard VI and Related Institutional Priorities

Campus Renewal and Resource Optimization

The Strategic Plan Refresh (2021-22) process expanded the Strategic Priority of "Infrastructure" to reflect a more intentional comprehensive approach to campus planning and resource allocation. The result was a newly created Strategic Priority, "Campus Renewal and Resource Optimization," with its own goals and KPIs. This revised priority focused on Capital Construction, Infrastructure, Campus Beautification, Sustainable Operations, and supporting state-of-the-art learning spaces. This expansion with specified measurements provided a mechanism for assessment and continuous improvement across campus. The new 2023-27 Strategic Plan maintains the emphasis on campus renewal and resource optimization in Attract New Pioneers: Create a Destination Campus which focuses on construction, renovation, maintenance, and capital

improvements (STD6.C1.01 ASC Strategic Plan 2023-2027, p. 7).

Standard VI Points of Pioneer Pride *(RoA 11)*

1. Campus communication has improved under the leadership of President Mauro;
2. The Strategic Plan is well thought-out, used, and updated to remain relevant;
3. Strong alignment of goals and mappings;
4. The budget linking to the strategic plan is a robust process;
5. Resource optimization before and during the COVID-19 pandemic was effective;
6. Strong plans for allocating resources for new strategic initiatives while working on increasing enrollment and replenishing reserves – favorable fall 2023 results (STD6.C2.81 5-yr Financial Outlook with Cash Reserve).

For Alfred State College and all higher education institutions, COVID tested our resilience, persistence, strategic vision, and the ability of administration, faculty, and staff to adapt and evolve during unprecedented times. Fortunately, we have a strong alignment of planning, processes, resources, and structures to thank for stability to operate and fulfill our Mission and goals. The College also has built our collective institutional knowledge to improve our tactics and processes from lessons learned from navigating challenges.

Despite the challenges with COVID-19, Alfred State is financially poised for success, as evidenced in this chapter and the points of Pioneer Pride.

Standard VI Recommendations for Improvement

- Continued efforts to improve faculty and staff satisfaction (including salaries), mitigation of turnover, as well as an ability to be flexible with staffing for faculty/staff ratios if enrollment changes
- An update to the Facility Master Plan is needed. Ongoing facilities, equipment, and infrastructure needs should be addressed in short- and long-term plans.
- Continue to find additional ways to link assessment results with planning and resource allocation, formalizing the most successful so that they become a regular part of institutional effectiveness processes.

Chapter VII
Standard VII - Governance, Leadership, and Administration
The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated

with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Introduction and Overview

Alfred State College has a robust and active governance system ensures the overall delivery of high-quality educational programs that align with the College's Mission. The governance system includes varying constituencies to facilitate the delivery of educational programs and services to the College. While the College is a state-operated institution within the State University of the New York System, its governance and administrative structure allows it to operate with appropriate autonomy.

STD7.C1. Alfred State College's Governance Structure

Alfred State College has a clearly articulated and transparent governance structure that outlines each constituency's roles, responsibilities, and accountability for decision-making, including governing body, administration, staff, and students.
Alfred State College is one of the 64 colleges and campuses which comprise the State University of New York. Alfred State College is directly responsible to the State University of New York (SUNY) System Administration in Albany, NY. The State University of New York was established by the State Legislature in 1948 and has evolved into the largest comprehensive university system of higher education in the U.S. Included in the SUNY System are 4 university centers, 13 comprehensive university colleges, 13 specialized and contract colleges, 6 colleges of technology, and 28 community colleges. In Fall 2022, Alfred State College enrolled 3,460 full-time equivalent students, part of the more than 370,000 students enrolled in the SUNY System.

Through communication and a relationship between the SUNY Board of Trustees, the SUNY Chancellor, and the SUNY Presidents, SUNY provides coordinated oversight and shared services to the member campuses while respecting the role of each campus president to maintain appropriate autonomy and direction over each campus. Each campus acts to advance its institutional priorities within the parameters set by SUNY. The State of New York budget helps finance the SUNY system, making high-quality college and university-level educational opportunities accessible to New York residents and to out-of-state and international students.

The current administrative organizational chart of Alfred State College is included in the Evidence Inventory (STD7.C1.01 Alfred State College Organization Chart) and is depicted later in this chapter.

STD7.C2. Alfred State College's Governing Body *(Criteria VII 2a-e; RoA 12 & 14)*

Alfred State College has a legally constituted governing body that serves the public interest, ensures the institution states and fulfills its Mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the

academic quality, planning, and fiscal well-being of the College. The governing bodies at both the system and local College levels support Alfred State's President in maintaining the autonomy of the institution.

The State University of New York was created by statute, Ch. 695 L. 1948, the provisions of which, as amended from time to time, are codified and outlined in the Education Law, Article 8. The State University is a corporation within the State Education Department, and all the powers of the State University, derived from the statute, are vested in and exercised by the Board of Trustees. All powers and duties of the Board are set forth in statute (STD7.C2.02 SUNY Governance).

a. SUNY Board of Trustees

The Board of Trustees is the governing body of the State University of New York. It consists of 18 members, 15 of whom are appointed by the Governor with the consent of the New York State Senate. The remaining members are the President of the University Faculty Senate, the President of the Faculty Council of Community Colleges, and the President of the Student Assembly.
The Board has governance authority for the SUNY System, which includes authority over state-operated campuses, supervisory authority over state-funded colleges at Alfred University and Cornell University, and shared responsibilities at SUNY community colleges.

The Board of Trustees:
- Appoints its own officers, the chancellor, and System Administration senior staff.
- Appoints the president of each state-operated institution and approve the appointment of statutory and community college presidents by their respective boards. *(Criterion VII.f)*
- Grants all degrees, diplomas, and certificates for the completion of studies at any state-operated campus. *(Criterion VII.d; RoA 1)*
- Regulates the admission of students and prescribes qualifications for their continued attendance.
- Regulates tuition, fees and charges, curricula, and all other matters pertaining to the operation and administration of each state-operated campus. *(Criteria VII.a, d, & e)*
- May establish new campuses.

(STD7.C2.03 SUNY Board of Trustees)

The *New York Consolidated Laws,* Education Law - EDN § 351 ensures that SUNY and its member institutions serve the public interest, are mission-driven, and provide high quality postsecondary education:

> *The mission of the state university system shall be to provide to the people of New York educational*

services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional, and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses, which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students, and to

address local, regional, and state needs and goals. (STD7.C2.04 SUNY Mission).

The SUNY Mission statement and the roles of the SUNY Board of Trustees, both affirmed in statute, ensure that several Standard VII, Criterion 2 requirements are supported for its member institutions, including Alfred State College. The relationship between the SUNY Board of Trustees and other governing bodies discussed in this chapter is depicted in Figure 7.1 below:

Figure 7.1 SUNY Board of Trustees' Organizational Relationship to Alfred State College
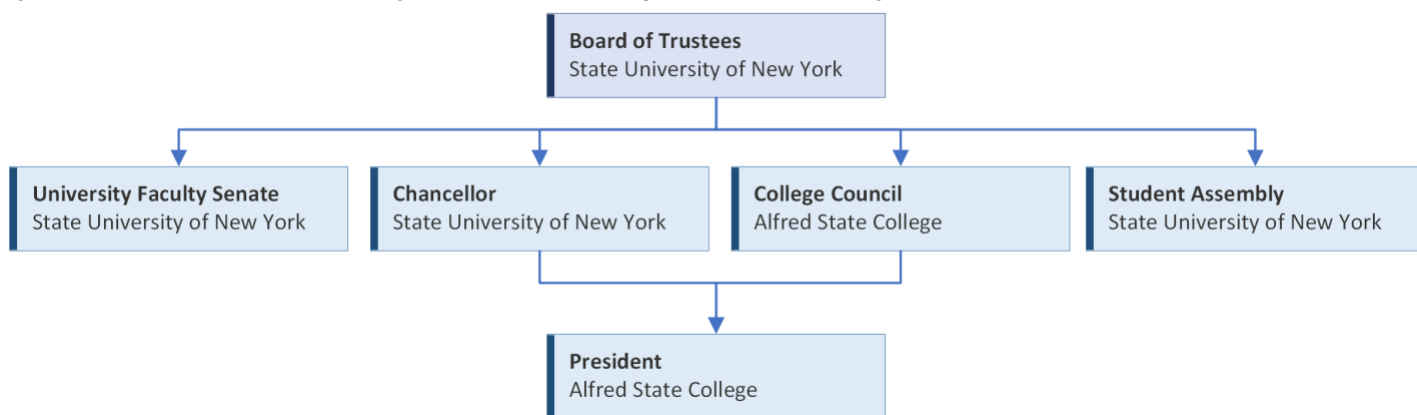
b. SUNY Chancellor *(Criterion 2.f)*

The SUNY Board of Trustees appoints the University Chancellor as the Chief Executive Officer of the University. The appointment of the current Chancellor, Dr. John B. King, Jr., was announced in December 2022.
The Chancellor supervises SUNY's System Administration. The Chancellor is the liaison between the University and both the Executive and Legislative Branch of the State Government. These two branches of government determine the level of financial support to be allocated to the University.

At any time, according to the Policies of the SUNY Board of Trustees during the period of appointment, the Board of Trustees may evaluate the services of the Chancellor. The Chancellor may also initiate evaluations of SUNY College presidents, as required by Standard VII, Criterion 2.f (STD7.C2.05 SUNY BOT Policies, p. 12-13).
A list of the senior staff of the State University of New York is available online and is included in the Evidence Inventory (STD7.C2.06 SUNY Senior Staff).

c. College Council *(Criteria VII.2.a-l; RoA 13)*

The Alfred State College Council is established, described, and governed by the provisions of Article 8, Section 356 of the New York State Education Law. Each state-operated

campus has such a Council. Each Council consists of 10 members, nine appointed by the Governor and one elected by and from the students on the campus. The Governor designates one member as Chair. Council members, appointed to seven-year terms, exercise responsibilities with respect to governance on the campus, utilizing their expertise and judgment as valuable resources for the College. The College Council receives reports and updates from the President, Vice Presidents, Faculty Senate representative, Student Senate representative, and Alfred Alumni Association at each meeting, which occur at least quarterly throughout the year. Council members are active participants in official ceremonies and programs such as commencement. Council members bring institutional knowledge, expertise in finance and business, an understanding of the broader Alfred State College and surrounding communities, varied perspectives, and a strong sense of connection to the College, enabling them to work effectively with the College's administration and fulfill their role as intermediary between the College and the Board of Trustees.

The Association of Council Members and College Trustees of The State University of New York (ACT) Handbook provides College Council members with best practices in SUNY board governance. ACT maintains a website, conducts an annual conference, and publishes newsletters to promote the effectiveness of college councils. The ACT Handbook

recommends that council chairs schedule and preside over self-evaluations by the council to improve effectiveness (STD7.C2.07 ACT Handbook). The ACT Handbook also includes the relevant section of New York State Education Law requiring them to adhere to codes of ethics which includes conflict of interest provisions. College Council members, like the SUNY Board of Trustees, are considered Officers of the State University of New York and are required to comply with state ethics laws and regulations (STD7.C2.08 SUNY BOT Code of Ethical Conduct). New York State's ethics law and its conflict-of-interest provisions were discussed in more detail in Chapter II.

The responsibilities for College Council members are defined by state statute and are listed in the ACT Handbook. College Councils:
a. *recommend to the state university trustees candidates for appointment by the state university trustees as head of such institution;*
b. *review all major plans of the head of such institution for its more effective operation and make such recommendations with respect thereto as it deems appropriate. Such plans shall be submitted for approval by the state university trustees, together with the recommendations of the council with respect thereto. The state university trustees shall determine what constitute such major plans, which are hereby generally defined to include, among others, plans for the appraisal or improvement of the faculty and other personnel, expansion or restriction of student admissions, appraisal or improvement of academic programs and of standards for the earning of degrees, expansion of institutional plants and appraisal or improvement of student activities and housing;*
c. *make regulations governing the care, custody and management of lands, grounds, buildings and equipment;*
d. *review the proposed budget requests for such institution prepared by the head thereof and recommend to the state university trustees a budget for such institution;*
e. *foster the development of advisory citizens committees to render such assistance as the council may request, and to appoint the members of such citizens' committees. Members of such citizens' committees shall receive no compensation for their services but shall be reimbursed for the expenses actually and necessarily incurred by them in the performance of their duties;*
f. *name buildings and grounds;*
g. *make regulations governing the conduct and behavior of students;*
h. *prescribe for and exercise supervision over student housing and safety;*

i. *make an annual report to the state university trustees on or before September first of each year, and report to them from time to time on any matter it believes requires their attention;*
j. *perform such other powers and duties as may be authorized or required by the state university trustees by general rules or special directives; and*
k. *make and establish, and from time to time alter and amend, such regulations pertaining to the affairs of its institution, not inconsistent with law or the rules of the state university trustees, as may be necessary or appropriate to carry out effectively the foregoing powers and duties.* (STD7.C2.07 ACT Handbook, 8-9)

Some of the most important and recently applied responsibilities of the College Council are its role in coordinating the search process for a college President (as Alfred State College's College Council Chair recently did in the search and appointment of President Mauro), approving the naming of physical facilities, and approving changes to the Student Code of Conduct.

All these responsibilities are met during the review of materials submitted by the President at College Council meetings, which are scheduled and facilitated by the Chair of the College Council.

The Alfred State College Council meets regularly during the academic year with members of the College administration as well as a representative from the faculty/staff and student representative. Agendas and minutes of their meetings are available on the College's website, and interested parties can view College Council meetings in Microsoft Teams (STD7.C2.09 College Council Meetings).

The current acting Chair is Ronald P. Nasca. He replaced Patricia K. Fogarty, a long-standing Chair with decades of tireless advocacy and service to Alfred State College, who resigned from her position in Spring 2023 and sadly passed away in August 2023 as the Self-Study was being finalized.

A list of Alfred State College Council members is available online and in the Evidence Inventory (STD7.C2.10 College Council Roster).

STD7.C3. Alfred State College's Chief Executive Officer

Alfred State College's President, Dr. Steve Mauro, serves as the Chief Executive Officer and is responsible to the Chancellor of the State University of New York and conducts the business of the College in cooperation with System Administration, as well as the policies and recommendations of the College Council. The President, as the College's chief administrative officer, is responsible for the total organization, administration, and development of the College. The President is responsible for implementing all

policies of the State University of New York Board of Trustees and serves as the official channel for all policy, program, and budget recommendations from the College. The President is expected to provide creative educational leadership for the achievement of the Mission and goals of the College. The President represents the College in a broad spectrum of relationships with governmental and external regulatory agencies, business, industry, and other educational institutions. The President also works directly with the College Council and the Educational Foundation, a not-for-profit organization that promotes the well-being of educational endowments of the College.

The President is Appointed and Evaluated by the Governing Body (Criterion VII.3.a)

As described above in Section STD7.C1, Alfred State College's President is appointed and evaluated by the College's governing body. Dr. Mauro's first evaluation took place in Spring 2023 after his first full year as College President. Evidence of Dr. Mauro's appointment by the SUNY Board of Trustees and his first annual evaluation by College Council is in the Evidence Inventory (STD7.C3.11 Dr Mauro Evaluation Spring 23; STD7.C3.12 Minutes_Full_BOTMeeting_Jan25_2022, p.4).

Appropriate Credentials and Professional Experience Consistent with College Mission; Authority and Autonomy to Fulfill Responsibilities of the Position (Criteria VIII.3.b-c)

The SUNY and College Council approved position description lists the extensive credentials and professional experience

that is required by the Chief Executive Officer (CDO), which includes but is not limited to progressive leadership responsibilities in higher education, a terminal degree, and appropriate and demonstrated managerial, budget, and strategic planning experience. The curriculum vitae of Dr. Steven Mauro, current President, meets and exceeds these criteria through his more than 20 years of experience as a Ph.D.-prepared leader of progressive responsibilities in higher education (STD7.C3.13 Mauro CV 2023; STD7.C3.14 ASC President Position Announcement).

Criterion 3.d. is addressed in Sections STD7.C4 (Administration) and C5 (Assessment). More details on the College's procedures for assessing its efficiency and effectiveness is in Chapter VI, and their relationship to the College Mission in Chapter I.

STD7.C4. Alfred State College's Administration *(Criteria VII.4.a-f; RoA 15)*

The administrative structure at Alfred State is clearly defined and provides the foundation for the College's daily operational activities. With well-understood roles and responsibilities, the administration members work together along with the divisions they lead to support the College's goals, Vision, and the Strategic Plan. The College's administration are sufficient in number and qualifications to enable the President to effectively discharge his duties. The College's administrative structure is clearly delineated in Figure 7.2:

Figure 7.2 Alfred State College Administrative Organizational Structure (Criterion VII.4.a)
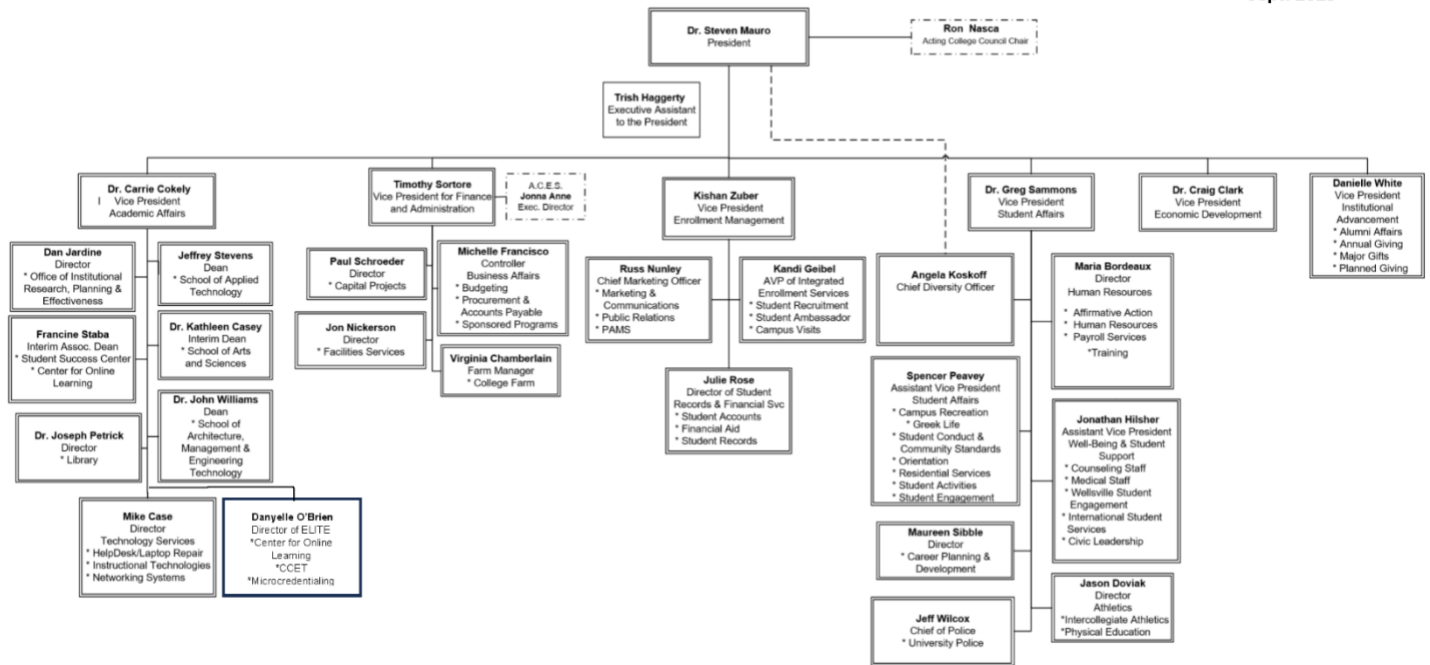
a. Alfred State College's Executive Leadership Team
(Criterion VII.4.b)

The Executive Leadership Team (ELT) represents divisional Vice Presidents and the Executive Assistant to the President. These direct reports of the CEO are highly qualified and possess all the requirements, experience, and credentials needed to fulfill the roles and duties of the position to assist the CEO in fulfilling his responsibilities. The responsibilities include individual and integrated goals captured as part of a performance tracker. The goals are formed based on institutional strategic priorities and plans and operational divisional goals, all of which are measurable. These are reviewed quarterly, and each member of ELT updates progress. The CEO can check progress of each goal and institutional priority and marks progress with green (progressing without concern), yellow (progressing but with some concern towards completion), or red (not progressing). In this way, cumulative progress towards fulfilling roles and responsibilities can be captured (STD7.C4.15 Strategic Plan Roadmap to 2020 Tracker). Progress toward the Strategic Plan initiatives were discussed in more detail in Chapters I and VI.

The efficiency of the ELT members in achieving Strategic Plan initiatives, along with the retirement of the Chief of Staff, has allowed Human Resources to align with the Student Affairs division (now Student and Employee Affairs), providing a singular experience for students and employees.

Six Vice Presidents for an organization this size is typical, and their overall progress towards institutional goals is a strong indicator that the number and makeup of membership is sufficient to assist the Chief Executive Officer in fulfilling his institutional responsibilities.

President Dr. Steven Mauro leads Alfred State College's administrative team, organized into six main divisions which include: Academic Affairs, currently led by Vice President and Chief Academic Officer Dr. Carrie Cokely; Administration and Finance, led by Vice President and Chief Financial Officer Mr. Tim Sortore; Student and Employee Affairs, led by Vice President Dr. Greg Sammons; Vice President and Chief Enrollment Officer Ms. Kishan Zuber; Economic Development, led by Vice President Dr. Craig Clark, and Institutional Advancement, led by Vice President and Chief Advancement Officer Ms. Danielle White. These members, along with the Executive Administrative Assistant to the President, Ms. Trish Haggerty, who also serves as the liaison to the College Council, constitute the Executive Leadership Team (ELT) of the College.

The ELT is responsible for managing each division of the College under their purview, as well as integrating their respective areas with one another, the Strategic Plan, and the Mission and Vision of the College. They are responsible for creating a divisional vision and making decisions that align with strategic priorities.

Curriculum vitae for each ELT member are included in the Evidence Inventory as evidence that the executive leaders of the College are highly qualified to lead their respective divisions and the College as a whole (STD7.4.16 Alfred State College ELT CVs).

President's Council

The President's Council (PC) is an additional layer of administration that meets monthly with the President and ELT to provide updates and offer council to the President regarding operational matters important to the continued success of the College. More specifically, PC represents major stakeholder interests across the College and provides ideas, input, and advice that help inform strategy, vision, and campus operations. Members of the President's Council include the Associate Vice President of Academic Affairs, the Deans of the three schools, the Vice President of Institutional Advancement, the Chief Marketing Officer, the Chief Diversity Officer, the Assistant Vice President Director of Student Affairs, the Chief Human Resource Officer, the Chief Information Officer, and the current Chair of Faculty Senate (STD7.C4.17 Alfred State Presidents Council).

Figure 7.3 Relationship between Executive Leadership Team (Strategic Leadership) and President's Council (Advisory)
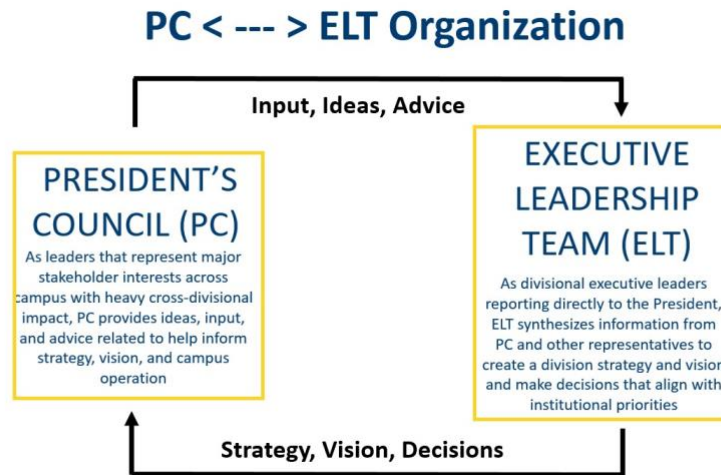
President's Council meeting topics for the most recent completed academic year including six strategic areas the group focused on are in the Evidence Inventory (STD7.C4.18 PC Meeting Topics Spring 2023).

Executive Leadership Team's Roles and Responsibilities

Vice President for Academic Affairs

The Vice President for Academic Affairs (VPAA) is granted the authority to make administrative decisions regarding academic affairs within College and SUNY policy, to develop and process recommendations for College policy, and to establish procedures for implementation of College policy within the Academic Affairs area. The following administrators report to the Vice President for Academic Affairs and serve on the Dean's Council which serve as an advisory group in Academic Affairs:
- Deans of the Schools of Arts & Sciences, Applied Technology, and Architecture, Management, and Engineering Technology (SAS, SAT and SAMET)
- Director of Technology Services
- Director of Hinkle Libraries
- Director of the Office of Institutional Research, Planning and Effectiveness (OIRPE)

- Associate Dean of the Office of Student and Faculty Development (OSFD) which includes the Student Success Center
- Director of Extended Learning, Innovation and Teaching Excellence (ELITE).

The Vice President for Academic Affairs provides organization and leadership for effective and creative academic programs and support services, enabling faculty and academic staff to achieve the College's educational mission and goals. The VPAA oversees planning and implementing the total College curriculum. In addition, the VPAA coordinates efforts among the various units and works closely with the Executive Leadership Team (ELT) to ensure a coordinated and cohesive institutional organization.

Vice President for Finance and Administration
The Vice President for Finance and Administration (VPFA) is granted the authority to make administrative decisions regarding financial and business affairs within College and SUNY policy, to develop and process recommendations for College policy, and to establish procedures for implementation of policy within the administrative affairs area. Reporting directly to the Vice President of Administrative Affairs are Business Affairs, Facilities and

Grounds Operation, and the College Farm. As Chief Financial Officer, the VPFA controls the flow of cash through the College.

Vice President for Student and Employee Affairs

Reporting directly to the College President, the Vice President for Student and Employee Affairs is the senior administrator responsible for creating and sustaining a learning-centered campus environment and a student life program that fosters student development and growth. In pursuit of these goals, the Vice President is responsible for the following areas: campus life (residence and programming), career services, counseling, Greek life, intercollegiate and intramural athletics, multicultural affairs, health, judicial processes, university police and other student support services.

The Vice President provides vision and direction in a constantly changing higher education environment. The position provides leadership in developing a diverse student population and in creating and maintaining an energized campus climate that supports multiculturalism and promotes the academic achievement and personal development of students. The Vice President is responsible for the Student Affairs division staff and all related budgets. Given the intimacy of student engagement with that of employees at the College, the area of Human Resources was currently shifted to report to the Vice President for Student Affairs (now Student and Employee Affairs). This allows optimal alignment of employee relations with the goal of educating and serving our students.

Vice President for Enrollment Management

The Vice President for Enrollment Management (VPEM) is the senior administrator of the University who is responsible for identifying, attracting, admitting, yielding, and retaining students. The Vice President for Enrollment Management reports to the President and provides executive leadership to the Division of Enrollment Management including the offices of Admissions, Student Records & Financial Services (Financial Aid, Student Accounts & Records), and Marketing Communications including Print and Mail Services. The VPEM is the leader in strategy and policies to support the advancement of overall enrollment goals for Alfred State College and collaborates with senior administrators in College-wide strategic planning. This individual represents the College as the primary enrollment management spokesperson within recruitment functions, the campus community, the public, and SUNY. The VPEM works jointly with College constituencies to develop a comprehensive enrollment management plan. While meeting enrollment goals is a campus-wide responsibility, the Vice President has the primary responsibility to coordinate and direct the

recruitment/enrollment efforts for all new and transfer students entering the College.

Vice President for Economic Development

The Vice President for Economic Development (VPED) is responsible for developing and implementing an economic and industrial development program for Alfred State College in partnership with the College's home county of Allegany, with an emphasis on attracting businesses and industries to locate within the county and promoting expansion of existing businesses and industries. Work is performed under the general direction of the Allegany County Board of Legislators Planning and Economic Development Committee. The VPED is also the Executive Director of the Allegany County Industrial Development Agency.

Vice President for Institutional Advancement

The Vice President for Institutional Advancement (VPIA) is the leader of the Institutional Advancement division (IA) and works closely with the President in leading the College's advancement initiatives. The VPIA oversees an advancement program engaging alumni, business and industry, and friends of the College. The VPIA is responsible for Institutional Advancement-related strategic planning, and the development and execution of comprehensive and capital campaigns. The IA division's functions also include grants, contracts and sponsored programs, annual giving, planned giving, major gifts, alumni relations and campaigns, and maintaining a comprehensive database of alumni, business and industry, and friends of the College. The VPIA develops and oversees several budgets within the Division including SUNY Foundation and ACES funds. The VPIA is the Executive Director of the Alfred State College Development Fund, Inc. which was discussed in more detail in Chapter VI (STD6.C3).

b. Regular Engagement with Faculty and Students to Advance Institutional Goals and Objectives *(Criterion VII.4.f)*

There are several bodies on the SUNY-wide and campus level who engage with both SUNY Governance and Administration and with Alfred State College's senior administration to advance institutional goals and objectives.

University Faculty Senate

Alfred State College faculty or professional staff members may engage in System governance through representation on the University Faculty Senate (UFS), which is defined in the SUNY Policies of the Board of Trustees (STD7.C2.05 SUNY BOT Policies, p. 14-16). The UFS membership consists of the Chancellor of the University, two University representatives with University-wide responsibilities, and representatives from each State-operated unit and contract college. The University Faculty Senate serves as a resource

on governance for Alfred State College and as a deliberative body on educational policies for the SUNY System. An Alfred State College Faculty member elected by the Faculty Senate serves a three-year term as a UFS member with the possibility of election to a second term. UFS members and the Faculty Senate Chair participate annually in three University Faculty Senate meetings. Campus senators convene with senators from other campuses in meetings by type of campus, whether university center, college of arts and sciences, college of technology, or specialized college, to determine concerns to address to the chancellor. Campus governance leaders (i.e., Faculty Senate chairs) also convene to express concerns to the chancellor. Following each UFS meeting, the faculty senators provide a recap at the next Faculty Senate meeting, and all Alfred State College Faculty Senate members may endorse recent UFS resolutions. Plenary sessions offer the opportunity to meet with governance leaders from across the SUNY System and with the SUNY chancellor, Provost, and other leaders within SUNY. At UFS meetings, common concerns and possible solutions are discussed, and the chancellor and Provost share SUNY administration perspectives, but the presiding officer of the University Faculty Senate has an office in the System Administration building and is in communication with System Administration during the calendar year. The presiding officer of University Faculty Senate is an ex officio member of the SUNY Board of Trustees.

The current President of the University Faculty Senate is Keith Landa, who is from SUNY Purchase. The University Faculty Senator for Alfred State College is Calista McBride, who, until the 2023-24 academic year, was the long-time Chair of the English and Humanities Department and still serves on the faculty. The current Campus Governance Leader for Alfred State College is Dr. Joseph Petrick (Chair of Alfred State College Faculty Senate), the Director of Libraries and previously served twelve years as University Faculty Senator.

SUNY Student Assembly

Alfred State students are represented at the SUNY system level by the SUNY Student Assembly (SUNY SA), which is composed of an Executive Board, Representatives (voting members), and the Executive Cabinet (non-voting) (STD7.C4.19 SUNY Student Assembly-About Us). Zachary Hennessey, a student from SUNY Adirondack, serves as the representative for Alfred State College, in addition to the following peer institutions: Alfred Ceramics, SUNY Adirondack, SUNY Cayuga, SUNY Fulton-Montgomery, SUNY Monroe, and SUNY Schenectady County (STD7.C4.20 SUNY Student Assembly Representatives). The Executive Board consists of the President, Vice-President, Treasurer, and Secretary and is elected by the General Assembly. Representatives are voting members elected by campus

caucuses in the SUNY system. The President appoints the non-voting Executive Cabinet and supports the daily operations of SUNY SA. The president of the Student Assembly serves as a voting member of the SUNY Board of Trustees, and the full SUNY SA advocates for the interests of SUNY students in local, state, and national contexts (STD7.C4.21 SUNY Student Assembly Bylaws). SUNY SA conferences bi-annually and coordinates communication among the student leaders of campuses across the SUNY System.

Alexandria Chun, the current Student Assembly President, is a SUNY Board of Trustees member and provides updates to the SUNY University Faculty Senate.

Alfred State College Faculty Senate

The Faculty Senate is a representative organization with academic staff members having academic rank and term or continuing appointment as well as professional staff as defined by the SUNY Policies of the Board of Trustees. The purpose of the Faculty Senate is to participate significantly in the initiation, development, and implementation of the educational program.

The Alfred State College Faculty Senate is the principal academic authority and serves in a consultative role on all matters affecting teaching and learning. Students have a strong voice in governance through the elected membership Alfred State College Student Senate, and employee bargaining units have direct lines to governance decisions. Any individual has access to open forums, presentations, drop-in visits with the President, website information, and an overall welcoming environment for exchanging ideas. Embedded in Alfred State College's governance is the practice of open communication that involves many lines of availability for dialogue with the diverse populations on campus. We offer multiple opportunities for each voice to be heard and considered in decisions. We will continue to ensure that all are aware of the opportunities to be informed. Alfred State College's Faculty Senate meets monthly during the academic year. It is an independent body composed of representatives elected by faculty and professional staff and a Student Senate representative. All these members have full voting rights and responsibilities.

All senior administrators regularly attend Faculty Senate meetings and provide monthly updates on their divisions and institutional goals and objectives being advanced by their divisions. Faculty Senate meeting minutes are in the Evidence Inventory documenting the level of engagement with Faculty Senate (STD7.C4.22 Approved Faculty Senate minutes 03.21.2023; STD7.C4.23 Approved Exec Senate minutes - 3-07-2023). Several of the above Faculty Senate standing committees also have administrative representation from the Vice President of Academic Affairs,

Vice President for Finance and Administration, and Vice President for Student and Employee Affairs per the Faculty Senate's Bylaws (STD7.C4.24 Faculty Senate Bylaws, p. 24-37).

Alfred State College Student Senate

The Student Senate is the elected student government body at Alfred State College. It concerns itself with the quality of life at Alfred State and is instrumental in the development of policies that affect the student body. The Student Senate is the major organizational link between the student body, faculty, administration, and the local community.

The Alfred State College Student Senate website notes, "Student Senate is committed to enriching the student experience with recreation, education, and leadership opportunities. Student Senate is funded by the student activities fee students pay each semester. This fee provides for club/organization funding. It also goes towards Residence Hall Councils, the Greek Senate, Commuter Council, Alfred Programming Board, Late Night Events, etc. Also, leadership programs, civic engagement, and sustainability are funded by the Student Senate. Finally, yearly investments are made in recreations and amenities for student use."

Student Senate is made up of an Executive Board and a General Assembly. The Executive Board serves as a channel for dialogue between the student body and the administration of the College. The General Assembly is composed of representatives of the student body. Both groups provide leadership by actively addressing campus issues and managing the student activities fee, committed to improving all aspects of the student experience. Student Senate aims to maintain and improve the quality of student life, strengthen academic excellence, and enrich the college experience.

The Assistant Vice President of Student Affairs represents the Student and Employee Affairs division at all Student Senate Executive and General Assembly meetings and serves as the body's Administrative Advisor (STD7.C4.25 2022 04 12 General Assembly Minutes; STD7.C4.26 2022 04 26 Executive Board Minutes; STD7.C4.27 Student Senate of Alfred State Executive Roster). Executive leadership of Student Senate corresponds with the College's administrative structure, standing Faculty Senate committees or major campus functions including Vice Presidents for Finance (Finance and Administration), Academics and Technology (Academic Affairs), Student Engagement, Student Activities (Student Affairs), and Wellsville Affairs (relating to SAT students on the Wellsville and Northland campuses) (STD7.C4.28 Student Senate Policies Updated 9-26-2023). They are responsible for the "exchange of information and the initiation of projects and

problem-solving" between the student body and administration in their respective areas (STD7.C4.29 Student Senate Constitution Updated 10-07-2020, p. 4-6). The Student Senate President or Vice President also attends Faculty Senate and College Council meetings. Finally, according to Student Senate policies, their General Assembly meetings "must include a section for Public Comment, New Business, Member Concerns and lastly Good of the Order, to allow for any student, members of the administration and any other member of the shared governance system to have a point in time to address the Senate" (STD7.C4.28 Student Senate Policies Updated 9-26-2023, p. 22).

Collective Bargaining Units and Employee Organizations

Formal governance also includes the healthy and regular exchange between the College's administrative leadership and collective bargaining unit leadership. Alfred State College's two largest and most active unions are the Civil Service Employees Association (CSEA), which represents civil service members, and the United University Professions (UUP), which represents faculty and professional staff members. Other unions represent employees in University Police, health services, and management/confidential employees.

United University Professions (UUP) represents all faculty and professional staff and is the collective bargaining unit for the state-operated campuses (i.e., all units other than community colleges) of the State University of New York. Alfred State College has a chapter in the statewide organization and participates in the ratification of contracts and the election of delegates to delegate assemblies. UUP is affiliated with New York State United Teachers (NYSUT), the collective bargaining unit for public school teachers in New York State. UUP is also an affiliate of the American Federation of Teachers. Workplace issues at the local level are negotiated with campus administration by elected UUP chapter leaders with participation from NYSUT labor relations specialists. The UUP executive board meets monthly with representatives in administration for institutional updates and to discuss membership concerns. Discussions for UUP over the past decade have included clarification on academic employees and the use of sick days, various employment policies, and the review of professional issues.

The Civil Service Employees Association (CSEA) is a labor union in the state of New York that represents employees in state and local government, as well as school districts, childcare, and the private sector. At Alfred State College, CSEA represents workers in Facilities and secretarial staff. CSEA is affiliated with the American Federation of State, County, and Municipal Employees. The statewide CSEA organization negotiates contracts with the State of New York, requiring a majority vote of CSEA members. CSEA

chapter officers also meet monthly with representatives in administration for institutional updates and to discuss membership concerns.

The Police Benevolent Association of New York State (PBANYS) is a law enforcement labor union representing the interests of approximately 1,200 members of the New York State Agency Police Services Unit (APSU). The PBA of New York State is the exclusive bargaining agent for the New York State University (SUNY) Police, the New York State Environmental Conservation Police, the New York State Park Police, and the New York State Forest Rangers.

Participation in the Public Employees Federation SUNY is drawn primarily from the nursing field in the health sciences centers. Still, other titles, including physicians in the student health service are also covered.

While not a union, Management/Confidential Employees Inc. (OMCE) is a not-for-profit statewide membership organization that advocates exclusively for management and confidential (M/C) employees before the Governor, government agencies, the legislature, and the courts. OMCE is committed to preserve, protect, and enhance the rights and benefits of M/C employees and retirees in New York State (STD7.C2.30 SUNY Bargaining Units).

STD7.C5. Alfred State College's Assessment of Governance, Leadership, and Administration

Alfred State College engages in regular, periodic assessment of the effectiveness of governance, leadership, and administration to ensure continual effectiveness and improvement of the College's leadership in realizing the College's Mission and Vision.

Overview of Governance, Leadership and Administration Evaluation and Assessment

The Chancellor reviews the President every three years (also see STD7.C3 above). All other members of administration are reviewed annually by their respective manager (the President for ELT and the respective VP or other administrator for other key leadership and administration positions). In addition, Faculty Senate undertakes additional reviews to provide input on key leadership positions (ELT) and within Academic Affairs. The positions of President, Vice Presidents, and all the academic Deans are reviewed through Faculty Senate in this fashion on a three-year rolling basis. The Faculty Senate forms a review committee through a committee defined by the Bylaws. The committees provide the review reports to the relevant immediate supervisor and the presiding officer of Faculty Senate.

a. President's Evaluation of Senior Administrators

Just as the assessment of institutional effectiveness and student learning is recognized as vital to the College, the evaluation and assessment of senior administrators reflects Alfred State's commitment to ongoing quality improvement. As already discussed in STD7.C3, the SUNY Chancellor evaluates the College President every three years and involves the College Council, the Faculty Senate, and other components of the College community in the evaluation process. Other executive and administrative personnel are evaluated by their supervisors annually. These evaluations seek input from peers, subordinates, and a sampling of appropriate faculty and staff. Reappointment decisions are based on these evaluations. The policy and procedure for evaluating administrative staff are clearly detailed in the College's Policies and Procedures Manual and discussed in more detail in Chapter II (STD7.C5.31 Evaluation Policies and Procedures). Executive Leadership Team members are evaluated by the President based on self-evaluations, performance programs, annual reports, divisional reports, assessment plans, and the College's Strategic Plan. Although evaluations of senior leaders were inconsistent during the COVID-19 pandemic, the College President has completed a complete cycle of Executive Leadership Team evaluations as evidence of regular evaluation of senior administration. These are confidential but are available for the site team to review if requested.

b. Faculty Senate Evaluation of Senior Administrators

The Faculty Senate maintains a review committee through a committee defined by the Bylaws with a timeline for organizing, implementing, and reporting the evaluation of each management confidential administrator, which includes the President, the Vice Presidents, and Deans. These evaluations are confidentially shared with the person evaluated, his or her supervisor (except in the case of the President), and the chair of Faculty Senate. The evaluation of the President is reported to the College Council chair, the chair of Faculty Senate, and to the President. Faculty members participate in the evaluation of the President and Vice Presidents, whereas faculty within each appropriate division of the College evaluate and provide feedback on Deans and directors. Before a final summary of findings is disseminated, the individuals who are evaluated are provided the opportunity to respond in writing to the results of the survey and the responses are acknowledged in the summary report. The conduct of evaluations is described in the Alfred State Faculty Senate Bylaws Section 3.3, Faculty Evaluation of Administration (STD7.C4.24 Faculty Senate Bylaws, Section 3.3, p. 8) and the procedures are aligned with SUNY University Faculty Senate recommendations (STD7.C5.31 Evaluation Policies and Procedures). Since 2005, Faculty Senate evaluations of the President and Vice Presidents

have indeed been conducted annually with exceptions made during transitional periods of executive leadership. While the surveys themselves are confidential, the evaluation survey instrument and documentation in Faculty Senate meeting minutes that they are being conducted in accordance with Faculty Senate Bylaws are included in the Evidence Inventory (STD7.C5.32 ASC Faculty Senate Admin Questionnaire; STD7.C5.33 Faculty Senate Minutes 04-18-2023; STD7.C5.34 Faculty Senate Minutes 5.16.2023).

c. Assessment and Evaluation in Context with Shared Governance and Values

Alfred State College actively participates in system governance through liaisons with SUNY System Administration, the College Council of Alfred State College, Faculty Senate, Student Senate, and representation on boards of partner organizations. Alfred State College's formal governance structures facilitate participation in decision-making through the purposeful distribution of faculty, staff and students among governance bodies and committees, allowing inclusion in decision-making, and a demonstrated responsiveness to face new challenges or issues that may arise.

Faculty Senate reflects on its own policies, procedures, and practices as part of its effort to improve governance and with it our academic community. The Faculty Senate is responsible for preparing, adopting evaluating revisions to bylaws that contain provisions for committees, and their responsibilities, procedures for calling and conducting faculty meetings and elections and provisions for such other matters of organization and procedure as may be necessary for the performance of their responsibilities An example of a proposed bylaw revision as a result of these assessments is in the Evidence Inventory (STD7.C5.35 ByLaw Change Request from Academic Affairs Committee Feb 2023).

Measures that pass the Faculty Senate go to the President or appropriate other body for continued review and approval. Examples include new and revised courses and program revisions which are approved by the Vice President of Academic Affairs before going into effect (STD7.C5.36 Program Revision_Forensic Science Technology BS_Approved By Senate; STD7.C5.37 GLST 2113 24FEB23). Certain proposals, such as new degree programs or revisions of programs in licensure-qualifying disciplines, require further review by SUNY system administration and the New York State Education Department (STD7.C5.38 SED Approval Marketing BBA 6-13-2023 Proposal # 2023-0732; STD7.C5.39 SUNY Approval Alfred State Marketing B.B.A. New Program 5-5-2023; STD7.C5.40 NYSED Approval SUNYC Tech Alfred Computed Tomography). The Faculty Senate Chair posts agendas and handouts prior to meetings and posts presentations and meeting minutes soon afterward to inform representatives and others of what is happening with

curriculum and shared governance. In addition to voting on new and revised programs and courses, the body also evaluates important items of concern and votes on resolutions both System-wide and local to Alfred (STD7.C5.41 Faculty Senate Meeting Invite with Minutes Agenda Resolution Regulation; STD7.C5.42 AI Resources and Resolution Sept 18 2023).

Standard VII and Related Institutional Priorities

The Institutional Priorities are not directly addressed in Chapter VII according to Alfred State College's Self-Study Design. However, Alfred State College's governing bodies and administration support the College's achievement of its Mission, Vision, and Strategic Plan, which encapsulate all three Institutional Priorities (Enrollment & Recruitment, Retention, and Campus Renewal & Resource Allocation). The College administration's fiscal, planning, and resource support for these priorities were examined in more detail in Chapter VI.

Standard VII Points of Pioneer Pride

Alfred State College's search procedures, succession planning, and governance and administrative structure successfully supported several executive searches during a time of transition for the College without impacting Alfred State's stability. As Alfred State College emerged from the COVID-19 pandemic and began preparing for the MSCHE Self-Study, the College's former President Irby "Skip" Sullivan retired, and a previous retired President, Dr. John Anderson, agreed to serve as Officer-in-Charge (SUNY's terminology for acting CEO). This ensured stability for the institution as it searched for a permanent President. The current President, Dr. Steven Mauro, was appointed in Spring 2022, allowing for a fully supported transition of leadership from Dr. Anderson to Dr. Mauro.

Concurrent with President Sullivan's retirement, the College's Provost and VPAA chose to re-enter the faculty and another prior Provost, Dr. Craig Clark, Vice President for Economic Development, agreed to serve as Interim VPAA until a replacement could be named. This allowed time for a new President to be appointed prior to implementing a VPAA search, and Dr. Clark successfully served as Interim VPAA for two full academic years before Dr. Carrie Cokely was named VPAA in Summer 2023.

The College's Vice President for Enrollment Management, Betsy Penrose also announced her retirement in early 2023 and her replacement, Kishan Zuber, took over in Summer 2023 just as the College was expecting its largest entering class in over a decade because of a robust enrollment management plan under Ms. Penrose's leadership. The College is conducting a search for a permanent Dean of the School of Arts and Sciences, currently held by Associate

Vice President for Academic Affairs and Interim Dean, Dr. Kathleen Casey. This deep bench of executive talent where seasoned interim administrators were appointed to vacant positions during executive searches has enabled a nearly seamless transition to a new administration. As a result, the College maintained fiscal and enrollment stability and growth in an environment that typically poses significant challenges to higher education institutions. The new administration brings a renewed vision for collegial and collaborative governance, which positions Alfred State College for future growth and success.

Standard VII Suggestions for Improvement

While the Student Senate is actively involved and embedded in the College's governance structure, more student participation in the Student Senate would ensure that more seats are filled in that body, which would broaden student engagement in the College's shared governance structure.