

**State University of New York
College of Technology at Alfred**

Middle States Self-Study Report

**Submitted for Reaccreditation to
The Commission on Higher Education
Middle States Association of Colleges and Schools**

2005

Steering Committee Members

Kathleen Ebert, Co-Chair, M.A.

Terrence Morgan, Co-Chair, M.A., M.P.S.

Beverly A. Gilbert, A.A.S., Executive Secretary

Craig R. Clark, M.S.

Merry Coburn, M.S.

Michael S. Crandall

David Dronsick, M.A.

Diana Hovorka, M.L.S.

Constance Pennisi, M.S.

Deborah S. Putnam, M.A.

Michael E. Ronan, B.A.

Nancy B. Shearer, M.S.

Yantee Slobert, M.S.

Edward G. Tezak, PhD

Matthew Franco, Student

Justine Smith, Student

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President's Message

Most institutions, like living organisms, are in a continuous state of transition and Alfred State College is no exception. An institution that will celebrate its centennial in 2008, Alfred State College's rich history is replete with meaningful, and sometimes large-scale, transitions. This is one such turning point in the history of Alfred State. The challenge facing us is that we must capture and leverage both a two-year and a four-year learning culture, create a rigorous and intentional academic environment, promote global citizenry and strong ethical values, while remaining true to our real calling, teaching.

A pending review by Middle States is an opportune moment for an institution and its people to engage in a soul-searching analysis of the paths traversed to get from the past to the present. It is an invaluable exercise in self-reflection and self-development that requires leaders at all levels to revel in their successes, assess their failures, and capture the lessons learned from both their successes and failures. This is the philosophical underpinning of the Middle States review at Alfred State College.

Many of the findings and recommendations of the committee are accurate and anticipated. Long before the committee made its recommendations, the new leadership team identified several similar opportunities for growth and improvement and initiated action. In a sense, the text points to the past while the recommendations point to the present and the future. It is fair to say that the actions taken by the new administration are in various stages of implementation; in some cases, a consensus has been reached regarding the course of action to take; in others, the implementation of the action is in its infancy; and yet in others, the action has been implemented; and yet in others, we are still searching for a solution. Regardless of the implementation status, there is buy-in from leaders at all levels: we must continually and persistently search for new and innovative ways to reach our vision.

Our vision is to create an intentional learning environment, where both the teacher and the taught have a firm and unwavering commitment to experience true learning both in and outside the classroom. An intentional learner uses both the classroom and the real-world to learn not only discipline-specific knowledge but also life's important lessons. This can only happen if an educational institution is committed to cross-disciplinary teaching and the interchange of diverse ideas that sustain democracy, ethics, and global thinking. This Middle States report captures important lessons learned in the past while challenging us to find ways to chart an inspiring path that will help us achieve the exciting vision captured in our strategic plan.



Uma G. Gupta
President

Institutional Profile

Alfred State College was founded in 1908 as a state school of agriculture. Forty years later, in 1948, it was incorporated into the newly organized State University of New York (SUNY) system. In 1952, the College received its first accreditation from the Middle States Association of Colleges and Schools. As it looks toward its centennial in 2008, Alfred State College is taking steps to become one of New York State's nationally recognized four-year and two-year colleges of technology. Unlimited opportunities exist as Alfred State continues to build and improve on its unique and successful two-year programs while it adds four-year baccalaureate programs to meet the needs of its students and the western New York region.



Location. Alfred State College is located in Allegany

County, one of fourteen counties of the Appalachian Region in the Southern Tier of New York State. A mostly rural part of the state, the Southern Tier has suffered recently from the departure or downturn of the few manufacturers in the area.

According to the 2000 census, the per capita income in Allegany County was \$14,975. The current unemployment rate is about 9.0%, and over 40% of Allegany County students are eligible for free or reduced lunches. Alfred State has a strong tradition in western New York as a provider of workforce-ready graduates, and it takes seriously its responsibility to the economic welfare of the region.

Structure. As one of the 64 colleges and universities comprising the State University of New York (SUNY), Alfred State College is directly responsible to the SUNY System Administration in Albany, NY. The SUNY organization, governed by a

Board of Trustees, is decentralized. Each college or university operates within parameters established by the SUNY Board of Trustees.

Leadership. On a local level, Alfred State is advised by the College Council, whose duties include recommending to SUNY Trustees candidates for appointment for President of Alfred State; reviewing all major plans of the College President; reviewing and recommending the College's budget; making regulations regarding student conduct; reporting to the Board of Trustees annually, and making the regulations necessary for the performance of their duties. The Council consists of ten voting members, nine appointed by the Governor and one student member elected by the students. The Governor's appointees serve a term of seven years, and the student member serves for one year.

Community. The immediate college community consists of students, faculty, staff, administrators, and the College Council, the Alumni Association, the Development Fund, and the Educational Foundation. Our external community must be considered since the College is an institution in the public domain and must meet the standards expected by society. The broader external community includes the evaluation team from the MSCHE, SUNY System Administration, the SUNY Board of Trustees, alumni, employers of graduates, and the general public.

Overview

This self-study is the story of a college changing itself to meet new challenges and, as a result, growing as a learning institution. As in all changing environments, there is lack of clarity, even confusion, at some stages of the process. Readers tempted to skip to the end of a book to find out how the story ends might wish to turn immediately to Chapter 9: Campus Educational Evolution, the special emphasis of this report. But those readers would lack the context needed to appreciate how and why the College has evolved to this point and, more important, where the College intends to be in the next decade. In that sense, although Chapter 9 ends this report, the chapter actually looks forward to the college that Alfred State will become in the near future.

A rural school of agriculture founded before World War I became, over the decades, a state college of technology drawing an increasingly diverse student body from cities and towns in Western New York. By the late 1990s that college was offering bachelor degrees in a growing list of technologies and attracting serious students from across the world. In 2001, the college founded in (still) very rural Western New York was named one of the most wired two-year colleges by *Yahoo! Internet Life Survey 2001* (“Alfred State College Well Wired According to Yahoo,” 2001, para. 2). Clearly, Alfred State College has lived with and prospered from sharply changing environments and education markets for close to 100 years.

Reading this document from front to back is, of course, the recommended plan. But there is the danger that readers will believe they have come to the end of the story. Chapter 9, in fact, details the beginning of Alfred State College’s next 100 years rather than the end of its first century.

The College of Technology at Alfred, created as an agricultural school in 1908, has grown and expanded its mission to become a high-quality comprehensive college of technology. In 2000, the College signed a *Memorandum of Understanding* (MOU) with the State University of New York (SUNY) Chancellor that called for a significant expansion of baccalaureate degree offerings in technology-related fields of study. In late fall 2004, the College prepared a new memorandum, *Memorandum of Understanding II* (MOU II). Prior to this, the administrators, faculty and staff had spent much of spring and summer crafting a new *Strategic Plan* (2004).

The strategic decision to clarify and broaden the Mission of the College is having a profound effect on the educational culture at the institution. The opportunities are exciting and challenging. Adding baccalaureate programs to a predominately two-year college entails something more than increasing the credit hours required in a discipline and pronouncing it a bachelor degree. That approach, while it might seem to work in the short term, would be a serious disservice to graduates of that program in the long term. Frankly, the College is struggling to create a college of technology culture that can celebrate both technology and the liberal arts, a culture that values both, a culture that envisions graduates that are the best of both.

The challenge of the culture shift faced by the College is further complicated by the SUNY Board of Trustees' imposition, in 1998, of General Education Requirements for all SUNY graduates (see Chapter 5: General Education). Perhaps because of the overlap between General Education courses and Liberal Arts courses at the SUNY Colleges of Technology, surveys show faculty at those colleges are lacking in real enthusiasm for those courses. Recognizing this reality and the opportunity it offers the

College, campus teams, in the newly revised *Strategic Plan* (2004), included clear, specific references to creating students who are “intentional learners who integrate technology and liberal education competencies and are prepared to become global citizens,” students who have “a deeper understanding of the world . . . as human beings and as contributing citizens,” students with “knowledge [which] extends beyond core concepts to include ways of investigating human society and the natural world.” The transformational experience so important to scientific inquiry and breakthrough technology is often the result of exposure to and deeper understanding of human society in the wider world. The new *Strategic Plan* (2004) defines the College’s future graduates as citizens of a diverse democracy, citizens with appreciation for “human imagination, expression, and the products of many cultures,” and a “deep understanding of one’s self and respect for the complex identities of others, their histories, and their cultures.”

In recognition of the above issues and with confidence in the plans in place and the mechanisms being developed to assure continuous progress and improvement on these goals, the College welcomes the opportunity to conduct a rigorous reaccreditation self-study of the institution that will assist the faculty, staff, and administrators in transforming the College to a nationally recognized four- and two-year college of technology.

After careful review of the various designs for self-study described in *Designs for Excellence: Handbook for Institutional Self-Study* (2002), in November 2001 the co-chairs of the Middle States Self-Study Steering Committee, in conjunction with the College President, determined that the comprehensive design, with a special emphasis, was the most appropriate model. The comprehensive design with a special emphasis was

considered necessary due to the evolving nature of the College's mission of becoming a predominantly baccalaureate institution.

With the design and special issue chosen, the President and the co-chairs selected members for the steering committee to guide the self-study process. The steering committee is composed of members from the immediate College community including faculty, staff, administrators, and students. The steering committee was formed in January 2002. The College President charged the committee with the following directive:

The primary responsibility of the Alfred State College Self-Study Steering Committee is to produce a report and coordinate the Middle States Commission decennial evaluation. Specific activities will include but not be limited to the following: a) Participating in the planning of the self-study design and process.; b) Serving as liaison to subcommittees; c) Coordinating campus-wide open forums; d) Reporting feedback from subcommittees and campus open forums to the steering committee; e) Reviewing and editing reports received; f) Assisting in hosting the evaluation team visit in the spring of 2004; and g) Assisting in hosting the MSCHE liaison visits.

To attend to the current and future needs of the College and, at the same time, inform Middle States Association of Colleges and Schools Commission on Higher Education as to how the College meets the requisite external standards of higher education, the College chose to address the fourteen areas related to student outcomes and institutional effectiveness as described in *Characteristics of Excellence in Higher Education* (2002).

The College chose to have a steering committee with the members acting as liaisons to the eight subcommittees that focus on the various topical characteristics of excellence and a ninth subcommittee that addresses the identified area of special concern—the campus educational evolution as the College makes the transition from a

predominately two-year degree-granting institution to a four- and two-year college of technology with increasing numbers of baccalaureate students. Membership on the various committees is voluntary and uncompensated.

In the context of the fourteen standards set forth by Middle States Association of Colleges and Schools Commission on Higher Education, there were the following specific objectives:

- Engage the College community in a dynamic dialogue of its past, present, and long-term future in relation to the characteristics of excellence and future students' needs in society;
- Evaluate the educational experience in light of the College's Mission and Goals, and Objectives;
- Identify the relevance and effectiveness of support services to teaching and learning;
- Review current planning, decision making, and evaluation processes to ensure accuracy, timeliness, and cost-effectiveness to remain relevant and competitive in the academic arena;
- Present evidence-based recommendations to advance the College as a premier four- and two-year college of technology;
- Produce a comprehensive, accurate, and informative document that reflects the status and aspirations of the College to establish the framework for future success; and,
- Assess the College's performance with respect to the fourteen standards in *Characteristics of Excellence in Higher Education, 2002*.

The eight subcommittees related to specific standards received a charge, examples of possible questions to guide the analysis, and appropriate MSCHE publications. The special emphasis subcommittee formed to examine a key issue of possible concern (i.e., transitioning to a four- and two-year college) received only a charge. The limited guidance to that subcommittee was planned specifically in an effort to help validate the

issue. The co-chairs were hopeful that subcommittee would formulate appropriate questions to guide the analysis, sufficient in number and content to validate the existence of the assumed issue. That subcommittee created over 50 questions to guide the analysis. The number of questions raised by the subcommittee and their depth alone validate the issue as an area of concern as the College plans a future course to achieve excellence in higher education.

Each subcommittee has had access to an identified Resource Room with appropriate documents either in hard copy or on the College intranet. The subcommittees produced and submitted draft reports according to a negotiated and published timetable. Steering committee members, acting as liaisons to the subcommittees, assisted as necessary in the production of the reports. The co-chairs worked with the steering committee and subcommittees to review carefully all drafts, ensuring that the report meets the Middle States Commission on Higher Education's guidelines and is an accurate reflection of the College. Prior to the open forums, the committees and College community were afforded the opportunity to review the edited work. The co-chairs then prepared the report for review by the committees and College community for their approval prior to submission of the report to the Middle States Commission on Higher Education.

The co-chairs wish to note several changes since this process began at the College. In May 2002, the presidents of Alfred State College and neighboring Alfred University surprised everyone on both campuses when they announced a plan to merge the two colleges. For much of summer and fall 2002, work on the report stopped as the proposed merger was examined by people at every level of both campuses. When work

resumed in late 2002, the schedule was pushed back two semesters. In May 2003, upon the retirement of President William Rezak, Uma G. Gupta became the College's tenth president. In fall 2003, both co-chairs of the Middle States Self-Study Steering Committee left the College. At that point, steering committee members Professor Kathleen Ebert and Professor Terrence Morgan assumed the role of co-chairs. In spring 2004, Professor Calista McBride joined Professors Ebert and Morgan to assist in the task of locating and documenting the myriad resources used to assemble this report. During spring and summer 2004, the College updated its *Strategic Plan*, Vision, Mission, and Institutional Goals. During fall 2004, the College created a new *Memorandum of Understanding II* (MOU II) with the State University of New York. Finally, Dr. Karla Back joined the College as Vice President for Academic Affairs in spring 2004. The timely completion of this self-study is due, in large part, to her generous support and encouragement through the long, often frustrating, stressful process.

Executive Summary

This self-study, prepared for submission for reaccreditation to the Commission on Higher Education, Middle States Association of Colleges and Schools, will thoroughly evaluate Alfred State College against the fourteen standards related to student outcomes and institutional effectiveness as described in *Characteristics of Excellence in Higher Education* (2002). Eight subcommittees researched the fourteen standards which were divided into eight subgroups. A ninth subcommittee focused exclusively on concerns related to the College's transition from a predominately two-year degree-granting institution to four- and two-year polytechnic college with increasing numbers of baccalaureate students.

Chapter 1-Institutional Planning and Renewal finds a need for updating the *Strategic Plan* and related documents. Chapter 2-Policy Development and Decision Making suggests making the Policies and Procedures Manual clearer and more readily available. Chapter 3-Student Development and Enrollment calls for faster transfer credit evaluations. Chapter 4-The Educational Experience points to the need for clearer definitions of remedial courses and lower- and upper-level courses, the need for a permanent Assessment Coordinator and an Office of Institutional Research, and the need for reliable funding for Disability Services, EOP, tutoring services and ESL screening and programs. Chapter 5-General Education requests regular and careful review of upper-level General Education courses to ensure quality and coding of these courses to make advising easier. Chapter 6-Faculty asks for standardized assessment of teaching across the campus, more opportunity for professional development, and a serious examination of current adjunct policies and their effect on the quality of teaching at the

College. Chapter 7-Institutional Integrity presents a number of issues related to communicating policy to College employees and orientation of new employees. The College is also urged to do more to enroll women in non-traditional majors and to expand its diversity activities. Chapter 8-Outcomes Assessment correctly urges the hiring of a full-time Director of Assessment and the implementation of a comprehensive, College-wide assessment process that aligns with the College's *Strategic Plan, Vision, and Strategic Imperatives for the College for 2005-2010*.

Chapter 9-Campus Educational Evolution, the special emphasis area, catalogs a number of changes needed as the College expands its baccalaureate degree programs. These include much stronger support for the library, rigorous review of what constitutes lower- and upper-level courses at the College, greater diversity at all levels of the organization, increased professional development for technology staff as bachelor programs make heavier use of emerging technologies, expanded learning assistance and counseling capabilities, thorough review of all General Education courses and the role these courses must play in baccalaureate degree programs at the College, and the conscious hiring of leaders who understand the importance of integrating the technologies and liberal education and who can lead their respective faculty in any necessary curricular reform. In short, Chapter 9 asks the College community to decide what it wishes Alfred State College baccalaureate graduates to be, both in the workplace and in society, what and how to teach baccalaureate students in order to best achieve those results, and how to know if that effort has been successful.

The Alfred State College of 2005 is very different from the college it was even ten years ago. The College has nearly a century-long record as a leader in two-year

education in Western New York. Significant changes in direction are not easy for any institution. The College has worked hard and continues to work hard to change direction successfully. This self-study makes clear where the College is today, how it got there, and where it expects to be in the coming decades.

Middle States Commission on Higher Education

Eligibility Certification Statement

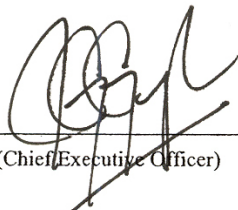
SUNY College of Technology at Alfred is seeking:
(Name of Institution)

(Check one)

Reaffirmation of Accreditation Initial Accreditation


The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education.

If applicable, exceptions are noted in the attached memorandum.



(Chief Executive Officer)

1/13/05
(Date)



(Chair, Board of Trustees or Directors)

1/13/05
(Date)

Chapter 1. Institutional Planning and Renewal

Standard 1.	Mission, Goals, Objectives
Standard 2.	Resource Allocation and Institutional Renewal
Standard 3.	Institutional Resources

The College of Technology at Alfred and the State University of New York (SUNY) System Administration jointly developed a *Memorandum of Understanding* (MOU) in December 2000 to provide guidance for planning the College's future and a framework for gauging the achievement of its Goals and Objectives. In August 2002, the College updated its *Strategic Plan* to reflect the following six Institutional Goals:

Institutional Goal #1: Maintain teaching and learning as premier activities of the College through development of assessment procedures to measure programmatic effectiveness and student attainment of educational goals.

Institutional Goal #2: Increase enrollment to a total of 3,300 students (headcount) including a minimum of 1,000 baccalaureate students by the fall 2005.

Institutional Goal #3: By Fall 2005, generate a 15% increase in external revenue over the current base from sources such as grants, private giving and entrepreneurial efforts.

Institutional Goal #4: By Fall 2007, enhance the Alfred campus culture to support a diverse, student-centered baccalaureate institution as measured by a 20% positive trend in the results of the *Student Opinion Survey* and other standardized surveys using 2000 results as the base.

Institutional Goal #5: Develop, implement and complete, by fall 2005, a comprehensive facilities master plan to adapt the physical plants of both campuses to accommodate enrollment growth, new academic programs and technological change consistent with an evolving four- and two-year polytechnic environment.

Institutional Goal #6: By Fall 2005, prepare and implement a professional development plan with each member of the organization who wishes to participate.

As part of its *Strategic Plan* (2002), the College embraced the following Mission statement:

Alfred State College, located on an attractive rural campus in Western New York, serves residential students from throughout the state and commuting students from the Western Southern Tier.

Its mission is to provide excellence in technological and liberal arts education, promote the academic and personal success of each student, and develop partnerships with business, industry, government, and other educational institutions.

Education at Alfred State means “technology with a personal touch.” Faculty, staff, and students are committed to the principles of excellence and access: excellence in programs and delivery, and access for students of varying ages, races, ethnic backgrounds, and ability levels.

Alfred State College graduates have acquired the knowledge and skills to establish successful careers. In addition, they are well prepared for a lifetime of learning in a technological society.

Each school developed goals that aligned with the Mission and Institutional Goals of the College and departments, respectively. Data from the campus-wide *Middle States Faculty/ Staff Survey Results* (2003) indicate widespread awareness of the Mission, Goals and Objectives of the College:

- 78.6 % of respondents to the *Middle States Faculty/ Staff Survey* (2003) agreed or strongly agreed that they were familiar with the College’s Mission statement.
- 73.1% of respondents to the *Middle States Faculty/ Staff Survey* agreed or strongly agreed that they were familiar with the College’s Goals and Objectives.

Comparing the College Mission and Goals and Objectives as shown in the *Strategic Plan* (2002) and the MOU (2000) revealed considerable alignment. Nearly all aspects of the MOU are contained in the *Strategic Plan*’s Goals and Objectives.

Comparing the College Mission statement to the Goals and Objectives contained in the

Strategic Plan (2002), three of the Institutional Goals are reflected in the College Mission—Institutional Goals #1, #3, and #4.

The arrival of Dr. Uma G. Gupta as the College's tenth president, in fall 2003, followed shortly by several new vice presidents, and a new dean, presented an excellent opportunity to review and update the College's *Strategic Plan (2002)*, Vision, Mission, and Institutional Goals. This process, begun spring 2004, was facilitated by an outside consultant, Dr. Robert Albright, and was completed in fall 2004. In addition, the College is working with SUNY to create an updated MOU, referred to as MOU II, between the College and SUNY. The first draft of the MOU II was submitted to SUNY in December 2004. All of the research and most of the writing in this report was completed with the 2002 *Strategic Plan*, Vision, Mission, and Institutional Goals in effect. Thus, throughout this report, it is the 2002 *Strategic Plan*, Vision, Mission, and Institutional Goals being referenced. Please note that through the College's reinvigorated Continuous Improvement Process, a number of the recommendations in this and other chapters already have been addressed in the *Strategic Plan (2004)* and Strategic Imperatives (replacing Institutional Goals).

Students are the lifeline of any educational institution, and the College is no different. What is energizing and inspiring, however, is the life-long commitment and unwavering dedication of faculty and staff to the welfare of the College's students. This commitment permeates all aspects of the College and becomes the guiding "mantra" for every day operations and long-term thinking. The students are central to all that the College does. The Mission Statement makes this clear. Institutional Goals numbers 1, 3, 4, and 5 reveal and reinforce the teaching- and student-focused nature of the College.

The College relies on a number of venues to serve students, including innovative and creative use of technology and leading-edge academic programs.

Technology Enhancements

The College has become a laptop college with increased use of laptops by curriculums (see curriculum spreadsheet regarding Laptop Curriculums in Resource Room.) The College started in 1999 with one laptop curriculum at the School of Applied Technology with 47 students enrolled. As of fall 2004, there are 21 laptop curriculums at the College with 1,375 students enrolled. Wireless networking is available across both the Alfred and Wellsville Campuses. The College's Computer Services Help Desk provides one-stop technological information service to students and employees.

- 61% of students responding to the 2000 *Student Opinion Survey* were very satisfied with access to computing services and facilities.
- 68% of those surveyed were very satisfied or satisfied with computing services and facilities.

New Academic Programs

The College has developed 28 new academic programs—twelve baccalaureate degree programs (BT, BS, and BBA), nine associate degree programs (AS, AAS, and AOS) and seven certificate programs on both the Alfred Campus and the satellite campus site at the Wellsville School of Applied Technology. Proposed programs include BSCET—Bachelor of Science in Civil Engineering Technology and BBA—Web Design and Marketing.

These programs are developed based on the needs of various constituents, particularly traditional and non-traditional students and employers. One of the divisional strategies of the *Strategic Plan* (2002) was to develop two baccalaureate programs and

one associate degree program per year. Additionally, new and evolving technologies were identified and academic programs were developed to support them in the workplace. As stated in the MOU (2000) between SUNY and the College, “students will be offered an educational ‘ladder’ that allows them to enter at the certificate, associate, or baccalaureate level. Students may receive initial degrees in focused disciplines and then decide to broaden their educational experience. Others will enter baccalaureate paths directly” (Projected Institutional Position and Benchmarks of Success section, para. 2). The College strives to enhance the economic and cultural climate of the region with high quality programs (see Appendix A and see sample of Program Development and Approval Process in Resource Room).

Enrollment and Student Satisfaction

The College’s 1999 enrollment was 2,835, with approximately 145 baccalaureate students. Fall 2004 enrollment was 3,597, with 727 baccalaureate students (see Final Registration Counts – Five-Year Summary in the Resource Room). In 2000, 70% of students were very satisfied with class size and the challenge offered relative to course type; in 2003 it was 80%. Sixty percent were satisfied with the quality of instruction in 2000; that number held at about 60% in 2003. In 2000, about 60% of students rated the quality of education at the College as good or excellent; that number remained constant in 2003 (*Student Opinion Survey*, 2000, 2003).

Partnerships

In support of the College Mission statement, “to provide excellence in technological and liberal arts education, promote the academic and personal success of each student, and develop partnerships with business, industry, government and other

educational institutions” (*Strategic Plan*, 2002), the College has developed partnerships which encourage the academic and personal success of each student. The Center for Community Education and Training (CCET) provides training and consulting services to support economic and human development throughout the Southern Tier, contracting with small and large businesses (see Appendix B).

Grants/Awards

Both the *Strategic Plan* (2002), Divisional Strategy, and the College Mission underscore the critical role of external resources in quality education, especially education in technology. Faculty, administration, and staff at the College have an enviable record of garnering grants and awards (see Appendix C).

Strategic Goals

The College’s mission is to provide excellence in technological and liberal arts education, promote the academic and personal success of each student, and develop partnerships with business, industry, government, and other educational institutions. To this end, the Academic Affairs Monthly Report, initiated at the department level, lists department activities addressing six of the College’s goals. Submitted monthly by the Department Chairs, the reports are reviewed by the Deans, collated, and forwarded to the Vice President for Academic Affairs who, in turn, generates the final report for the President’s Office for faculty and campus review (see examples of Academic Affairs Reports in the Resource Room).

Institutional Goals

The overall campus *Strategic Plan* (2002) was developed with the Mission statement in mind; the academic *Strategic Plan* was linked to this plan. Institutional Goal #1 is as follows:

- Maintain teaching and learning as premier activities of the College through development of assessment procedures to measure programmatic effectiveness and student attainment of educational goals. This is directly related to the College Mission. There is no direct reference to relationships with business, industry, and government in the *College Strategic Plan*.

Department Goals

- Department goals are linked to the academic *Strategic Plan*; goals are reviewed yearly and revised.
- Department and division goals are linked to the *College Strategic Plan* (2002) (see *Academic Affairs Operational Plan* (2002-2003) and sample department plans in the Resource Room), which emanates from the College Mission statement.

Program Goals

- Programs are tied to the plan via department goals.
- The purpose or goal of each academic program is identified in the programmatic assessment plans located on the assessment Web site (<http://web.alfredstate.edu/pollarrk/assessment/OFFICE%20OF%20ASSESSMENT.htm>).

Institutional Objectives

- Overall objectives of the academic areas are reviewed and updated to correspond with the *Strategic Plan* (2002) of the campus. These objectives drive the goals.
- At the institutional level, objectives are identified as Divisional Strategies with specific desired outcomes and timelines.

Department Objectives

- Departments develop goals, as noted, to correspond with the *Strategic Plan*.
- Objectives are tied to departmental goals and are related to the academic affairs divisional goals, which emanate from the College's *Strategic Plan*.

Program Objectives

- Program objectives are tied to the *Strategic Plan* via department goals.
- Specific learning objectives for each academic program are identified in the programmatic assessment plans which are located on the Assessment Web site (<http://web.alfredstate.edu/pollarrk/assessment/OFFICE%20OF%20ASSESSMENT.htm>).

In 2002, Alfred State initiated steps to revise its *Strategic Plan* (2002) in accordance with the MOU (2000) and Mission statement. The revision process resulted in identification and implementation of a new *Strategic Plan* consisting of six major Institutional Goals. Several modes of assessment, including surveys, reviews, evaluations, observations, strategic plans and divisional and department goals, provide evidence that the College seeks to make improvements by meeting the changing needs of the student body while maintaining its integrity (see Appendix D). Results from these instruments influence the College Mission, Goals and Objectives and strategic planning.

Each department contributes to the Mission and goals of the College by developing goals aligned with institutional and school goals and end-of-the year progress reports. These reports include strategy, status, action, desired outcome, evaluation criteria, required resources, person responsible, deadline and outcome, and assess fulfillment of goals (see examples of Academic Affairs Reports in the Resource Room and Appendix D).

Placement/Transfer

Transfer agreements have been established between the College and other colleges. Graduates are surveyed each year to develop an *Employment (Placement) and Transfer Report* (see Appendix E). Employment and transfer data indicate the College has maintained integrity while reviewing and revising its Mission.

Accreditations

- College regionally accredited by the Commission on Higher Education of Middle States Association of Colleges and Schools (*Catalog and Announcements 2003-04*, pp. 8-9).
- Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET) for associate programs in Architectural, Construction, Surveying, Electrical Electromechanical, Mechanical Design, and Mechanical Engineering Technology programs, and bachelor programs in Architectural Technology, Computer Technology, Construction Management Technology, Electrical Engineering Technology, Electromechanical Engineering Technology Information Technology, Mechanical Engineering Technology and Survey Engineering Technology.
- Court and Realtime Reporting program approved by the National Court Reporters Association.
- Nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC).
- Health Information Technology-Medical Records program accredited by the Commission on the Accreditation of Allied Health Educational Programs (CAAHEP).
- Automotive Trades in applied technology is ASE (Automotive Service Excellence) Master Certified.
- Drafting/CAD program in applied technology certified by the American Design Drafting Association (ADDA).
- Welding Technology program in applied technology certified by the American Welding Society (AWS).

Ladder Approach

Institutional Goals 1, 4, and 6, as components of the College's *Strategic Plan* (2002), set the College apart from other institutions of higher education. In addition, the unique ladder approach allowing students to enter at the certificate level and advance to the baccalaureate level distinguishes the College from other colleges (*Strategic Plan*, 2002, Projected Institutional Position and Benchmarks of Success section, para. 2). This

distinction further supports the College Vision Statement: “Alfred State College: New York State’s nationally recognized 4-year and 2-year polytechnic.” The following paragraphs from the College Mission demonstrate a commitment to students, setting Alfred State apart from other institutions:

Its mission is to provide excellence in technological and liberal arts education, promote the academic and personal success of each student, and develop partnerships with business, industry, government and other educational institutions.

Education at Alfred State means “technology with a personal touch.” Faculty, staff and students are committed to the principles of excellence and access: excellence in programs and delivery, and access for students of varying ages, races, ethnic backgrounds, and ability levels. (*Strategic Plan, 2002*)

Faculty/Staff Knowledge of Strategic Planning and Resource Allocation

In a 2003 survey of faculty and staff, respondents were asked to identify evidence that demonstrates that the College’s strategic planning process and resource allocation are relevant to the Mission statement and corresponding Goals and Objectives (see Appendix F, Question 7). Their responses indicate that the *Strategic Plan (2002)*, developed from the MOU (2000), is linked to and supported by divisional and department goals and objectives (*Middle States Faculty/ Staff Survey Results, 2003*).

Respondents to the survey indicated that new and revised programs are the best example of creativity and innovation under the *Strategic Plan (2002)* (see Appendix F, Question 8). New program proposals must fit within the Mission of the College stated in the MOU (2000). The growth of the highly successful online programs is another good example of innovation. However, the analysis of the delivery process and its effect on the educational experience is incomplete for the online programs. The College has been resourceful and innovative in program development and implementation. New program

development is a clearly stated goal of the *Strategic Plan*. Analysis and assessment procedures are in process for all academic areas of the College (*Middle States Faculty/ Staff Survey Results*, 2003).

Faculty and Staff were asked to what degree strategic plans guide daily operations at all levels of the College and to what extent they provide the basis for policies and decisions (see Appendix F, Question 9). Responses to this question were almost unanimous in stating that the *Strategic Plan* (2002) is used as a yearly guide, but it is not used as a daily planner. One of the respondents put it best: “A plan needs to be flexible enough so that opportunities not planned for can be developed and taken advantage of when they are available. The key to success is having the right overriding principles and Vision, not a highly structured *Strategic Plan* that drives daily operation” (*Middle States Faculty/ Staff Survey Results*, 2003).

Early in the preparation of this self-study, it appeared that although there was evidence of academic faculty and staff using the *Strategic Plan* (2002) for decision-making, there was a lack of evidence to show that the administration and the College Council relied on the *Strategic Plan* as a guide in decision-making. Since then changes have been made to processes that allow for initiatives which emanate from the College’s *Strategic Plan* to be considered by the President’s Cabinet by requiring vice presidents or division heads to identify and justify how initiatives relate to the *Strategic Plan*.

The 2003 survey of faculty and staff reveals mixed feelings on the allocation of resources related to the development of new bachelor degree programs at the College. While over 50% agree the College is allocating sufficient resources in the area of equipment, the same percentage of faculty and staff believe the College is not allocating

adequate resources for staffing related to new bachelor programs. Similarly, respondents question whether adequate resources are allocated for startup costs and time for program development. Respondents are more positive on the allocation of physical space and strategic planning, but express concerns about the ongoing operating budget and development of outside funding. For exact percentages, see Appendix G.

Respondents also noted that the College continues to make progress on several major goals, notably enrollment and new program starts. However, while initial money for new programs has been available, a documented realignment of yearly budgets based on goals and objectives is necessary. In general, respondents felt that a major revamping of the campus budget process and resource allocation is necessary to ensure alignment with the Goals and Objectives of the *Strategic Plan* (2002). The allocation of professional development money appears to be in line with the plan, but no evidence was presented that administrative expenditures were coordinated with it. The annual report does not show alignment between resource allocation and key elements of the *Strategic Plan* (*Middle States Faculty/ Staff Survey Results*, 2003). As of fall 2004, the President has reviewed and has allocated resources to support key initiatives identified in the new *Strategic Plan*.

The Business Affairs Office monitors departmental and functions accounts on a regular basis through the dissemination of monthly reports to the president and vice presidents. In addition, real-time account balances are available via the Web from System Office to all account managers, directors/deans and vice presidents. Every supervisor “self-regulates” the budget status in addition to oversight by the Business Affairs Office. Vice presidents and department heads are notified by the Business Affairs

Office of any discrepancies and deviations. Reallocations for OTPS (Other Than Personnel Services) may be made during the year within an organizational division to accommodate unanticipated events, done in consultation with respective deans, directors and vice presidents. (Results compiled from survey sent to President, vice presidents, deans and chairs, March 2003.)

The College's budget proposal is submitted to SUNY System Office for review and approval. Once approved, the total budget is not revised. Allocation categories, Personal Service Regular (PSR), Personal Service Temporary (PST), and Other Than Personal Service (OTPS) are reallocated during the year as necessary. Expenditures are assigned to a category and approved for payment. At the end of each fiscal year, total expenditures cannot exceed the total budget allocation, although expenditures within categories can be revised within the allocated amounts. (Results compiled from survey sent to President, Vice President, Chairs and Deans, March, 2003.)

Human Resources

To assure that human resources are accessible to achieve the College's Goals and Objectives, a number of ongoing analyses occur. Faculty Workload Analyses (Resource Room) in addition to projected faculty workloads are analyzed regularly. Benchmark data from SUNY System Administration are reviewed. Feedback from curriculum external review committees and accreditation reviews also play a role in the analysis of human resource allocation.

When initiatives that emanate from the College's *Strategic Plan* (2002) are considered, the proposals are presented to the President's Cabinet for consideration. As part of the proposal, the respective vice president or division head identifies how the

initiative is related to the *Strategic Plan* and then justifies any new position or expenditure accordingly. The president has the final approval over all appointments. A similar review is required for filling vacant positions. Alternatives to replacing positions are also studied seriously.

Consistent with the College's *Strategic Plan* (2002), the President's Cabinet identifies new positions needed to support initiatives. Vice presidents submit requests and justifications for such positions to be searched and filled. Recommendations from the Curriculum Advisory Committee and accreditation reviews are also considered.

Following this same process, the President's Cabinet considers requests from vice presidents to fill vacant positions (resignations and retirements) on an individual basis. Criteria for such review and approval/denial may include faculty workload analysis, workload projections, availability of adjuncts to cover course sections, 10-month versus 12-month appointments, relevance of courses related to the institution's Mission and goals, alternative methods of delivering services, and cost effectiveness of using overtime for current staff rather than addition of staff. During fall 2003, the College completed a new, comprehensive Human Resources Staffing plan listing department-specific prioritized staffing needs for the next three fiscal years. The plan is updated each semester with the most current review occurring in August 2004.

Financial Resources

Typically, department budgets are submitted to and reviewed by vice presidents in the context of the College's *Strategic Plan* (2002). New programs and initiatives are developed and funded in the context of the College's *Strategic Plan*. Equipment funds from a variety of sources, the State, Technology Fee, SCAP (Student Computer Access

Program), AER (Academic Equipment Replacement) grant, and private sources, are allocated through established groups charged with appropriate and equitable distribution of resources based on priorities established by the goals identified in the College's *Strategic Plan*. Annual reviews are completed at the vice president level to determine if sufficient resources are available to support the activities of the departments. If additional or special needs are identified, the vice president reallocates funds for that purpose or seeks additional funding to support the initiative. Both the College and SUNY struggle with the limited resources available for reallocation.

Technical Resources

Technical services are developed and delivered based on feedback from students via the *Student Satisfaction Survey*, the *Faculty Opinion Survey*, Campus Leadership Team, and curriculum external review committees and accreditation reviews. Allocations for services are consistent with the College's *Strategic Plan* (2002). Several College cross-functional groups use the guidelines identified in the College and departmental strategic plans to determine the allocation of resources that support technology on the campus. These teams review feedback from the Student and Faculty Opinion surveys, Curriculum Advisory Committees, and curriculum accreditation reviews.

Physical Facilities

Development and implementation of the College's *Facilities Master Plan* (2000) was consistent with the College's Mission and *Strategic Plan* (2002). Critical safety and maintenance of facilities are priorities. As areas develop new programs, facility renovations are submitted to the President's Cabinet as part of the planning process. The Academic Affairs Facilities Planning Team meets on an annual basis. The team has

representation from the Physical Plant as well as academic departments and Faculty Senate. A comprehensive *Facilities Master Plan* (2000) was developed as one of the major goals of the College. This document serves as a basis for future development and identification of facility needs.

Consistent with this process, the President's Cabinet, in consultation with various other campus constituencies, developed a capital construction timeline. This process identified specific campus and facility needs including structures needing major renovation. This document was processed with the College Council and the SUNY Construction Fund as part of the planning process.

On a regular basis, Physical Plant responds to individual department and/or functional needs including minor renovations, preventive maintenance, and the upgrading of facilities to meet changing programmatic and service needs.

Recommendations

As a result of the review of the College Mission and Goals and Objectives as contained in the *Strategic Plan* (2002) and the *Memorandum of Understanding* (2000), the following recommendations are made:

- The College should reexamine its College Mission. As indicated in *The Mission Primer: Four Steps to an Effective Mission Statement* (2000) by Richard and David O'Hallaron, a mission statement should identify the fundamental objectives of a business. (*See response below.*)
- The College should reexamine its College Mission. As indicated in *The Mission Primer: Four Steps to an Effective Mission Statement* (2000) by Richard and David O'Hallaron, a mission statement should identify the fundamental objectives of a business. (*See response below.*)
- The College should update the *Strategic Plan* Goals and Objectives and the College Mission to ensure that all items contained in the *Memorandum of Understanding* are included in either the Goals and Objectives or the intent of the College Mission. (*See response below.*)

(In February 2004, President Gupta initiated a comprehensive, College-wide strategic planning process. Dr. Robert R. Albright, a strategic planning consultant, joined the President, Vice Presidents, Deans, Directors, and Department Chairs (3D Group) for an all-day retreat, the objective of which was to develop a shared set of institutional outcomes and the strategies and tactics to achieve those outcomes. The retreat was the first step in a process to develop a new strategic plan that would be championed by the College community.

The first draft of the new Vision, Mission, Outcomes, Critical Success Factors, and Strategic Imperatives was distributed to the 3D Group in March 2004. The draft was widely discussed across campus and a number of changes were recommended. By April 2004, there was need for a forum to exchange ideas from all campus constituents, so the Strategic Planning Web site was set up. A vigorous discussion of drafts continued on the Web site throughout the next month. The information received became the basis for several more edits to the plan.

In May 2004, another full-day retreat was held with the 3D Group, again facilitated by Dr. Albright. In June, 2004, President Gupta invited Erland Kailbourne, a successful business executive and alumnus of the College, to meet with the President's Cabinet. Mr. Kailbourne assisted by offering a business perspective on the Strategic Plan.

The President's Cabinet continued developing the components of the Strategic Plan throughout summer 2004 until there was consensus on a final document. The document includes a Vision, Mission, Outcomes, Critical Success Factors, and Strategic Imperatives. The new Alfred State College Strategic Plan was introduced to the campus on August 6, 2004, by President Gupta at her Fall Opening Remarks.)

- The College should work to eliminate the discrepancies which exist in some of the specifics between the *Memorandum of Understanding* and the *Strategic Plan* Goals and Objectives. *(See response above.)*
- The College should establish a clear and known schedule for re-evaluating and updating as necessary its Goals and Objectives. *(Memorandum of Understanding II was prepared in fall 2004.)*
- As indicated in *Goal Analysis* by Robert F. Mager, goal statements should describe an intended outcome rather than a process. Therefore, the College should ensure that each of its Institutional Goals contains a measurable outcome.

Chapter 2. Policy Development and Decision Making

<p>Standard 4. Leadership and Governance Standard 5. Administration</p>

The College has an extensive governance system to ensure overall delivery of educational programs that are congruent with the College Mission. The governance system includes the varying constituencies to facilitate the delivery of educational programs and services to the College. Autonomy and integrity are considered paramount for the governance structure and administration while in the process of conducting the business of the College. To understand policy development and decision-making at the College and the governance system in which those activities take place, it is necessary to examine briefly the levels of administration, starting with System Administration in Albany, New York.

SUNY System Administration

The College is one of the 64 colleges and campuses that comprise the State University of New York (SUNY). There are 30 community colleges and 34 state-operated colleges. Within the state-operated colleges, there are three sectors: University Centers and Doctoral Degree Granting Institutions, University Centers, and Technology Colleges. The College is directly responsible to the SUNY System Administration. The Board of Trustees is the governing body of SUNY, consisting of sixteen members, fifteen of whom are appointed by the Governor, by and with consent of the New York State Senate. The remaining member is the President of the Student Assembly and serves as Student Trustee. The board is decentralized and integrated through its central administrative staff. Its responsibilities, outlined in the SUNY *Policies of the Board of*

Trustees (2001), include overall operation, maintenance, and supervision of the University.

The Board of Trustees appoints the Chancellor of SUNY and the president of each state-operated institution. It grants all degrees, diplomas, and certificates for the completion of studies at any state-operated campus, regulates the admission of students, prescribes qualifications for their continued attendance, and regulates tuition, fees and charges, curricula and all other matters pertaining to the operation and administration of each state-operated campus.

College Council

The College Council, a mandate of New York State Education Law, consists of ten voting members, nine appointed by the Governor and one student member elected by the students. The Governor's appointees serve a term of seven years, and the student member serves for one year. As appointees of the Governor, their political party affiliation influences their appointment to the council. There is also a faculty representative, and a non-voting alumni representative.

While the role of the College Council is primarily advisory, among other duties the Council has responsibility for recommending candidates for the Presidency to the SUNY Board of Trustees, reviewing major plans of the president, and reviewing and recommending the College's budget (see Appendix A).

President of the College

The President of the College of Technology at Alfred is responsible to the Chancellor of the State University of New York and conducts the business of the College in cooperation with the various divisions of the Central Administration and the policies

and recommendations of the College Council. As the chief administrative officer of the College, the President 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 wide spectrum of relationships with governmental and external regulatory agencies, business, industry, and other educational institutions. The President also works directly with both the College Council and the Educational Foundation, a not-for-profit organization that promotes the well being of educational endowments of the College along with the Alfred State College Development Foundation.

Reporting directly to the President are the Vice President for Academic Affairs, Vice President for Administration and Enrollment Management, Vice President for Student Affairs, Vice President for Information Technology, Vice President for Institutional Advancement, Executive Assistant to the President, and the President's Secretary. The Director of Corporate Relations and Career Development has a dual reporting relationship to the President and the Vice President for Student Affairs. See Appendix B for a complete organizational chart.

Vice President for Academic Affairs

The Vice President for Academic Affairs serves as the chief academic officer of the College. Responsibilities include providing strategic-level leadership for all academic programs, faculty, distance learning, and grants. The Vice President for

Academic Affairs interprets SUNY academic policy and works closely with the academic deans and faculty to set the direction for all instructional and academic support activities so that faculty and academic staff may achieve the College's educational Mission, Vision, and Goals and Objectives set forth in the College's *Strategic Plan* (2002). The Vice President for Academic Affairs is responsible for planning and implementing the total College curriculum (see Appendix C for a full list of the responsibilities and authority of the Vice President for Academic Affairs).

Vice President for Administration and Enrollment Management

The Vice President for Administration and Enrollment Management is responsible for the organization, supervision and coordination of the College's financial and business affairs. Additional responsibilities include providing effective administration of human resources, facilities planning, development and maintenance, and telecommunications. The Vice President interprets SUNY policy and sets the direction for all administrative offices within its jurisdiction. The Vice President serves as the administrative officer for the College's intersection with Auxiliary Campus Enterprises and Services (ACES).

Marketing and enrollment management responsibilities include the offices of Admissions, Financial Aid, Communications, and Student Accounts. The Vice President is responsible for creating a marketing campaign for the College, designed to enhance the image of the College and further the institution's goal of growing as a baccalaureate college. Originally established in 1999 at Dean level, in 2002 the position was upgraded to Vice President (see Appendix D for a full list of the responsibilities and authority of the Vice President for Administration and Enrollment Management).

Vice President for Student Affairs

The Vice President for Student 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 service, counseling, Greek life, intercollegiate and intramural athletics, multicultural affairs, health, judicial processes, university police and other student support services. The Vice President provides leadership in promoting academic achievement and personal development of students (see Appendix E for a full list of the responsibilities and authority of the Vice President for Student Affairs).

Vice President for Information Technology

The Vice President for Information Technology leads all technology-related support functions for the College, reporting directly to the President and providing information technology leadership, vision, planning and coordination. As a member of the College's Disaster Planning Team, the Vice President participates in the development of College policies, develops and implements policies related to technology services, and represent the College's technology position with SUNY, the community and region. He/she is responsible for technology-related community development and entrepreneurial activities such as collaborative efforts that could result in cost reduction or cost recovery opportunities. The Vice President leads the departmental staff for information technology services, including network, network security, systems (centralized servers), academic and administrative computing, Banner student information system support, instructional technologies, copier/printer repair, help desk and client support, document center,

instructional technologies, and document processing. He/she offers support and direction to academic instructional support staff whose primary function is information technology.

Vice President for Institutional Advancement

The Vice President for Institutional Advancement oversees the overall advancement of the College, engaging friends, corporations and alumni. The Vice President leads and promotes the development and fund-raising initiatives of the College, both regionally and nationally. The Vice President serves as Executive Director of the Alfred State College Development Fund, Inc. Reporting to this position are the director of development, the director of alumni affairs, director of corporate relations and career development, and the director of annual giving.

Academic Deans

The Academic Dean is responsible for the organization, coordination and administration of the School and provides educational leadership and support for all academic programs in the School. The Dean represents the School's unique mission along with its interests and needs to the College while simultaneously coordinating and merging the School into the College's defined philosophy, strategies, and goals. The Dean seeks to ensure within the School a shared commitment to student success and educational excellence, continued growth and development, and cost effective management of resources. Within the School, the Dean works closely with the academic departments to ensure integration and understanding of academic directions. Within the College, the Dean works closely with other Deans and academic administrators to ensure consistence in the development and implementation of academic policies and procedures. The Dean is directly responsible to the Vice President for Academic Affairs. As the chief

academic officer of his/her school, the Academic Dean assumes a large measure of self-direction in managing academic affairs of the School (see Human Resource Office, *Role and Responsibilities for Academic Deans*, 2002, in the Resource Room).

Department Chairs/Directors

The academic department chair serves as a liaison/advocate for the department and works in concert with the Dean to implement College goals. The chair assumes teaching responsibilities (50%) and serves as an academic leader in planning program development, fostering faculty and student development, and attaining operational objectives. As a key academic leader, the department chair works cooperatively with many individuals and groups: enrolled students, prospective students, department faculty, instructional support personnel, College administration and other College offices, persons performing review and accreditation, and associated other professionals. Duties of the department chair are performed in conjunction with other faculty under the supervision of the Dean and in accordance with policies and procedures. The academic department chair is a member of the Academic Affairs Leadership Team (AALT).

The School Dean selects academic department chairs, after consultation with the department faculty and with approval of the Vice President for Academic Affairs, for a renewable term of three years. The School Dean conducts an evaluation of the department chair (Human Resource Office, *Role and Responsibilities of the Department Chairperson*, 2003, in the Resource Room).

Selection of the Leadership

The policy for the appointment for the position of President is clearly stated by the State University of New York *Policies of the Board of Trustees* (2001) in Article IX

(see Appendix F). On the Executive and Administrative level, policies for the selection of personnel are clearly stated in the College *Policies and Procedures Manual* (2001). These procedures support the commitment of the College to maintain qualified personnel (see Appendix F). The College's commitment to the goal of diversified faculty and staff is supported through appropriate affirmative action procedures as stated in the *Policies and Procedures Manual* (2001). For a full listing of leadership teams at the College, see Appendix G.

Evaluation of the Leadership

The State University of New York Chancellor evaluates the College President every five years. The Chancellor involves the College Council, the Faculty Senate, and other components of the College community in this 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.

Evaluation of Administrative Staff

The policy and procedure for evaluating administrative staff (see Appendix H) are clearly detailed in the College *Policies and Procedures Manual* (2001).

Administrative and Standing Committees

A total of 20 campus-wide committees are recorded as functioning in the Committee Appointments Report for the 2003-2004 academic year. These committees are in addition to the standing committees of Faculty Senate prescribed by the *Constitution of the Faculty of the State University of New York College of Technology at Alfred, New York* (2001). Each committee is formed based on a recommendation made to

the President. The President may then approve the mission statement in the recommendation and appoint the committee members. For more information and a complete listing of the administrative and standing committees, see Appendix I.

In the *Middle States Report* (1991), this criticism was made:

There are a number of weaknesses in the committee system. It is almost impossible to compile a complete list of committees. While the President's Office supplied a list, some committees are not listed. There seems to be no way of knowing how many committees there are. No mission statement is available for some committees, and there does not appear to be any formal structure for reporting of activities by campus committees.

A database needs to be established with, at the very least, the committee name, the mission, or charge to the committee, and the membership. Records of committee meetings, activities, and deliberations should also be mandatory, with a central repository for these records designated so that they can be referred to by any member of the College community. (p. 37)

The above criticisms made in the previous study have been addressed. Use of a campus intranet site (<http://web.alfredstate.edu>), where committee activity can be posted, is becoming more common. Furthermore, the Vice President for Administration and Enrollment Management has a current list of functioning committees readily available.

History of Organizational Structure

The College has adapted, and continues to adapt, to a series of circumstances including fluctuating enrollment, fiscal constraints, and programmatic changes. During the 1992-1993 academic year, five of the six academic Deans were eliminated to meet budgetary restraints. The elimination of Deans shifted the control of Academic Affairs from the Deans to the Department Chairs. The position of Dean of Engineering Technology, restored in 1998, was redefined in 1999 to include the School of Business, creating the School of Management and Engineering Technology.

During 1998-1999, the School of Liberal Arts and Sciences was combined with the School of Agriculture and Allied Health Technology and the Learning Assistance Department to create the School of Arts and Sciences. An interim Dean of the School of Arts and Sciences was appointed in February 1999 and continued in that position until her retirement in August 2000. At that time, another interim Dean was appointed. During the fall 2000 semester, a national search was undertaken but was suspended in February 2001 due to New York State budget constraints. In October 2001, the President reopened the search for the Dean of the School of Arts and Sciences and made it a top priority hiring for the College. Effective June 1, 2002, a full time Dean was hired.

The Office of Institutional Advancement was created in January 1996 with the Director reporting to the President. This position was upgraded to vice president in December 1997. The Office of Alumni Affairs and Annual Giving and the Office of Communications report to the Vice President of Institutional Advancement.

Between 2000 and 2004, a series of job realignments took place in Marketing and Enrollment Management, Administration, Institutional Advancement, and Student Affairs. The Office of Marketing and Enrollment Management was created with a dean appointed in March 1999. This position was subsequently upgraded to vice president in April 2002.

Governance and Participation

The subcommittee collected data to learn if opportunities exist for extensive representation and participation in campus governance by the numerous constituencies at the College. Using the *Middle States Faculty/ Staff Survey* (2003), the statement “I feel that I have the opportunity to participate in various committees, teams and associations of

the college” was posed (Section 1: Policy Development and Decision Making Subcommittee). In the Responses by Subcommittee heading of the survey results, under the Policy Development and Decision Making section, the score for this statement was 4.09 out of 5, indicating very strong agreement (*Middle States Faculty/ Staff Survey Results*, 2003). In this same survey, under the Policy Development & Decision Making Comments, one response to this statement was particularly strong. The statement said, “Although some complainers say the faculty is left out of decision-making, there are more than ample opportunities to join committees, task forces, etc. and become a player in the process. Whiners should join up or shut up” (*Middle States Faculty/ Staff Survey Results*, 2003, Policy Development & Decision Making Comments, p. 2).

Further data were gathered when two focus groups responded to the question, “Do the committees at Alfred State College allow representation and participation for everyone? Explain, including any recommendations for improvement of the process.” The focus group comments matched the survey very closely. One participant stated, “There is plenty of opportunity to be a part of a lot of committees in this college. In fact, they actively ask if there are people willing to step forward to do so.” Some of the comments actually suggested that there is an excess of committees across the campus (*Focus Group*, 2003, March 18, pp. 17-19; *Focus Group*, 2003, March 25, p. 12, available in the Resource Room).

Faculty Governance

The United University Professions (UUP) contract spells out terms and conditions of employment for faculty at the College. The Faculty Senate, the official faculty governing body at the College, is involved in the decision-making process regarding

programs, curricula, and student life. The Faculty Senate is a critical and valued channel for communication between the faculty and administration. For a complete understanding of the role of Faculty Senate, and for evidence of “appropriate and effective governance at all levels,” see Appendix J.

To gauge campus opinion regarding the autonomy and effectiveness of the Faculty Senate, the subcommittee included the following questions in the *Middle States Survey* (2003) and raised the same questions in focus groups. “What evidence exists to demonstrate that there is appropriate and effective governance at all levels?” and “What evidence indicates that there are appropriate, adequate, and effective relationships among all constituencies to inform and be responsive to others’ needs, desires, and ideas?” Responses indicate that most feel Senate is an important part of the College, but it could be stronger. Some feel that Senate makes recommendations to Administration, but at times the Administration chooses a different course of action. A 2001-2002 academic year issue illustrating this was the fact that many campus groups wanted to change the academic calendar for the spring semester from two breaks, one each after five weeks of instruction, to one break at mid-term. Despite a Faculty Senate vote against the change, the Administration, hearing general support for the “one break” plan, went forward with the change (*Faculty Senate Minutes*, 2004, March 9).

Early in 2003, pros and cons were expressed regarding the attendance of administrators at Faculty Senate meetings. *Middle States Faculty/ Staff Survey Results* (2003), in the Policy Development & Decision Making Comments section, raised the concern that the presence of Administrators might hinder the free flow of communication. Others felt that absence of administrators might inhibit communication.

Many were fearful that comments made could hurt the individual in the future. Some even felt that the political nature of the institution prevents autonomy and new initiatives. This leads to another concern, the lack of participation in Senate.

Focus groups were asked, “Do you feel that the governance of the Faculty Senate is effective and do you feel that Senate has an appropriate amount of autonomy to fulfill its charter?” Most participants felt the Senate is effective, especially when it disagrees with the Administration, advocates a position as a body, and articulates this position. Regarding the ASC/AU merger talks (see Appendix K), the Faculty Senate responded with a clear “No” after many months of hard work. Most felt that the Administration heard this. The concern is that this only happens when the issue is threatening; otherwise, the responses given by Senate tend to be the opinions of those individuals with the most influence or strength, not a true consensus of all represented groups. The strongest voices set the direction of the Senate (*Focus Group*, 2003, March 18, pp. 26-27; *Focus Group*, 2003, March 25, p. 18, available in the Resource Room).

The subcommittee sent the following questions to past Faculty Senate Chairs:

- What do you feel the relationship is like between administrators and Faculty Senate?
- How often does the chair/vice chair meet with the president to discuss issues/make recommendations? What are these discussions like? Any specific outcome to these?
- How often does the chair/vice chair meet with the Vice President for Academic Affairs? What is the outcome?
- What is the relationship like between Faculty Senate and UUP?
- How do you feel service on Faculty Senate is viewed in comparison to departmental and school service?

Areas of agreement and disagreement surfaced in the responses. All respondents agreed the relationship between administration and Faculty Senate is good. There can be tension when there is disagreement, but that has never stopped communication. One individual felt that, over the years, some issues have created damage that still needs to be repaired. Overall, it was felt the relationship has definitely improved over the last ten years.

Responses to the last question comparing the perceived worth of Senate service to departmental and school service provided some insight into the concern raised in the campus-wide survey about lack of participation. Almost all previous chairs indicated that service on Faculty Senate is secondary to department and school committees. At times, faculty have been discouraged from participating in Senate or, at best, giving it secondary importance. Linking participation in Senate to promotion and tenure might be one way to improve this situation. The suggestion is that each school support and give recognition to those who wish to participate on Senate.

Regarding the new President, a previous Senate chair felt that this would be a good time to mend past issues and create a stronger Senate/Administrative relationship. President Gupta has attended several meetings (Executive and Full Senate) and has expressed concern that the Senate is slow and cumbersome, perhaps due to its size. Therefore, faculty are currently looking at the structure of the Senate. This issue will be put to a campus-wide vote in the fall of 2004 or early spring 2005.

Student Governance

The Student Senate is the elected student government body at the College. The Student Senate's concern is the quality of life at the College. In that capacity, it is

instrumental in the development of policies affecting the student body. The Student Senate is the major organizational link between the student body, faculty, administration, and the local community. The Student Senate maintains an up-to-date Web site (<http://web.alfredstate.edu/campuslife/ssenate/>) where their Mission statement can be found. For more information on Student Senate, see Appendix L.

To measure campus views on student involvement and the level of student input and involvement in the College's decision and planning process, the following statement was posed for respondents in the *Middle States Faculty/ Staff Survey* (2003): "I feel that the level of student input and involvement in the college's decision and planning process is appropriate" (Section 1: Policy Development and Decision Making Subcommittee). In the *Middle States Faculty/ Staff Survey Results*, the mean score for this statement was 3.29 out of 5 reflecting agreement (Survey Summaries, p. 1). One respondent commented that disagreement with this statement could mean two things – level of student input is excessive or that student input is too low. (The respondent felt student input was excessive.) One respondent stated in the *Middle States Faculty Staff Survey Results*: "I do not feel the students are listened to when they have concerns. Only certain issues are brought to them at Student Senate" (Comments, p. 1).

Two focus groups were asked, "Do students have a part in making decisions and plans that affect them?" Most of the comments indicated that students at the College do have a significant voice in policies and decision-making. For example, one focus group member said, "In our department, they (students) have a very strong opinion of what should be taught, how, when, and why. We do listen – up to a point." Another person stated, "I think the avenues to make decisions are there, so if there are any complaints by

the students that they want more decision-making power, they are not looking hard enough to find ways to be involved” (*Focus Group*, 2003, March 18, p. 16-17; *Focus Group*, 2003, March 25, p. 11, available in the Resource Room).

To get an inside view of the Student Senate, the subcommittee interviewed the Student Senate advisor, President, and Public Relations chair. Asked about students serving on campus-wide committees, the Senate leaders explained that students are appointed to several committees. For more information from these interviews, see Appendix M. Furthermore, the *Middle States Report* (1991), p. 50, raised two concerns about Student Senate:

- Most of the Student Senate effort was centered within the Finance Board and Executive Board.
- There was a need for more extensive communication of Student Senate activity to the overall student population.

In response to the first concern, Senate has seen attendance double at College-wide Student Senate meetings since the implementation of the Incentive Point System in 1998. The executive board has received training in presenting issues. The Student Senate is not there yet, but things have improved in this area. The pool of leaders who have been involved in activities and governance at the high school level is still smaller at the College than at traditional four-year campuses. This situation should improve as the College accepts more baccalaureate students.

As for the second concern, the Senate created the Senate Corner, published in the campus newspaper *Tor Echo*. The Senate Web page is widely used. Posters and announcements are required to have the statement “your student activity fee at work.” The most recent vote on increasing the activity fee passed by a 10:1 margin in 2001.

Finally, regarding student governance at the College, the increasing number of four-year students already has had a positive impact. There is now a need for dual-track training of Resident Assistants (RAs) since some students are in their third and fourth years of involvement. A possible negative impact is that the students who are here for longer sometimes remain in leadership roles as officers. This may prevent a student who is only here for two years from having a leadership role.

Collective Bargaining

In the 2003 survey, two focus groups were asked, “Do you feel that the collective bargaining process takes into consideration your needs as well as the needs of the college as a whole? Explain or include any recommendations for improvements of the process.” Respondents indicated the bargaining units generally do a good job of considering the needs of the individual union members, but suggested that too few people participate in the leadership of the bargaining units. One respondent felt the main reason for the lack of participation stems from apathy based on the feeling that the voice of one individual will not have an appreciable effect (*Focus Group, 2003, March 18, p. 6; Focus Group, (2003), March 25, pp. 3-4, available in the Resource Room*). Focus group members suggested a need to get more participation in union activities, perhaps with recognition for this participation as part of the review or evaluation process.

Finally, the *Middle States Faculty/ Staff Survey Results (2003)* yielded the following comments applying to collective bargaining at the College: “Unions, SUNY, and New York State politics discourage and even prevent autonomy, new initiatives, etc.” (Comments, p. 3); “CSEA is not given the same opportunities as the professional for promotions or say in College matters” (Comments, p. 2); and “CSEA are the workers -

The professionals could not run their departments efficiently or effectively without the CSEA members” (Comments, p. 2).

Internal Communications

Internal communications occur top-down and across organizational boundaries, through face-to-face, e-mail, one-on-one, and in group settings. Everyday an *Announce* message is sent to all campus e-mail boxes, providing current relative information for students, faculty and staff members. *SUNY Today* is shared through the campus e-mail system, and special announcements go out as needed to keep the campus well informed. The e-mail system is employed by most administrative levels to communicate with their staff, facilitating speedy two-way communications. Reports from various campus committees are posted on the intranet and can be accessed by anyone who needs the information.

The structure is in place for effective communication, but some issues remain. Unless one has access to a computer and has a campus account, it is next to impossible to know what is happening. Most, but not all, employees have computer access or training. In the spring of 2004, Physical Plant staff gained access. For a complete listing of campus documents, see Appendix N.

Conclusions

- The President and Vice Presidents are effective and are continually working to achieve the goals set forth in the College Mission statement.
- The current governance structure seems to be effective in achieving the Mission statement of the College.
- The President’s Cabinet has been very successful in increasing enrollment and scholarship endowments for the College.

- The College chose to undertake the General Education mandate even though it was not, at that time, required for two-year institutions. The College implemented it to improve the institution and prepare for the growth of baccalaureate programs.
- There is no central repository where governance information is easily accessible. The College's online *Policies and Procedures Manual* (2001) has not been updated in a while, and there is no current organization chart in this manual or posted online.
- There are some concerns about hiring and retention:
 - New hires' salaries are at the same or higher levels as salaries of current personnel.
 - Promotion from within the Administrative ranks may be too common.
 - Requiring PhDs presents problems even though this is required for Liberal Arts through Alfred's *Memorandum of Understanding* (2000) with System Administration. Attracting and keeping PhDs is difficult and may not be in the best interest of our students.
 - Procedures, guidelines, and process are not always followed and require too much time.
 - Promotion and faculty retention strategies are inconsistent among departments, schools and campuses.
- Faculty governance could be stronger; more participation and more information sharing are needed. Though some feel faculty governance is too political, most believe it is strong and there exists a good relationship with administration.
- The Student Senate is functioning well and continues to improve each year.
- There is a lack of participation in leadership in the collective bargaining units, especially among UUP.
- The intranet is hard to navigate, and it is difficult to retrieve data from it (<http://web.alfredstate.edu/>).
- In the past, the College created an annual report. This has not been published in the last two years; it was a good source of data on the accomplishments of the previous year.
- The wording of the search and selection process for many positions on the campus is ambiguous at times.

Recommendations

- Use participative, two-way communication processes to better inform faculty, staff, and students.

- Communicate the job responsibilities of the President and the vice presidents to faculty, staff, and students to give the employees and students of the College a better understanding for each position to enrich the campus's understanding.
- Create a better awareness of the role of the College Council by providing access to the minutes of the meetings. (*The College Council meeting minutes are now available on the College intranet. Faculty, staff, and the campus community receive an electronic invitation to each College Council meeting.*)
- Develop consistency in promotion and continuing appointment policies among the departments, schools and campuses.
- Review and improve the selection and hiring processes.
- Develop consistent evaluation criteria, instruments, and timelines for all administrators.
- Recognize and reward service to Faculty Senate and collective bargaining in promotion and tenure decisions. Also, encourage participation in collective bargaining leadership through promotion, recognition, and better communication.
- Those responsible should create better documentation of *Policies and Procedures Manual* and related employment statistics reports, make information more readily accessible and easy to locate, and create a paper trail instead of relying on people's memories.
- The College should reinstate the published annual report. Report should be incorporated with a year-end analysis, documented and shared with all constituencies in the organization. Placing it on a Web page is not effective; it should be printed and distributed.

Chapter 3. Student Development and Enrollment

<p>Standard 8. Student Admissions Standard 9. Student Support Services</p>
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Admissions Decisions

To determine if the College makes appropriate admissions decisions, data are collected to analyze how admissions decisions are made specific to the following areas: (a) the College Mission, (b) “truth in advertising” issues related to print and audio materials, (c) information regarding academic entrance requirements, (d) application analysis, (e) Alfred State Opportunity Program (ASOP), (f) Learning Assistance activities and effectiveness, (g) course placement decisions, and (h) transfer credit evaluations.

Admissions Office Vision Statement

The Admissions Office Vision Statement is directly related to the College’s Mission statement. The College’s Mission statement is included in the *Catalog and Announcements 2004-05*, as well as the *Admissions Office Operational Plan (2003-2004)*, both of which are updated annually. The Admissions Office follows a plan designed to achieve their vision. The Admissions Office Vision Statement says:

The Admissions Office will provide the College with the student base necessary to position Alfred State as a premier College of Technology. The Admissions Office will meet the College’s new student enrollment target each year with optimum distribution among curriculums. The student body will mirror the diverse population base of New York State and will include students of varying ages, races, and ethnic backgrounds. Access will be provided to students with diverse abilities.

The Admissions Office will create, devise, and publicize the College’s unique image to its many market segments. All College recruitment mediums will exemplify excellence and Alfred State’s position as a premier College of Technology. (*Admissions Office Operational Plan, 2003-2004*)

“Truth in Advertising” Issues Related to Print and Audio Materials

The *Admissions Office Operational Plan (2003-2004)* identifies and describes 12 publications, 10 brochures, 8 postcards, and 2 newsletters, all designed to attract and inform constituents about varied aspects of the College (pp. 12-16). These are reviewed and updated annually to assure that information is accurate and up to date. The subcommittee reviewed the major recruitment pieces and found them to be consistent and accurate with regard to the information provided (see Appendix A).

A series of mailing progressions has been designed for students and their parents at various stages of the college search process. Brochures are utilized in conjunction with a specific mailing. The *Admissions Office Operational Plan (2003-2004)* delineates three specific progressions for students who have inquired about the College: Senior Mailing Progression—2004 Graduates, Junior Mailing Progression—2005 Graduates, and Younger Student Mailing Progression—2006 Graduates and Younger (pp. 17-19). There is also an Admissions Acceptance Progression and a corresponding Parent Progression implemented when an applicant is admitted to the College. Additionally, an E-Mail Progression is incorporated when an inquiring student provides a valid e-mail address. These progressions promote “top-of-mind” awareness of Alfred State College during the college search and selection process and provide information regarding a multitude of topics for prospective students to consider as they select their college.

As the College continues to evolve into a two- and four-year degree-granting institution, a new image has been designed and incorporated into all marketing collaterals. The College utilizes TV cable, radio, billboard, and print advertising mediums. The subcommittee reviewed TV and radio scripts, billboard designs, and

sample print ads and determined that the message conveyed is consistent with the College Mission statement and the Admissions Office Vision Statement and provides an accurate image of the College.

Academic Entrance Requirements

The overall profile for incoming freshmen is decided by the President's Cabinet, in consultation with the Director of Admissions/Enrollment Management, in accordance with the *Memorandum of Understanding* that was developed in 2000. Academic Department Chairs, in consultation with the Director of Admissions/Enrollment Management, determine individual program entrance requirements. Academic program entrance requirements are determined when the College receives program approval from the New York State Education Department and may be revised prior to the printing of admissions recruitment material for any specific entering class.

Math course requirements are determined with input from the Chair of the Math Department. The College accepts students into a specific major; therefore, entrance requirements vary from program to program. It is critical that prospective students be aware of the entrance requirements. After reviewing a variety of publications, including the *Catalog and Announcements 2004-05*, *Viewbook (2003)*, Alfred State Application, Fact Sheets, College Web Site, and Curriculum Code Chart, the Subcommittee determined the entrance criteria are clearly presented. The listed requirements are also consistent in all of the pieces.

Application Analysis

To insure that applications for admission are reviewed appropriately and consistently, the Admissions Office has developed Application Procedures for New

Matriculated Students. The *Admissions Office Operational Plan* (2003-2004) also diagrams the Admissions Inquiry and Acceptance Process in a flow chart. The goal of the Admissions Office with regard to application processing is that applications be reviewed thoroughly and decisions made consistently. The following steps make up the admission application review:

1. Prior to the beginning of the application review process, the admissions counseling staff meets to review and update the Application Review Checklist.
2. Counselors review the application, either on paper or electronically. All necessary academic support materials must also be provided. (New counselors are paired with senior staff to learn the application review process.)
3. For applications that are clearly acceptable, acceptance to the program is made.
4. Incomplete applications are considered “pending” until all necessary documentation has been received or the application has been withdrawn.
5. Applications that are not clearly acceptable are reviewed by committee.
6. Several alternative acceptance decisions are available and are described in the Application Procedures for New Matriculated Students:
 - The first alternative acceptance option is to offer the applicant admission to an alternate, closely-related major.
 - The second acceptance option is to offer the applicant a conditional acceptance.
 - The third acceptance option is to offer the applicant acceptance through the Alfred State Opportunity Program (ASOP) or the Educational Opportunity Program (EOP), described later in this report.
7. Admission decisions are input into the Banner Web system.

The Subcommittee determined that applications are reviewed consistently and that a series of checks and balances exists to ensure that appropriate decisions are made and communicated to applicants.

International Student Application Process

International students must complete a separate application process beginning with the International Admissions Application, which includes Application for Undergraduate Admission, Autobiographical Essay, English Proficiency Report, and Foreign Student Financial Statement. A special international student section appears on the Web site because many international students do their college search and complete their college-related correspondence electronically. In addition, an International Student brochure is available for interested students. Prospective students receive an International Student Application Checklist along with the application and brochure in their first mailing.

International students must meet the College admissions standards as well as additional requirements set by the Federal Government. When a student is determined to be acceptable, a 1-20 form is issued via the newly-implemented Student and Exchange Visitor Information System (SEVIS) system. The student must then obtain the student visa for entrance into the United States.

Associate or Baccalaureate Degree-A Choice

Students have the opportunity to achieve their academic goals of either an associate degree or bachelor degree or both for the College's twelve baccalaureate programs. Each of the available baccalaureate programs has a corresponding associate degree, thus providing students with a variety of admission and graduation options.

Students may choose to apply and be admitted into an associate degree program. After completing the associate degree, students may fill out a local Joint Intent to Enroll

Form through the Admissions Office in order to enter the junior year of the corresponding bachelor degree program the following semester.

Students may choose to apply for a bachelor degree program directly from high school. If they are acceptable, they are admitted into the baccalaureate program. After completing the degree requirements for the corresponding associate degree, students may apply for graduation through their academic department chair. This does not change their matriculated status at the College; however, it grants the associate degree for those who desire it. Some applicants may not be immediately acceptable for the bachelor degree program. These applicants may be offered acceptance into the corresponding associate degree program. Successful completion of the associate degree allows them to pursue immediately the baccalaureate degree through the Joint Intent to Enroll Form process.

Alfred State Opportunity Program and Educational Opportunity Program

The Alfred State Opportunity Program (ASOP) is typically a three-year extended program for students who are academically disadvantaged but are neither financially disadvantaged nor state residents. Acceptance in ASOP is intended to reduce the student's course load, particularly in the first year, so that the student is not overwhelmed and can make up courses he or she lacked or was weak in. The Educational Opportunity Program (EOP) is identical academically; however, it also has a financial component. EOP is a New York State program for academically and financially disadvantaged New York state residents. The philosophy for both of these programs supports the College's Mission statement to provide access for students of varying backgrounds. Both of these programs are described in the *Catalog and Announcements 2004-05*, on the Web site, and

in brochures sent to students accepted into ASOP or EOP. These materials are used in admissions counseling sessions with prospective applicants.

Students may apply for consideration for EOP on their application for admission; students may not apply directly to ASOP, which is offered as an alternative acceptance decision. All applications to the College are reviewed according to the Application Procedures for New Matriculated Students; initially, all students are considered for admission into a regular program. Applicants who are not clearly acceptable for admission but who demonstrate the potential for academic success may be considered for either the ASOP or EOP extended program.

Normally, students are offered acceptance through ASOP when they demonstrate that either additional time is necessary to successfully complete coursework or that they show potential for success but lack the required coursework or recommended grade point average. Typically, students are offered ASOP when they demonstrate at least two weaknesses as well as two strengths. Admissions counselors document these reasons on a worksheet for every student admitted to ASOP. Because EOP applicants are also required to meet financial guidelines, usually a lengthy process, academically eligible applicants are initially accepted into ASOP.

All New York State residents who are offered admission to ASOP receive a letter explaining the financial criteria for EOP and are given the opportunity to return a portion of the letter indicating that they would like to be considered for EOP. When all of the necessary financial aid application materials have been received and reviewed, the applicants are notified if their acceptance has been changed to EOP or if their acceptance will be maintained for ASOP.

The subcommittee determined that the Admissions Office clearly describes the content and structure of the appropriate extended program to students accepted into both ASOP and EOP. Students who are accepted through EOP and ASOP receive a specific acceptance letter describing the program as well as a special insert and appropriate EOP or ASOP brochure in their acceptance folder. These students are identified in the Banner Web system and the College's online Web information system by admit code and student type so that faculty and staff can identify them.

The subcommittee reviewed procedures for this process that were approved by the Campus Leadership Team in September 2001. The procedures clearly articulate student options for obtaining both the associate and baccalaureate degree.

Learning Assistance Activities and Effectiveness

Information on the availability of Learning Assistance services is essential to applicants with disabilities and to their families during the college search process. Services are described in the *Catalog and Announcements 2004-05* and *Viewbook (2003)* as well as on the Web site. In addition, families making appointments through the Admissions Office can request a meeting with a Learning Assistance counselor. The Admissions application has an optional question that offers students with either a physical or learning disability the opportunity to self-identify. The admissions process reviews the applicant's academic record, disregarding any indication that the student might have a disability. The Learning Assistance Office contacts self-identified disability students after they have been accepted to describe the services available and to request the students sign a waiver allowing the Learning Assistance Office to obtain documentation. Students are advised to meet with a disability counselor prior to their

enrollment to determine what services and accommodations might be needed and how the College can assist them.

The Learning Assistance staff also works with academic departments to determine if technical standards should be developed and publicized for specific academic programs. Several academic departments, such as nursing and automotive, have identified technical standards, which are noted in the *Catalog and Announcements 2004-05*. This information is available to applicants and their families at the beginning of the college search process.

The Learning Assistance Center produces a detailed brochure *Policies and Procedures: Services for Students with Disabilities* (2002) as well as a *Services for Students with Disabilities* (2002) brochure for distribution to interested parties. The Center is also available at an information table so students and their families may ask questions and pick up general information at all College-wide Open House and Orientation programs. When students with disabilities enroll, a series of handouts is available to notify faculty of the accommodations needed, to make faculty aware of the College's services, and to inform the students of the services available.

The subcommittee determined that the College succeeds in making appropriate information available to students and their families throughout the admissions process. These efforts are congruent with the College Mission statement and Admissions Vision Statement to provide access to students of varying backgrounds and abilities.

Course Placement Decisions

The College's Mathematics and English faculty set the academic criteria for placing students in the appropriate English and math classes. Decisions are made

automatically for placement in Freshman Composition 1403 or Freshman Composition 1503 based on a student's English, ELA Regents exam score, or SAT verbal score. Decisions regarding math course placement, though significantly more complicated, are made automatically when a math Regents exam score is available. If a student cannot be placed in either math or English using this method, the student is asked to take the appropriate placement exam(s) prior to summer orientation. Students with previous college coursework are advised to register for the appropriate math and/or English course based on expected transfer credit. Students can meet with the Math or English Department Chair to discuss their math and/or English placement at the beginning of the semester.

Transfer Credit Evaluation

The Admissions Office has developed Transfer Application Processing Procedures in conjunction with the Records Office. These are reviewed and updated in conjunction with the Application Review Checklist on an annual basis. All applicants must provide official college transcripts for any previous college coursework. Once the student has been accepted, the official transcript is forwarded to the Records Office with the appropriate academic program noted on the transcript.

The Records Office has procedures for evaluating transfer credit per Academic Regulation 305, and this information is available on the Records Office Web site (<http://web.alfredstate.edu/records/>). Transfer credit procedures are initiated in the Records Office; however, the final evaluation of transfer credit is the responsibility of academic department chairs. Once a specific course from a particular institution has been evaluated, it is included in the *Transfer Credit Manual* (2003-2004). Discipline

department chairs are responsible for articulating new course equivalencies. As new course equivalencies are articulated, they are added to the *Transfer Credit Manual* (2003-2004), which is used by Admissions counselors in discussions with prospective students.

Currently, transfer credit evaluations are usually completed only after the student has been accepted and frequently not until the student has enrolled at the College. As the *Transfer Credit Manual* (2003-2004) expands, transfer credit evaluations will be completed more quickly for enrolled students as well as for inquiring students and applicants.

The subcommittee identified the transfer credit evaluation process as one that currently takes too long. Prospective students should be informed about transfer credit during the admissions process so that they can make appropriate decisions about enrolling at the College. Several committees, internal and state-directed, have been formed to remedy the situation.

Services for Student Success

The College provides appropriate services for students to help them be successful. This is evidenced through analysis of data that demonstrate how student services are evaluated for effectiveness specific to the following areas or issues:

- Counseling and Career Services
- On-Time Graduation Rates
- Accessibility to the Educational Experience for Commuters in Comparison to Students in Residence
- Internet Access and Technological Capabilities
- Retention Efforts
- Services for Students with Special Needs/Disabilities,
- Academic Advising
- ACTION Program—Intervention Service for Retention by Residence Life Coordinators
- Academic Status Decision-Making Process and Related Assistance Issues
- Health-Related Services

- Tutoring Services
- Supplemental Instruction
- Auxiliary Campus Enterprises & Services (ACES)

Counseling and Career Services

The Office of Counseling and Career Services offers specialized services in career planning to all students who are unclear about career objectives or educational plans or who desire to reevaluate their program choice or need assistance in transferring to bachelor programs or from bachelor to graduate programs. Individual counseling is available as well as group counseling. The success of placement and transfer services for graduating students is demonstrated by the number of students being employed in positions related to their majors or transferring to other schools for graduate work. The yearly *Employment (Placement) and Transfer Report (2003)* gives a complete breakdown by curriculum of these statistics. Services are also available to alumni. Services offered by the Office of Counseling and Career Services include the following:

- Interest Inventories
- Resource Library (Online Sources/Hard Copies)
- Vocational Counseling/Testing
- Résumé Writing Assistance
- Job Postings (Online and in Curricular Areas)
- On-Campus Interviews by Employers
- Job Fairs (Online and Postings)
- Interview Workshops
- Mock Interviews
- Internship Sponsor Location and Application Assistance
- Transfer Workshops
- Transfer College Visitation

On-Time Graduation Rates

The College had the highest rate of on-time graduation of any public, non-specialized, two-year postsecondary school in New York (*Admissions News, 2003*).

Accessibility to the Educational Experience for Commuters

The subcommittee is satisfied that commuters have access to all aspects of the educational experience, aside from the residence life experienced by non-commuters.

Internet Access and Computing Services

The College provides free Internet access to all students while school is in session. Wireless access is available throughout the campus, including residence halls, student lounges, libraries, the Student Activities Center, and most classrooms (*Student Handbook/Planner 2004-05*, pp. 22-27). Students may purchase computers and other computer-related equipment from the campus store. Internet access is also available free during the semester through dial-up service from the students' homes.

The College provides approximately 1,600 computers in classrooms, academic labs, and open labs for student use, with one third of them being replaced each fiscal year, for a ratio of three students to one computer, including a few specialized machines for students with disabilities. Three general access computer labs are open 24 hours a day, 365 days a year. Labs in the SET (Engineering) Building are equipped with the Best Access Card System, so students needing access in this building can enter at any time.

Computer maintenance is done primarily by the Information Technology staff of 15 full-time technicians, with additional specialized maintenance contracts as needed. The College utilizes WAN, LAN, and wireless for Internet access in every building and wireless in some outdoor locations. The College's infrastructure includes four T1 land source lines for the Alfred campus and one T1 for the Wellsville campus. Internet bandwidth has been increased from 13.5 MB to 45MB.

A plan is in place to re-cable all residence halls and to create more single rooms, fully equipped with both wireless and wired (port-per-pillow) connections. The first four residence halls were completely re-cabled for fall 2004. An additional network technician was hired on July 1, 2004, to assist in maintaining network access 24/7. Additional wireless access points have been added to improve Internet service to students.

A centrally located Help Desk, staffed by one full-time person and several student employees, is available Monday-Friday from 8 am-5 pm, 8 pm-midnight, and on weekends. The *Student Satisfaction Survey* addresses satisfaction with all areas on campus including the Computer Center. In 2001, the College was named the third most wired two-year campus by *Yahoo! Internet Life Survey 2001* (“Alfred State College Well Wired According to Yahoo,” 2001, para. 2).

Retention Efforts

The subcommittee finds that all efforts of Learning Assistance, Health Services, ACTION Program, professional and peer tutors, whether on an individual, group, or Supplemental Instruction basis, academic advisors, and the overall aspects that affect the “campus climate” are geared toward retention of the College’s students. In addition to academic intervention, staffs in the residence halls, in campus activities, multicultural affairs, counseling services, and in athletics and intramurals offer diverse programs throughout the year that, collectively, provide students with a feeling of being connected to the College. These co-curricular programs contribute to retention.

Services for Students with Special Needs/Disabilities

Help for students with identified disabilities, as defined by the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, is available in the

Learning Assistance Department, which has offices on both the Alfred and Wellsville campuses (*Services for Students with Disabilities*, 2002). Counselors evaluate applications and documentation of new students and, after an intake interview, suggest available services in accordance with campus policies (*Policies and Procedures Services for Students with Disabilities*, 2002). These services include testing modifications (extended time, alternative location, reading of tests, scribing, use of word processing), assistive/adaptive technology, counseling, advocacy, taped textbooks, equipment loans, extended curricular programs, referrals to other agencies and offices, residence hall locations, and solutions to logistical problems (e.g., elevator usage and priority scheduling in appropriately located classrooms). A Services for Students with Disabilities counselor makes all students with disabilities aware of these services and notifies faculty members about students who need classroom and testing modifications (*Services for Students with Disabilities*, 2002). Additionally, counselors provide faculty members with suggestions for enabling these students to be successful in the classroom through form letters notifying faculty of students with disabilities.

Academic Advising

Student advisement is the responsibility of individual department faculty members. Students must see advisors at least once every semester to obtain a pin number for online registration. Financial, health, mental health, etc. advising is handled by appropriate departments and is readily available on both campuses. The subcommittee finds that, according to the *Student Satisfaction Survey*, these services are adequate.

ACTION Program

The ACTION Program was designed as an intervention service targeting the

resident student who may have academic or personal problems and needs to be referred to a support service at the College. The Residence Hall Coordinator (RHC) is the contact person, and he or she makes contact with new students and students who may be struggling. The RHC then connects the student with the appropriate service (*ACTION Program*, 2004).

Academic Status Decision-Making Process and Related Assistance

The academic status of every full-time or part-time student is recommended by the student's department faculty at the end of the regular fall and spring academic semesters, with the Vice President for Academic Affairs making the final decision. A department chair can also request, through the Vice President, a change in academic status of a student at any time. A student may appeal for a change in academic status to the Vice President for Academic Affairs; extenuating circumstances are considered. Student academic status information and the appeal process are clearly stated in the Academic Regulations included in the *Student Handbook/Planner 2004-05* given to every student each year (pp. 87-99). The process is reviewed and changed as needed.

Health-Related Services

The Health Services Office, located in T. A. Parish Hall, is available to all students. Health Services can assess and send students to the emergency room at the local hospital if necessary. The office, with a three-year accreditation with the Accreditation Association for Ambulatory Health Care, Inc., serves several functions:

- The Health Services Office provides comprehensive health care. With one licensed nurse practitioner on each campus, Alfred and Wellsville, almost all health needs can be met, from minor ailments to chemotherapy and dialysis. The staff can administer IVs, do testing and blood work, and work with the counseling center to monitor psychiatric medications. These services aid in student retention, enabling students who might otherwise have to be at home to attend college.

- The Health Services Office provides information. All staff members are health educators; they speak to freshman orientation classes, college success/freshman experience seminars, and other classes where their services are requested. They are also involved in specific campaigns, such as smoking and STD prevention. One-on-one education is an important part of the service to students with specific illnesses. The College's Bacchus Club also provides peer education in health-related issues.
- Additionally, a regularly published newsletter titled *Just 4 the Health of It* makes students aware of health service hours, offers suggestions for maintaining a healthy lifestyle, and presents information about the health services available on both campuses.

Tutoring Services

Free peer tutoring services for most courses can be scheduled online. There are three tutoring labs in the Student Development Center—a language lab, a math lab, and an EOP math lab—although peer tutoring may take place anywhere. The Alfred State College Tutoring Program is certified through the College Reading and Learning Association. Free to all students, it is funded through donations from the Educational Foundation, Alumni Association, Student Senate, ACES and the College.

In addition to peer tutoring, two professional language instructors are available to help students with writing papers. And a number of faculty members donate proctoring and tutoring time in both the language and general math lab. E-tutoring (online tutoring) was instituted during the fall 2002 semester, but was under used and was dropped.

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI leaders are students or staff members who have previously taken the course, are taking current class notes, and know the professor's requirements. Information about SI is available on the Web for all members of the College (<http://web.alfredstate.edu/longstz/SI.htm>).

ACES

Auxiliary Campus Enterprises & Services, known simply as ACES, is a not-for-profit corporation responsible for many services on campus. A board of directors consisting of faculty, students, and administrators governs activities of the corporation. ACES issues a single ID card for each student, to be used for everything – identification, meal plans, debit accounts, campus book store purchases, vending, laundry, library usage, telephone service, student copiers, laundry facilities, the Health Center, access to after-hour labs, and access to some dorms. For a full list of services provided by ACES, see Appendix B. ACES has received state and national recognition for its quality and diversity of food service. For two years, ACES has participated in the College's Distinguished Scholars Program for academic excellence, providing approximately 165 meal plan scholarships each semester.

The *Student Satisfaction Survey* addresses satisfaction with all areas on campus including ACES. Every area within ACES is affiliated with a state or national organization that shares information and conducts regular surveys regarding its services. This will be the third year that ACES has participated with surveystudents.com, a Web-based survey company, to measure customer satisfaction. The survey is conducted twice per year, in the fall semester for Dining Services and Vending and early in the spring semester for Campus Store, Telecommunications and Transportation services. The latest survey in November 2004 had 550 responses, 469 students, 32 faculty members and 49 staff members producing a confidence level of 95% and with multiple year cross tabulations performed to indicate specific target segments and identify year over year trends.

Informed Decisions

Based on a thorough review of the materials and activities discussed below, the subcommittee is convinced the College provides adequate and timely information on which prospective students may make informed decisions regarding the college experience relative to the following areas:

- College Information in Print and on the Internet
- Student Orientation Experience
- Campus Cultural Life Activities
- Student Right to Know Information
- Housing Waivers
- Housing Selection and Life Styles
- Computer Access
- Alfred State College-United to Serve Center (ASC-US) Services
- General Education Graduation Requirements
- Degree Audit Process
- ACES Meal Plans
- Graduation Rate Information
- Health and Safety Campus Issues
- Information Dissemination

Prospective students receive information on housing during open house, via the Web site, and through the assorted brochures and mailings offered. Once students are accepted, they receive a packet of information that includes the Housing Selection Form and the Housing Waiver Form allowing the students to choose where they would like to live. Orientation provides another avenue of relaying information to students. During the summer orientations, students receive information on clubs and organizations, the health center and its purpose, and on University Police and their purpose. Upon arrival at the residence hall, students receive a *Student Handbook/Planner 2004-05* and brochures on the Health Center, intramural and recreational sports, and the Counseling Center.

Through analysis of print and Web site material, available to both potential and accepted students, the subcommittee has determined that the College provides ample

information pertaining to the college experience. The information is disseminated in a timely manner. Communications with prospective students are divided into two primary progressions: inquiry and acceptance. Both areas have developed a mailing progression system that provides a continuous flow of relevant information to the student throughout the decision making process. Responses to personal requests for information are sent twice daily by priority mail (see Appendix C).

General Public Awareness Activities

Admissions counselors are routinely asked to be guest speakers concerning admissions-related topics during the year. A system has been developed to provide Public Relations with appropriate Admissions-related information for releases.

School Counselor Communications

High school communications serve to keep the guidance community aware and informed about relevant aspects of the College. BOCES Centers are also included on the mailing list. High school communications include the *Catalog and Announcements 2004-05*, the *Employment (Placement) and Transfer Report (2003)*, posters, and newsletters.

Web Communications

A Web site increases communication with faculty, staff, administration, potential students, enrolled students, parents and alumni via e-mail, Listservs, bulletin boards, and chat rooms. The interactive College Web site provides timely information in all aspects of the college experience to potential students as well as enrolled students.

Off-Campus Recruitment Activities

The Off-Campus Recruitment Plan is a means to share with prospective students, parents, school counselors, general information on all aspects of the College (*Admissions Office Operational Plan, 2003-2004, p. 11*).

On-Campus Recruitment Activities

On-campus programs are designed to provide prospective students, parents, and school counselors the opportunity to meet with experts from all facets of the College community and to see the College's facilities first hand (*Admissions Office Operational Plan, 2003-2004, p. 11*).

Student Information Regarding Financing of Alfred State Education

All material the students receive includes comprehensive information on financing a college education. When the Admissions Department staff makes recruitment efforts, promotional publications are available from which potential students may acquire general information about all aspects of the College. Included there is information on how to finance an education at the College. See Appendix D for a description of each publication available to prospective students. The Financial Aid Office has four Internet-accessible computers for student use. The office staff is available to help with filing on the Web if the student requires assistance. Additionally, a new peer advisor service was devised in the spring of 2003 and implemented during the summer of 2003. This service provides personal assistance to students filing for financial aid. Students who have not filed for aid are contacted through this service. In addition, there is a link to the Free Application for Federal Student Aid (FAFSA) on the Alfred State College Web site. Financial aid counselors are available to provide assistance with completing financial aid

applications. They will also review the traditional paper FAFSA or electronic FAFSA Worksheets prior to submission for accuracy.

The Financial Aid Office uses many avenues to educate students about the importance of applying for financial aid early. Renewal FAFSA Personal Identification Numbers (PINs) are ordered annually for current students, informational postcards are mailed to all current students' home addresses over Thanksgiving break, reminders are posted on the campus Announce system, an article is published in the student newspaper, and posters are displayed in the office. Additionally, student and parent visitors are verbally reminded about filing for aid when they are in the office for appointments or to conduct business.

College Costs (2004-2005)

Billable college costs are updated annually to reflect changes. Occasionally, certain costs will change after the annual update. For the 2004-2005 academic year, tuition is one example of a cost change. In these cases, a blue *Important Notice* is included in all award letter mailings and the students' bills are recalculated once the new costs have been established. Billable college costs are listed in a number of venues. These include the *Catalog and Announcements 2004-05*, the *Financial Aid and Scholarship Booklet*, the *Student Handbook/Planner 2004-05*, the *Cost Sheet/Refund Policy/Financial Aid and Scholarship Information* included in the Admissions Acceptance Packet, the bill from the Student Accounts Office, the Admissions Office *Roadpiece* and *Viewbook* (2003). Billable costs are discussed during financial aid appointments, Open Houses, Orientations, telephone conversations and through e-mail. They are also listed on the College Web site. There is a charge for processing the

Admissions Application. This fee is detailed on the form and the Admissions Office advises potential applicants of the charge.

Optional charges are displayed on the bill. There is a full explanation on the back of the bill. These charges are also printed in the *Catalog and Announcements 2004-05* and the *Student Handbook/Planner 2004-05*.

Other costs associated with attending the College do not appear on the bill. Students are advised of possible dorm breakage or lost key charges during floor meetings and through public postings. These charges are mentioned in the *License for Residence*, the *Student Handbook/Planner 2004-05*, and the *Guide to Residential Living*. Students who want a telephone in their room are advised of the costs through a publication mailed to them over the summer by ACES. This publication also discusses computer and lap top costs.

ACES Costs

Auxiliary Campus Enterprises & Services (ACES) costs appear in a publication sent out during the month of June, one month ahead of Semester Billing. The publication, entitled *ACES Information Book (2004)*, includes information pertaining to Campus ID Card, Meal Plan Selections, Campus Store Information, Campus Telephone, Campus Transportation, and Student Medical Insurance. This information is also cited on the College Web site, the *Catalog and Announcements 2004-05*, *Viewbook (2003)*, and the *Financial Aid and Scholarships (2004-2005)* brochure.

Laptop Requirements and Access

If laptop computers are required for a particular curriculum, this is clearly stated in the department letter that goes out to freshmen. This information is also included in a

letter from the department chair to the accepted student. Information about laptops and wireless network access is provided for the College on the Alfred State College Help Desk Web site (<http://web.alfredstate.edu/helpdesk/ascwired.htm#introduction>).

A *Frequently Asked Questions* brochure on laptops is given out at College Open House Days, and a brochure entitled *Computing Services* that explains the available options is included in a separate mailing to all expected and current students. These include the *Purchase of a Laptop and Wireless Network Card, Bringing your Own Computer or Laptop, Enrolling in Alfred State College Computer Lifestyle Program, and Using General Access Laboratories*. During the orientation sessions, students receive a *Computing Services—User Guide*. One month ahead of the July Billing for Registration, students receive an Information Book from ACES that includes an order form for a Compaq Notebook Computer.

Tool Lists for Applied Technology Curriculums (Wellsville Campus)

If students call the Wellsville Campus inquiring about a program, they receive a packet that includes a program fact sheet, course descriptions and a required tool list. When students visit the Wellsville campus for a tour, they receive a folder that includes a calendar, costs sheet (tool lists), student services information, and list of endorsed tool vendors. The department letter to accepted students from each program has a distinctive fact sheet/tool list giving requirements, not only for tools and their approximate costs and vendors, but for safety items—special shoes, clothing, safety glasses, etc. Kits for certain programs are provided by ACES. At summer orientation sessions, tool lists are provided upon request plus a separate information sheet listing tool vendors.

Parking Costs and Availability

The *Catalog and Announcements 2004-05* lists the vehicle registration amount and the cost of additional parking stickers. The vehicle registration fee is also listed on the student bill. Parking regulations and campus maps for the Alfred and Wellsville campuses are available at the University Police Department. These documents include information on the following.

- Parking regulations, Registration, and Fees
- Registration stickers
- Authorized Parking Areas
- Special Parking
- Access to Residence Halls
- Traffic Regulations
- Appeals
- Penalties (Towing, Abandoned Vehicles, Revocation)
- Shuttle Service

Scholarships

Students may qualify for a variety of scholarships. Scholarships are available for individual curriculums and individual situations. Information on available scholarships is provided with the admission packet. The Financial Aid Office awards a limited number of scholarships. Each year the Office of Institutional Advancement provides scholarship forms, known as Form A, listing specific criteria to use in selecting the award recipient. As students are identified and scholarships are awarded, the awards are input on Banner Web as available credit for the student. The Financial Aid Office sends the student a congratulatory letter that includes a public relations release form to be signed and returned. Once a scholarship has been fully awarded, the Form A is completed and returned to Institutional Advancement. Copies of signed public relations release forms are also forwarded to the Office of Institutional Advancement.

Students who are academically strong and currently experiencing problems covering their bill will be considered for a Retention Grant based on specific criteria. Strict procedures are followed in the awarding of Retention Grants. The Financial Aid Office sends the student a letter notifying the student of the award.

The Admissions Office determines scholarships awarded to incoming freshmen. The *Financial Aid and Scholarships* (2004-2005) brochure explains the criteria for each individual award. This booklet is included in Admissions acceptance packet. It is also given to prospective students during Admissions or Financial Aid appointments. Admissions counselors also utilize and distribute this booklet when they are on the road. The Admissions Office offers two 15 minute scholarship overviews during each of the four Open Houses held on campus. Scholarship information is also available on the College Web site. Scholarship search Web site information is provided during appointments, high school nights, and counselor workshops. Links to free scholarship search Web sites are provided on the College Web site. All scholarship information sent directly to the Financial Aid Office is published in the *Tor Echo* and put on Announce. Scholarship notification posters are displayed in public areas on campus.

Award Letters

Students are informed of their financial aid awards through two types of letter, original and revised. The original letter is generated after the student is packaged (awarded aid) in the Banner Web system. Revised letters are sent when a student's award changes. The award letter contains all offers and estimates of aid for which the student is eligible. If the student wishes to decline aid, the student must cross out the aid on the award letter, sign and date the letter, and return the letter to the Financial Aid Office.

If the student has resources that can be applied toward the cost of college attendance, such as meal scholarships, veteran's benefits, or money from being an RA or door guard, the amount is also listed on the letter.

Enclosed in the original award letter are forms that must be completed by the student. If a student is offered a Stafford Loan, a Federal Stafford Loan Request Form must be completed by the student. If a student is offered a PLUS loan, the parent must complete the Federal PLUS Loan Pre-Approval Request Form. Instructions for completion and delivery are printed on each form.

In addition to the paper letter, the student has the ability to view his or her aid package on Banner Web for Students. The Web page contains estimates and offers of financial aid for the aid year. The student may also follow a link on Banner Web that allows him or her to see the award payment schedule for the year. All award data on Banner Web for Students is accurate to the second.

Tracking Letters

In order to receive the aid in the financial aid package, students must complete all of their requirements. Students are informed of their financial aid requirements via a Tracking Letter. The original requirement letter (Tracking Letter) is generated 14 days after the student's Financial Aid Award letter. This is by design, so the student does not get the Tracking Letter before the Award Letter. If the student does not satisfy the requirements within 21 days, another letter is sent. The student may receive a maximum of four letters from the date of the latest requirement entered in Banner Web. If a new requirement is made of the student, the letter count returns to zero and the student may receive up to four more award letters. The tracking letter contains outstanding

requirements for the student and instructions on how to satisfy the requirement. In addition to the paper letter, the student has the ability to view his or her requirements on Banner Web for Students. The Web page contains all of the student's unsatisfied and satisfied requirements for the aid year.

Coordination of Services between Admissions and Financial Aid Offices

Admissions and Financial Aid have a close working relationship, with both offices reporting to the Vice President for Administration and Enrollment Management. The *Financial Aid and Scholarships* (2004-2005) brochure along with the FAFSA on the Web Worksheet and accompanying Web Filing information are included in the Admissions accept packet that is mailed to all accepted students. This information is also included in the inquiry mailing progression that is sent to all students expressing an interest in the College. As a courtesy to prospective student and parent visitors, the Financial Aid Office has provided reserved appointment times to the Admissions Office for scheduling visitors. This procedure enables visitors to schedule financial aid appointments at the same time they may be scheduling an Admissions visit or campus tour without contacting the Financial Aid Office separately.

The directors from the Offices of Admissions, Financial Aid, Records, and Student Accounts are referred to as the United to Serve Alfred (USA) Team. They meet regularly to discuss matters that affect all four offices. The Director of Admissions is invited to the annual School Counselor Workshop luncheon that the New York State Financial Aid Administrators Association (NYSFAAA) holds on the Alfred State College campus. The Financial Aid Counselors participate in every Open House hosted by Admissions. The Admissions Office occasionally requests the Director of Financial Aid

to speak at high school counselor functions. Newly hired counselors in the Admissions Office are scheduled to meet with the Director of Financial Aid during staff training. On a yearly basis, the Director of Admissions consults with the Director of Financial Aid to determine if new items have occurred to necessitate professional development training.

Financial Aid Accessibility

Prospective and accepted students as well as their parents have additional opportunities to discuss costs. The Financial Aid Office has an open door policy with walk-in appointments encouraged. Scheduled appointments take priority, but there is usually only a brief wait, if any. The Financial Aid Office is also accessible by telephone, voice mail, regular mail, and e-mail. The *Financial Aid Policies and Procedures Manual* is available online and in the Financial Aid Office.

Recommendations

- Transfer credit evaluations must be processed faster. (*Admissions now has a designated transfer counselor. The Online Transfer Credit Manual is now on Banner Web and is available from the Records Office Web page; it is updated daily. The College has hired a Transfer Adviser focused on advising transfer students and developing, with Admissions Office, procedures to provide transcript evaluations prior to admission.*)

Chapter 4. The Educational Experience

Standard 11. Educational Offerings Standard 13. Related Educational Activities

Coherence to Mission

All input used to develop new programs and courses at the College is filtered through the lens of the College's Mission and goals, which, in turn, are tied directly to the *Memorandum of Understanding* (2000) (MOU) between the State University of New York System Administration, and the College. Approval of new academic programs must follow the guidelines of the MOU. Departmental strategic and operational plans on file with the office of the Vice President for Academic Affairs must include goals that relate directly to those of the institution. The Institutional Goals emanate from the College's Mission statement (*Catalog and Announcements 2004-05*, p.6). Each academic department develops and regularly reviews its own goals and operating plan based on those of the Academic Affairs Division.

Academic Rigor and Content

A variety of internal and external indicators and mechanisms either demonstrate academic rigor and content of the College's programs or provide feedback that guarantees the continued excellence of those programs. These include such indicators as accreditation and feedback by nationally recognized boards and associations (*Catalog and Announcements 2004-05*, pp. 7-9), student performance on national licensing exams and competitions (see Appendix A), feedback from graduates (see Appendix B), from alumni (see Appendix C), from Placement Reports (*Employment (Placement) and Transfer Report*, 2003), and from departmental Curriculum Advisory Committees, or

CACs (personal communication with then Acting Vice President for Academic Affairs Jim Grillo, October 2003).

The Faculty Senate Curriculum Development and Review (CDR) Committee also plays a role in guaranteeing that new courses represent appropriate college-level work. A review of the CDR Web site and the “remedial vs. college-level” and the “upper vs. lower level” links from the main page reveal a concern with these topics (Curriculum Development & Review Committee, 2004).

The CDR Committee scrutinizes new courses, which must include student learning objectives based on Bloom’s Taxonomy, measurable outcomes, and appropriate content with respect to course level. There is a sample course outline link on the CDR Web site that provides faculty with detailed information on the information required for the CDR Committee to evaluate course proposals.

Curriculum Advisory Committees (CACs) composed of individuals working in their respective fields also provide input pertinent to the development of student learning desires and outcomes. The role of the CACs is outlined under the Curriculum Advisory heading in Section 110 of the College’s *Policies and Procedures Manual* (2001).

The requirements of periodic programmatic reviews are also detailed in Section 110 of the *Policies and Procedures Manual* (2001) under the Evaluation heading. Program evaluation teams consider programmatic strengths and weaknesses, whether curricular objectives are valid, whether they are being met, how students perceive the curriculum, and whether the curriculum is preparing students adequately for their chosen careers.

These assessments and the reports of outside accrediting agencies, plus the corresponding departmental responses, are on file in Office of the Vice President for Academic Affairs and are sent to the SUNY Provost's Office (Office of the Vice President for Academic Affairs (*Assessment of Student Learning Outcomes in the Major*, 2001-2003).

In the Appendix B section, para.1, of *Alfred State College's Assessment Plan: Assessment as a Systematic, Scholarly, and Sustainable Process for Improvement* (2002), all departmental assessment plans must include a "series of intended student outcomes or objectives for the program." In the Appendix B section, para. 4, of the same plan, it is stated that the objectives must indicate "what graduates will know or be able to know" as a result of the program. Departmental assessment plans are listed as *Program Assessment for Academic Departments* (2004) under a link by that same name on the College's Assessment Web site.

The College offers a variety of activities that enhance student knowledge and skills. These programs, funded predominantly by the student activity fee or by campus or other grant opportunities, emphasize leadership and skill building, community service, diversity awareness and training, and social and intellectual enrichment. From managing the \$1 million "corporation" that comprises Student Senate to participating in a wide range of intramural, varsity, and club activities, students have many opportunities to build their leadership abilities and develop other skills. Even the purely entertainment-oriented programs (musicians, comedians, etc.) provide students with the opportunity to organize, advertise, and promote an activity. These activities are publicized on the College's Activities Calendar Web page, in issues of the campus newspaper *Tor Echo*, on the

College's Residential Life Web page, on campus bulletin boards, and in the College's *Student Handbook/Planner 2004-05*.

In the area of co-curricular activities, departmental symposia, lectures, readings, movies, and other social gatherings have greatly enhanced the four-year culture of the College. Many of these activities relate directly to what students are learning in the classroom and provide excellent opportunities for faculty, student, and community interaction. In addition, the College offers a variety of intercollegiate athletic programs, as well as intramural programs. Many of the intercollegiate teams have competed successfully on the regional and national level (*Student Handbook/Planner 2004-05*, pp. 40-41).

The value-added aspect of campus activities and campus life in general is assessed indirectly through the College Outcome data obtained via the *SUNY Student Opinion Survey* (2003) (see Appendix D). The Campus Life Office's *Survey of Residential Satisfaction* (2003) is beginning to track changes in student attitudes on a variety of social issues (questions 16-19, 22-33, and 54-63). In addition, the Athletics Department has started to assess the value-added of its programs by developing and using a *Player Questionnaire* (2004) for students involved in team sports.

Information Literacy Skills

Coordinating with the English faculty, the librarians develop and teach instruction classes that meet at least two times with every section of English Composition 1503. Students complete a required library worksheet developed by the librarians and the English faculty; the worksheet is corrected by the library faculty according to a jointly developed scoring rubric which is based on the learning objectives outlined in the ACRL

information literacy standards and on the SUNY Information Management competency. The assignment, required by all English faculty members, becomes part of the student's grade for the course. Cumulative results for the graded assignments are compiled for every library session taught and shared with the instructor of the course (Alfred State College, 2004, *Hinkle Library Information Literacy Materials*).

In addition, at the request of faculty throughout the College, librarians develop instruction classes, bibliographies and other materials in print and other formats for curriculum specific courses and assignments (see Appendix E, Appendix F, and Alfred State College, 2004, *Hinkle Library Information Literacy Materials*). Librarians, English faculty, and members of the Information Technology Department have developed a series of rubrics for the three SUNY General Education Information Management learning outcomes that call for a shared responsibility in the teaching and assessment of the Information Management competency (*Assessment of General Education at Alfred State College: Systematic, Scholarly, Sustained*, 2003, pp. 47 -57).

Another example of librarian-faculty collaboration is the role of the librarian representative on the campus CDR committee. As a voting member, the librarian is available to work with committee colleagues to ensure that research skills are built into student learning objectives for appropriate new courses and in new programs

Available Resources

Research was done to determine the adequacy of computer labs and support, library services and resources, and classroom and laboratory facilities. Data with which to compare the College's computer, classroom, and laboratory facilities with those at similar institutions was difficult to locate. In many cases, these issues are addressed by the

reports submitted by the various accrediting and outside review boards for the College's curricula. These reports are maintained by the Vice President for Academic Affairs in the document *Assessment of Student Learning Outcomes in the Major, 2001-2003*.

The *Middle States Faculty/ Staff Survey Results* (2003) and the *Middle States Student Survey Results* (2003) indicated that overall, faculty (see Appendix G) and students (see Appendix H) are satisfied with the College's computer laboratories, although there is some uncertainty among faculty as to whether these facilities will be adequate to support four-year programs (see Appendix I). Comparative data about the number and quality of computer laboratories and services does not seem to be available SUNY-wide with the exception of the "satisfaction" data available through the SUNY *Student Opinion Survey* (2003), which indicates that the College's scores are in line with those similar colleges of technology in SUNY (see Appendix J). The SUNY *Student Opinion Survey* (2003) reveals overall satisfaction with the College's classrooms and laboratories (see Appendix K).

Comparative data for library services and facilities were available from a number of sources. Results from LibQUAL+, a national survey of library service quality (see Appendix L), indicate that overall, the College libraries are adequately satisfying its users, when compared to peer institutions in the State. The SUNY *Student Opinion Survey* (2003) offers another avenue of comparison with peer institutions (see Appendix M). However, the *Middle States Faculty/Staff Survey Results* (2003) indicate that faculty are concerned about the adequacy of library services in light of the expanding array of bachelor degree programs (see Appendix N).

Students with Physical or Learning Disabilities

Students who are physically or learning disabled may self-identify on the application for admission and are contacted by the Learning Assistance Office to determine appropriate accommodations and programs. The Records Office also sends out a data form to all admitted students offering them a further opportunity to self-identify as needing special services. Those who wish to self-identify must provide adequate documentation of their disability before receiving services.

According to the *Services for Students with Disabilities* (2003) pamphlet, students with disabilities have access to a wide variety of services depending on the nature and extent of their disability. In addition, all students have access to advising, tutoring, supplemental instruction, and counseling services.

Educational Opportunity Program (EOP)

Educational Opportunity Program (EOP) students are identified during the admissions process if they do not meet the academic standards for a particular curriculum, but have the potential for success in college. According to the EOP Web page, they may request or be offered the opportunity to participate in EOP, an “extended program with course work paced to enhance student success. Students are required to participate in regular tutoring and advising sessions” (*Educational Opportunity Program*, n.d., para. 3), and they must meet financial guidelines to participate in the program.

Alfred State Opportunity Program (ASOP)

The Alfred State Opportunity Program (ASOP) is a “special admission program which offers higher education to high school graduates or holders of high school equivalency diplomas who do not meet traditional admission criteria, but who possess the

potential for collegiate success.” Students are not required to meet financial need criteria. The program is designed to help prepare students in meeting chosen program prerequisites and allows for lighter course loads and college preparatory and developmental courses. Details of the program appear on the College Web page under the Admissions/Majors and Degrees/Special Program link (*Alfred State Opportunity Program*, n.d.).

Students in Need of Counseling Services

Personnel in the Counseling Center are available to work with students experiencing academic difficulties. In addition to self-identifying through the admissions process, or coming of their own accord, students are directed by their professors to the Counseling Center for an assessment, which could provide a student with the documentation needed to officially qualify for services. Counseling services are outlined on the College Web page under the Student Life/Counseling Center link (*Friendly Forms of Support on Campus*, n.d.) and described in a *Counseling & Career Services* pamphlet (Counseling & Career Services, May 2003).

Students Having English as a Second Language (ESL)

Over the past five years, the College has seen a marked increase in the number of international students, as well as an increase in the number of students who self-identify as having English as a second language. These two groups include international students who must meet specific admission criteria and students who are immigrants, children of immigrants, or individuals who are naturalized citizens who enroll through the regular admissions process.

The first group receives a special orientation to the College with the campus Coordinator of International & Special Programs, and they are made aware of the services of the Learning Assistance Office. They receive no other screening of their ability to speak and write English, and they must self-identify as needing special help. The second group of students—immigrants, children of immigrants, and naturalized citizens who enroll through regular channels—often have difficulty reading and writing English and may be directed to the College’s EOP or ASOP programs. Those who do not qualify under the EOP or ASOP guidelines receive information on the services of Learning Assistance but must self-identify as needing help in spoken and written English.

Services for ESL Students

At present there is no designated ESL program on campus. As the above information indicates, recognition of students who might benefit from an ESL program depends mostly on self-identification or recommendation from a faculty member. There are, however, some services available for these students. The College’s Coordinator of International & Special Programs is funded through the Office of Campus Life and has a limited budget. There is also an Alfred State College International Club, which sponsors activities throughout the year. Through a Perkins Grant, the Learning Assistance Office has been able to hire an adjunct with an ESL background to work with students in the language lab on language and grammar skills.

Distributed Learning/Certificate Programs/Non-Credit Courses

The Center for Community Education and Training (CCET) is a department of the Academic Affairs Division offering diverse educational and training opportunities to business and industry, high schools, BOCES, distance learners, online learners,

administrators, traditional and non-traditional students, and employees of the College. Various indicators attest to the quality of the courses offered by CCET. These include the accrediting agencies that have certified the quality of CCET courses, the computer laboratory in the library that is used to present many CCET courses, the awarding of grants to fund programs, and the qualifications of CCET personnel and of the instructors who teach their courses (see Appendix O).

Recommendations

- The CDR (Curriculum Development and Review) Committee, in concert with the Vice President for Academic Affairs and Faculty Senate, should articulate the maximum number of credit hours allowed in a program.
- The CDR Committee, working with the Vice President for Academic Affairs and Faculty Senate, should develop an agreed upon definition of remedial and college-level course work and should develop a clearer definition of “upper-level” and “lower level” work. *(These items are on the Faculty Senate agenda for early spring 2005.)*
- The College or individual departments should track students who transfer to upper division colleges.
- The College should establish a process to survey graduates and employers regularly.
- Departments should share accreditation reports and departmental responses and other formal curricular evaluations with the CDR Committee as stipulated in the *Policies and Procedures Manual* (2001) (Section 110, p. 97-98).
- With encouragement from the College, and financial support as appropriate, more departments should seek affiliations with national accrediting bodies.
- Appropriate departments should fully document the activities of their Curriculum Advisory Committees. Some CACs appear to be inactive or meet very infrequently, and notes of these meetings are often sparse or non-existent.
- The College should fund and staff a permanent Assessment Office and ensure that departmental and university-wide assessment plans are easily accessible, current, and that results are disseminated to appropriate parties. *(A full time position of assessment coordinator has been approved and will be searched.)*

- The College should staff and fund an Office of Institutional Research.
- The College should make use of existing survey data and implement additional survey instruments. The College has participated in, but never utilized, the HERI (Higher Education Research Institute) data. The College should consider employing “follow-up” surveys such as CSS (College Student Survey) or Your First College Year. The College might also consider using the more recently developed National Survey of Student Engagement, launched in 2000 by George Kuh.
- The College should find opportunities to more fully integrate information literacy (IL) skills and knowledge into the student learning objectives of most programs. This might be achieved by re-invigorating the library’s “liaison” program to each school to include faculty training in subject-specific databases and resources. *(The administration supports and will explore implementing these suggestions.)*
- The College’s Mission statement must acknowledge the value of IL in the creation of a life-long learner and knowledgeable citizen of the twenty-first century. *(See information above.)*
- The College should conduct a needs assessment to determine the adequacy and condition of current classroom space in light of increasing enrollment, the physical rehabilitation of campus buildings, and the past conversion of classroom space to other uses.
- The College should provide consistent funding for Disability Services, the EOP program, and tutoring programs. At present these programs are largely grant-funded.
- The College should develop a more accurate screening process to identify students who need help in written and spoken English; the College should develop and fund a strong and dedicated ESL program.
- The College should maintain the computer laboratory in the library as the “Alfred State College Technology Showplace.” This might be accomplished through grants or through a set-aside of CCET generated funds.
- The College, in agreement with national standards and benchmarks for continuing education courses, should develop and conduct a regular, programmatic assessment for the courses offered through CCET.

Chapter 5. General Education

Standard 11. Educational Offerings
Standard 13. Related Educational Activities

As a College of Technology within the State University of New York (SUNY) system, the College's General Education requirements and offerings comply with Resolution 98-241 of the SUNY Board of Trustees (1998):

Resolved that the Board of Trustees hereby adopt a General Education Requirement applicable to all state-operated institutions of the State University offering undergraduate degrees which shall require candidates for a bachelor degree, as a condition of graduation, to complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours, and including, but not limited to, at least three credit hours of course work to instill knowledge and skills in each of the following key academic subjects: [1] mathematics, [2] natural science, [3] social science, [4] American history, [5] Western Civilization, [6] Other World Civilizations, [7] humanities, [8] the arts, [9] foreign languages, [10] basic communication, [11] reasoning, and [12] information management. (*Report of the Provost's Advisory Task Force on General Education*, 1999, A-1)

This resolution established ten “knowledge and skills” areas—[1–10] above—each with specific student learning outcomes (SLOs) to be met by courses in that area, and two competencies—[11] and [12] above—to be infused throughout the General Education program. The application of the resolution was clarified by the addition of several principles; two principles of particular significance to the College are the following:

- Institutions offering Associate of Arts and Associate of Science degrees shall design their General Education Requirement so as to facilitate the ability of such Associates degree graduates to transfer into State University baccalaureate degree programs consistent with Trustees' Resolution 90-196, dated September 27, 1990.
- The Provost of State University may establish additional guidelines and procedures for implementation of these requirements as appropriate and necessary, which guidelines may permit waiver or modifications of portions of these requirements for the Specialized Colleges, Colleges of Technology,

programs awarding two-year vocational degrees, and for other special circumstances. (*Report of the Provost's Advisory Task Force on General Education*, 1999, A-2)

Concurrent with the promulgation of the SUNY Board of Trustees' resolution on General Education, in March 1999 an ad hoc committee of the College's Faculty Senate developed its own recommendation for General Education Requirements (*Recommendations of the Faculty Senate Ad Hoc*, 1999). This recommendation was never adopted due to a lack of funds necessary for its implementation and because of the SUNY Board of Trustees' action.

SUNY General Education Requirement

In May 2001, SUNY's Office of the Provost established *Guidelines for the Approval of State University General Education Requirement Courses*, guidelines used to determine which courses satisfy General Education Requirements. From the inception of the SUNY General Education Requirement through the 2002-03 academic year, such courses were submitted to the SUNY Provost's Advisory Committee on General Education for approval, until a local campus process was established. The local campus process was approved by the College Faculty Senate on April 15, 2003, and received approval by the SUNY Provost's Office on June 3, 2003 (*Faculty Senate Meeting Minutes*, 2003, April 15).

As part of its commitment, the College has implemented a plan for assessment of General Education courses. The plan, first approved by the Faculty Senate on February 27, 2003, with additional revisions approved November 11, 2003, requires the course department to apply an assessment rubric to any course approved for General Education credit (*Faculty Senate Special Meeting Minutes*, 2003, February 27). This will be used to

improve the quality of General Education courses. The campus plan was approved by SUNY in August 2004 after being modified to incorporate suggestions made by the SUNY General Education Assessment Review Board (*Assessment of General Education, 2003*).

Transfer students or entering freshmen often arrive at the College with some SLOs already satisfied by College Level Examination Program (CLEP) exams, upper-level high school/advanced placement courses, and/or previous college-level work. Criteria exist to allow these students to waive General Education Requirements. Each discipline department determines the acceptability of previous work on a case-by-case basis (*Alfred State College SUNY General Education Requirements, 2004*).

The College makes clear its commitment to General Education Requirements and principles in the College's Mission statement (*Catalog and Announcements 2004-05, p. 6*). Further, the *Academic Affairs Operational Plan 2002–2003*:

Academic Affairs Division Goal: Implement a General Education program and assessment strategies.

Strategy #1: Promote the importance of General Education in a technology-rich college and develop an environment of cooperation between departments in order to revise curriculums so that academic programs meet the Board of Trustees General Education guidelines.

Strategy #3: Implement a College Assessment Plan

The College's stated desire to implement and promote a General Education program and foster cooperation among departments in improving campus academic programs is evident in the specific actions, desired outcomes, and evaluation criteria found in the operational plan. Further, the operational plan directs the Faculty Senate to

establish a committee to develop and implement a campus-wide General Education Assessment Plan.

The College's Mission statement strongly affirms a commitment to General Education. The College has continued to implement the plan outlined in the *Assessment of General Education Alfred State College* (2003) for the three semesters while waiting for SUNY approval. Table 1 documents the assessment of SLOs at the College.

Table 1

History of SLO Assessment at Alfred State College

Semester		Learning Objective
1	Spring 2003	Mathematics, Communication (written), American History
2	Fall 2003	Natural Sciences, Humanities, Communication (oral)
3	Spring 2004	Social Sciences
4	Fall 2004	Western Civilization, Foreign Language
5	Spring 2005	The Arts, Other World Civilizations
6	Fall 2005	Critical Thinking, Information Management

Note. From *Assessment of General Education Alfred State College*, 2003, p. 7.

The first three SLOs, Mathematics, American History, and Communication (writing), were assessed spring 2003. The second three SLOs, Natural Science, Humanities, and Oral Communication, were assessed fall 2003. Social Science was assessed spring 2004. All assessments were done in accordance with SUNY criteria, and the results were submitted to SUNY as required.

Degree Program Goals and Objectives

Academic Regulations, Section 200, Graduation Requirements, specifies the General Education Requirements for each degree program (*Alfred State Academic Regulations*, 2003, p. 3). See Appendix A for examples of program expectations. Although the SUNY trustees' resolution (98-241) only applies to baccalaureate students,

the College has chosen to set similar requirements, effective for students entering fall 2002, for many of its associate degree programs as well. This choice was made in accordance with the College's curriculum reform initiative and to better serve students transferring into SUNY baccalaureate degree programs. These regulations are listed in Section 200 and 201.1 in the *Alfred State Academic Regulations*. Students completing the appropriate number of SLOs for their degree programs also will satisfy competencies of critical thinking (reasoning) and information management. Table 2 shows the number of SLO requirements for all of the College's degree programs.

Table 2

Alfred State College SLO Requirements

Program	Student Learning Outcomes
Bachelor degree programs (not ABET).....	10/10
BT in Information Technology.....	8/10*
BS and BT/ABET-accredited programs (including those programs applying for ABET accreditation).....	7/10*
AS in Engineering Science.....	5/10
AAS (except Nursing which requires 3.5 outcomes)	5/10
AOS (not required but embeds General Education outcomes)	

*Waivers of the 10/10 have been granted for ABET accredited bachelor programs.

Note. From *Assessment of General Education Alfred State College*, 2003, p. 3.

Programs in both the School of Arts and Sciences and the School of Management and Engineering Technologies meet the institutional expectations for SLOs. Detailed assessment plans for programs in both schools, posted on the College intranet, describe how each program addresses the General Education expectations of the College and SUNY, citing relevant learning outcomes and their location in the curriculum. Excerpts from program assessment plans for Curriculum 429, AA degree in Liberal Arts and Sciences-Social Sciences and Curriculum 230, AAS degree in Computer Information

Systems can be found on the intranet site (*Program Assessment for Academic Departments*, 2004).

Although the New York State Education Department does not require General Education coursework components in AOS degree programs, the College has chosen to embed General Education components in those programs. Applied communication and applied math are components included in each AOS degree program and are embedded in the technical classes taught. Graduates of the programs are expected to demonstrate the following competencies:

- Ability to perform mathematic calculations required for college level, entry level careers.
- Ability to retain/apply written instructions and specifications to their work assignments.
- Proficiency at reading, interpreting, and applying technical information from trade manuals, trade related publications, and appropriate codes.

In addition, General Education components are included in the College of Applied Technology's College and Life Skills initiative. The purpose of this initiative is to help students become better adjusted and more successful in their college experience and careers after graduation. The experience provides graduates with the skills to better their lives and be ready for continued post-secondary education or entry in the workplace. Skills learned include time management, note taking, understanding learning styles, study techniques, test taking, effective writing and speaking, creative thinking, stress management, conflict resolution, money management, job hunting, resume writing, job interviewing and problem solving.

Prospective students have numerous opportunities to request the *Catalog and Announcements 2004-05*, which includes references to General Education in the

following sections: Academic Information-Graduation Requirements, Academic Regulations, and Programs at the College—the curriculum-by-curriculum listing of graduation requirements. Curriculum fact sheets from the *Catalog and Announcements* list degree requirements, including General Education, and are sent to all students with their departmental acceptance letters. Curriculum checklists, semester-by-semester outlines of required courses, are given to accepted students as part of their department orientation materials. Upon enrollment, students receive a *Student Handbook/Planner 2004-05* which references General Education Requirements under Graduation Requirements and Academic Regulations. These handbooks are distributed to residential students at room sign-in and to commuter students by the Office of the Vice President for Student Affairs.

Information on General Education is located on the College Web site. Included there is the *Alfred State College and SUNY General Education Requirements: Implementation Guidelines for Faculty Advisors and Administrators* (Anderson, 2000). The Office of Enrollment Services Web site offers an Information link containing the above referenced handbook and a link to the requirements for each degree the College offers. The Office of Enrollment Services also distributes fact sheets on General Education Requirements with all new student schedules.

The effectiveness of the College's communication of General Education Requirements was measured through the *Middle States Faculty/ Staff Survey* (2003) and the *Middle States Student Survey* (2003). Questions were scored on a scale from 1 (strongly disagree) to 5 (strongly agree). Faculty answers are found in the *Middle States Faculty/Staff Survey Results* (2003). Responses from that survey (see Appendix B) show

that faculty understand the value of the General Education courses, with a mean of 4.05. Furthermore, the best source of information about those requirements is the curriculum checklist, with a mean of 3.59, and advisors with a mean of 3.49. Student answers are found in the *Middle States Student Survey Results* (2003). The student responses (see Appendix C) show that students, too, have a clear understanding of the College's General Education Requirements, with a mean of 3.97.

The level of faculty involvement in, and awareness of, General Education Requirements were measured by the most recent *Higher Education Research Institute (HERI) Faculty Survey* (2001-2002) administered by SUNY (see Resource Room). Appendix D and Appendix E reveal that the College faculty's level of involvement in and knowledge of General Education Requirements compare favorably or exceed that of faculty teaching in other New York State public two-year colleges. That said, the numbers in Appendixes D and E also raise serious concerns about both SUNY and Alfred State College faculty enthusiasm for General Education. Over 54% of Alfred State College faculty and over 56% of SUNY public two-year college faculty identify as having minimal or no involvement in General Education. The numbers are similar when faculty are asked if they believe General Education Requirements result in better educated students.

With the exception of those baccalaureate programs granted waivers (see above), the College's four-year programs require the completion of courses in all ten knowledge and skill areas. To support these programs, the College reinstated (spring 2002) a foreign language course, SPAN 1203 Spanish I, and HIST 1113 History of Western Civilization Since 1648, which now appear on the approved General Education list of courses,

allowing students to complete courses in all ten knowledge and skills areas as part of their degree work at the College.

Several upper-level Liberal Arts courses have been designated as General Education courses for baccalaureate students, making it possible for students to satisfy General Education Requirements while accumulating upper-level credits toward the four-year degree. Four other upper-level courses have been designed for baccalaureate students to use for both upper-level Liberal Arts courses as well as General Education courses (see Appendix F).

Recommendations

- As additional four-year programs are developed, upper-level General Education offerings must continue to be reviewed to ensure that their quality and quantity meet student needs.
- Departments should clearly identify courses satisfying General Education and Liberal Arts course requirements on all curriculum check sheets for students.
- The Records Office should create a coding system in the *College Catalog and Announcements* for General Education courses and acceptable Liberal Arts courses to make it easier for students and advisors. (*Done as of fall 2004.*)

Chapter 6. Faculty

Standard 10. Faculty

Qualified Faculty

The Human Resources Department (HR) provides search guidelines, chair responsibility lists, and a procedures guideline called the *Hiring Right Manual* in addition to the College's *Policies and Procedures Manual* (2001). The *Hiring Right Manual* (Resource Room) contains background material, advice on preparing interview questions, and reference checking suggestions. To assure compliance with Equal Employment Opportunity and the College's Affirmative Action Plan, an Affirmative Action representative is part of every search committee. Guidelines for compliance are also found in the College's *Policies and Procedures Manual* (2001). For its own use, the School of Management & Engineering Technology (SMET) has developed a *Search and Selection Process for Hiring Faculty* (2003), a document which focuses on recruiting teaching faculty, not professional staff. This document was revised January 9, 2003, to be in compliance with the *Hiring Right Manual* distributed by HR (see Appendix A). The SMET hiring procedure requires a stand-up, 20-minute live presentation by each of the final candidates. In addition, suggestions are made on how to sell a candidate on living and working in the Alfred State College community.

Diversity in Faculty and Staff/Diversity in Hiring Process

The College has an Affirmative Action (AA) Plan. Acting as AA Coordinator, the Director of HR assigns an AA advisor/observer to all faculty and professional staff searches. The AA advisor/observer works with the search committee chair, attending

most, if not all, committee meetings. Interview questions are reviewed by HR for compliance with AA policies prior to forwarding candidates' résumés to the committee.

The College has had an increase of 23 professional staff and faculty positions from 1998 to 2004, with a very small increase in the number of female and ethnic employees. Regarding the College's attempts at gender equity, one promising development is the recent hiring of a female President, a female Vice President, and a female Dean. Nevertheless, both geographic location and lack of cultural support in the College's white, male-dominated technology programs create a challenging environment for increasing affirmative action hires (see Appendix B).

Communication of the Roles and Responsibilities of Faculty

The College *Policies and Procedures Manual* (2001) is the primary reference for faculty members. It contains sections covering most areas of concern to faculty:

- Appointments (Section 70)
- Discretionary Salary (Section 120)
- Employees Responsibilities (Section 190)
- Employment (Section 200)
- Ethics (Section 210)
- Evaluations (Section 220)
- Faculty (Section 240)
- Leaves (Section 320)
- Personnel Files (Section 400)
- Promotion (Section 430)
- Recruitment and Promotion (Section 470)
- Search and Selection (Section 540)

Faculty Instructional Workload Analysis

The College uses workload data from the *Course and Section Analysis* (CASA) report from 2002, the SUNY faculty instructional workload analysis, as it assesses present and future needs for faculty. Activities not used for workload analysis by the CASA report include advisement, committee work, publishing, class and lab preparation,

student contacts outside the classroom, administrative work, research, or the instructional workload of individual faculty. Note that data presented here do not deal with the nature of the College's programs, content of courses offered by various campuses, or the instructional workload of individual faculty. The CASA report provides, at best, a general overview of institutional workloads. Based on the CASA report showing the student credit hours per faculty (SCRH/FAC), Alfred ranks seventh out of seven SUNY peer campuses with a value of 257 SCRH/FAC, indicating the College has the lowest workload when compared to other like institutions (see Appendix C). In contrast, data from fall of 2003 show that the SCRH /FAC at the College has increased to 303.

Based on the SUNY CASA reports from 2000 and 2002, the College ranks the lowest for the student to faculty ratio (S/F) with a value of 17.11 (fall 2000), 18.1 (fall 2002). College data indicate this value has increased to 20.23 for the fall semester of 2003.

The decrease in support staff concerns some faculty. Instructional support assistants are College employees who, for example, play an important role in preparation of the laboratories for faculty instruction. While student enrollment continues to increase, the College has seen only a slight increase in instructional support personnel from 23.5 during 2000 to 24 in 2004. Secretarial staff has also been reduced from a high of 18.5 in 1998 to 14 in 2004 (see Appendix D). Because of the minimal increase in Instructional Support staff and decreases in secretarial staff, faculty report they are spending a significant amount of time doing lab maintenance and preparation and clerical work, thus taking away time from student learning. To some degree, faculty members have become

their own secretaries, albeit with the help of increasingly capable information technologies and a regularly upgraded, well-maintained computer system,

Perhaps of more concern is an increase in the number of adjunct faculty, from 12.25 full time equivalents (FTE) and 33 faculty in fall 1998 to 21.48 FTE and 46 faculty for spring 2004 (see Appendix E). With this increase of adjunct faculty has come an increased demand for full-time faculty to take on additional committee work not performed by adjunct faculty.

Thus, while the College ranked lowest for student credit hours per faculty in the fall 2000 and 2002 SUNY CASA reports, that ranking fails to reflect recent decreases in instructional support staff and increases in adjunct faculty. These trends have increased the faculty workload spent on advisement, committee work, lab preparation, student contacts outside the classroom, and administrative work, none of which are factored into the CASA faculty workload analysis.

Quality of Curriculum Development

Faculty and their department chairs take lead roles at the College in curriculum development and assessment. Impetus for changes in course or creation of new courses can come from faculty or chairs who perceive changes in their students' needs, suggestions from Curriculum Advisory and Planning Committees, and agencies and institutions related to the curriculum.

Suggestions or requests for curriculum changes may also come from national accrediting agencies such as Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC of ABET), the Commission on Accreditation on Allied Health Education Programs (CAAHEP), or the American

Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (CVTEA).

Proposed changes to existing courses, new courses or new programs must be submitted to the Curriculum Development and Review Committee (a standing committee of Faculty Senate), after approval by the respective School Curriculum Committee. Curriculum-structure proposals are sponsored by the School primarily responsible for the curriculum or option. After approval by the Curriculum Development and Review Committee, the proposed change(s) must be brought to the full Faculty Senate. Upon that body's endorsement, the respective School Dean and the Vice President for Academic Affairs must then approve.

Curriculum Development and Review Procedures

Policies and procedures for curriculum development are outlined in detail in Section 110 of the College *Policies and Procedures Manual* (2001). Changes were made to these policies and procedures beginning with the 2003-2004 academic year. Included in these policies are mechanisms for periodic review of curricula by external agencies. Curricula accredited by national agencies are reviewed within those agencies' time frames. Curricula not nationally accredited are reviewed at least once every five years by evaluation panels of curriculum consultants. The Vice President for Academic Affairs maintains a list, calendar and review dates for program evaluations and reports to the SUNY Provost on these evaluations each year.

The College's programs continue to receive coveted accreditation by national agencies, and the College's graduates maintain very respectable passing rates on licensing exams. The *Employment (Placement) and Transfer Report* (2003) shows that

graduates find good jobs in their fields and/or easily transfer to other colleges.

Enrollment trends are strong. Policies are in place to assure these measures of success continue.

Excellence in Teaching

The College has always placed high emphasis on excellence in teaching. Non-tenured faculty follow specified, organized processes to provide administration with clear, supported evidence of excellence in teaching and engagement in scholarly activities; these processes vary by school. SMET uses student evaluations, grade distributions, and teaching portfolios, in addition to class observations and other supported documentation provided by the faculty member (see Appendix F). The School of Applied Technology (SAT) uses a similar process. The School of Arts and Sciences (SAS) uses grade distributions, student evaluations and class observations by the chair and the dean.

The process of evaluating tenured faculty is less well-defined. Student evaluations, while required of any faculty applying for promotion and/or discretionary salary increase, are optional for tenured faculty. Chairs and Deans may be invited to observe a tenured faculty member's class, but there is no policy requiring such visits. Although Learning Assistance is not viewed as an academic department, its staff is classified as teaching professionals. Student evaluations, grade distributions, and classroom observations are used to evaluate Learning Assistance staff.

The College supports faculty and recognizes their accomplishments with the following titles and awards: Alumni Award for Teaching, SUNY Distinguished Teaching Professor, SUNY Distinguished Service Professor, Chancellor's Award for Teaching

Excellence, Chancellor's Award for Excellence in Librarianship, Chancellor's Award for Excellence in Professional Service, United University Professions (UUP) funds, Academic Affairs (AA) Professional Development funds and department funds to attend workshops and/or conferences, and to attend a degree program for the purpose of gaining more credentials, promotion, and salary increases.

It is clear that while student evaluation is the most common evidence for excellence in teaching, the College needs to introduce alternatives to student evaluation for evaluation of faculty, as well as encourage cooperation between tenured and non-tenured faculty.

Support of Professional Development Activities

The College has two major funding sources for faculty and staff professional development: the Academic Affairs (AA) Professional Development Fund for Academic Affairs Division members and the United University Professions Professional (UUP) Development Funds. Both funds are competitive; separate committees make these awards (Appendix G). In recent years, nearly 50% of those requesting funds for professional development have received monies; the average award has been \$600. On average, those applying have received about 40% of the amount requested.

In addition to the formal competitive awards, many departments support Professional Development with department-controlled funds. The two largest departmental sources are New York State Supplies & Equipment (S&E) and summer school profits (SUTRA). Many departments' S&E funds have declined over the past five years, resulting in less money for professional development within departments. Department chairs were interviewed on department-sponsored professional development

activities that included regional and national conferences, in-house professional development, and workshops. The results can be found in Appendix H. A repeated theme expressed by many faculty is the insufficiency of professional development funds to support faculty and staff.

Faculty members are provided with the latest *Agreement Made by and Between the Executive Branch of the State of New York and United University Professions* (2003-2007). The College UUP Web site has a link to the State UUP Web site where the contract can be found online (<http://uupinfo.org/contract/text.html>). This agreement is between the Executive Branch of the State of New York and the statewide union representing classroom faculty, librarians and professionals. This contract and the *Policies of the Board of Trustees* (2001) make clear the processes of appointment of employees, continuing appointment (academic rank), permanent appointment (professional titles), grievance, discipline, and dismissal.

New Faculty Orientation

Throughout the academic year, since 2002, faculty receive “eMinders” (see Appendix I) from the Provost’s Office that contain teaching tips and reminders of academic guidelines. In recent years the College has taken several steps to help orient new faculty members to the College. These include the following steps:

1. The Human Resources Department has developed a Faculty Orientation Program presented each fall. As part of this program, new hires are provided with a notebook titled *Welcome to Alfred State* containing materials prepared by the Human Resources Office. There are separate handouts for Teaching Faculty and Professionals. Those hired for the spring semester are generally not given verbal orientation, but are provided with the materials. Items covered include those presented by the following areas of the College:
 - The Chief of University Police
 - Chair of the Faculty Senate
 - Alfred Chapter UUP President (or designee)

- Director of Human Resources
 - Director of Records and Institutional Research (Faculty only)
 - Construction of Syllabi and Course Preparation (Faculty only)
2. Faculty roles and responsibilities are addressed during this New Faculty Orientation Program. Details of the New Faculty Orientation can be found in the *Welcome to Alfred State* notebook. Adjunct faculty are expected to attend the sessions dealing with academic regulations, FERPA, construction of syllabi and course preparation, for a total of three hours.
 3. During the 2002-2003 academic year, a *Checklist for Directors/Supervisors: New Employee Orientation* was developed. It was created to help insure that new classified and faculty employees are adequately oriented to the College. It contains separate areas for delivery by the Human Resources Office and individual departments. An Orientation Follow-Up section, to be completed within 30 days of employment, deals with the performance review programs. Since teaching faculty do not have performance programs, changes to the form must be made for this class of employee.
 4. In addition, each of the Schools within the College has a formalized program for new faculty (see Appendix J).

Although there has been progress in formalizing orientation to the College, such programs must be expanded to include those who are not part of the three Schools within the College. These include librarians, admissions counselors, Health and Counseling Center personnel, campus life programming, athletics staff, records staff and Center for Community Education & Training (CCET) faculty. Also, adjunct faculty, often completely left out of the process, must become a part of the orientation program.

Peer Evaluation for Continuing Appointment (Tenure)

College policy requires peer-level evaluations for all non-tenured faculty. Apart from tenured faculty who are seeking promotion, very few faculty participate in peer evaluations after receiving tenure. For tenured faculty the process is strictly informal and on a voluntary basis; in some cases the only “peer” involved in the evaluation is the department chair of the faculty member being evaluated. The only time peer-level

evaluation involves faculty other than the department chair is during the three-year review and continuing appointment review process for non-tenured faculty.

At present, there is no consistent way the results of peer evaluation are analyzed from department to department, and any analysis conducted applies only to non-tenured faculty. Analyses of the results vary in a continuum ranging from documented paper trails that end up in departmental files to informal summaries that become the sole property of the individual faculty member who then determines how, and with whom, that information will be shared.

In general, the campus community believes that peer assessment, if conducted properly, would be beneficial. However, few, if any, faculty believe the process could actually be conducted properly; this skeptical attitude impedes the implementation of peer evaluation. Despite being told to the contrary, faculty are concerned that peer evaluations would be used by the administration in a punitive way. Properly conducted peer evaluations require a considerable investment of time and energy, including a modification of the faculty workload formula to take into account the additional tasks other than teaching that faculty perform. Faculty believe that peer evaluation would be just another task added to an already very busy schedule, negating its effectiveness.

The *Middle States Self-Study Report* (1996) peer evaluation section ends by stating, “The year of assessment may make peer evaluation more workable” (p. 97, available in the Resource Room). The year of assessment made no impact on the problem, and there are still unresolved issues concerning peer evaluation of tenured faculty. Fear of what will be done with the peer evaluation data at the administrative

level is a barrier that must be overcome in order to implement a worthwhile system of peer evaluation at the College.

Part-Time Faculty and Adjunct Faculty

During the fall 2004 semester, 46 adjunct faculty were employed on campus. The percent of total department credit hours taught by adjunct faculty for the 1998-1999 academic year was 7.9%; by fall of 2004, that percentage had increased to 12.1%. It is understandable that more adjuncts are being used to support the teaching learning mission at the College, given budget constraints and the uncertainty of enrollment persisting for the past several years. However, reliance on adjunct faculty varies considerably from department to department. Approximately 64% of the adjunct faculty are located in the School of Arts and Sciences, where they are responsible for from 6% (Math and Physics) to 41% (English and Humanities) of the teaching load. These departments face the greatest challenges in dealing with the adjunct population (see Appendix E and Appendix K).

Policies and procedures which govern the hiring of adjunct faculty are in place. These policies require that adjunct faculty have the same academic qualifications as faculty hired for full-time tenure track positions to ensure that the quality of classroom instruction is not compromised by the use of adjuncts. In some cases, however, methods of hiring adjuncts differ significantly from the written policy. The process basically involves delegating the responsibility for hiring adjuncts to the department chair of the area where the help is needed. That department chair uses whatever means necessary to find the most qualified person to fill the need. The term “most qualified” is not the same standard as outlined in the official hiring policy and in some cases results in the hiring of

persons who do not have the same academic qualifications as faculty hired into tenure track positions.

This practice is not a deliberate attempt to subvert the system but has evolved over time as a means to cope with the unique problems the College faces when hiring adjunct faculty. Three major constraints significantly affect the College's adjunct hiring process: (a) the geographic isolation makes it difficult to find qualified individuals who are willing to teach on a part-time basis, (b) the College's adjunct faculty salary scale is not competitive (see Appendix L), and (c) in some cases permission to hire adjunct faculty is not given until the hiring situation has degenerated to crisis management. Although formal adjunct hiring policies exist, it is virtually impossible to follow them due to these three constraints. Most faculty currently involved with the process summarize it as a "crapshoot." The process used to hire adjunct faculty does not have the same assurance of quality control as the one used for tenure-track positions.

The current *Policies and Procedures Manual* (2001), revised fall 2003, outlines the policy for supervision and evaluation of adjunct faculty. Adherence to these policies varies from department to department, and in some cases the standards used to evaluate adjunct faculty are less rigorous than those used for faculty in full-time tenure track positions.

Based on current budgetary problems and increased enrollments, College administrators are electing to use more adjunct faculty to deliver classroom instruction. This trend is most prevalent in the School of Arts and Sciences. If this trend continues, a serious issue will have to be addressed: How will the College continue to hold fast to its commitment of delivering high quality classroom instruction when it relies more and

more on adjunct instructors? It would be prudent for the College to reconsider the rationale used to justify the hiring of more adjuncts and, instead, redirect efforts to find creative ways of hiring full-time tenure track faculty to fulfill classroom needs.

Academic Freedom and Integrity

A discussion of College faculty necessarily includes comments on academic freedom. Contained within the SUNY *Policies of the Board of Trustees* (2001), Title I, Academic Freedom, p. 32, is a brief statement that describes the University policy on Academic Freedom. The policy covers the freedom of the faculty to pursue research and teaching within the law of inquiry and to discuss their subject matter in the classroom, but not to discuss controversial matters with no relation to their subject matter. It also states that employees have an obligation to indicate that they are not institutional spokespersons in their roles as private citizens.

The Academic Integrity Code, found in the College *Policies and Procedures Manual* (2001), Section 20, p. 23, and the *Student Handbook/Planner 2004-05*, pp. 87-89, covers both faculty and student responsibilities for integrity. It outlines the duties of the Committee for Academic Integrity and the process by which Student Academic Grievance and Faculty Academic Grievance Procedures are handled. There has not been a complaint filed by a student or faculty member related to academic freedom and integrity since the last Middle States report. The conclusion is that these policies and procedures are effective.

Faculty Expertise in Their Discipline

Faculty are expected to maintain a high level of performance and high standard in the classroom. Faculty are also expected to participate in current upgrading activities

(workshops, conferences, consulting, etc) in order to provide students with a first class education. Faculty participate in and contribute to the following activities: curriculum review/update, course review/update, new course introduction, updates of current teaching materials and library-related materials and periodicals, and updates of teaching/learning materials for the learning assistance/tutoring center.

Evidence that faculty are maintaining expertise in their disciplines includes positive class evaluations, placement of students, feedback from students (and, when applicable, their employers) after graduation, achievement of departmental goals, successful external review/accreditation processes, and earning recognition within professional organizations. Faculty are expected to keep a log of all activities from UUP funds approved for attending a conference or workshop, approved faculty development funds, publication in a journal, presentation in a conference or workshop, and other documentation for external funds. Although the College and UUP support professional development, it would be more beneficial if more funding were available to enable everyone to attend professional development programs. Another area of concern is the lack of money/support for individuals who would like to pursue higher degrees. It is important to note faculty commitment to the College's mission of teaching and learning, to participation in the responsibilities of the campus community, and to scholarly pursuits.

Results and Analysis of Student Evaluations

Since the *Middle States Self-Study Report* (1996), a campus-wide evaluation form for student evaluation of teaching effectiveness has been adopted and, in 1999, a policy “Student Evaluation of Teaching Effectiveness for Faculty on Term Appointment” was

adopted. All full-time, non-tenured faculty are required to participate in the evaluation process in all departments; tenured faculty have the option of whether or not to participate. Despite this option, most tenured faculty participate in the evaluation policy. As noted previously, tenured faculty must participate in the student evaluation process if they wish to be considered for discretionary salary increases (DSI) or promotion. Several departments on campus require participation by adjuncts. In those areas where participation is not required, adjunct faculty are encouraged to participate, and most choose to participate. The results of student evaluations, however, are handled differently by different departments. Thus there is not a consistent campus-wide policy as to how the results of student evaluations are analyzed or shared.

In the School of Arts and Sciences, the computer-scored evaluation forms are returned to the department chairs for review. The department chair then meets with each non-tenured faculty member, pointing out the positives, discussing any low averages, and suggesting ideas for improvement. In the case of tenured faculty, the follow-up discussion with the chair is optional. However, if there is an area of concern, the department chair will initiate a meeting with the tenured faculty member. Some tenured faculty consider student evaluations as self-reflective. For those faculty, a significantly different interpretation by the administration would likely result in reduced participation in the assessment/evaluation process.

The School of Management and Engineering Technology follows the procedure as stated above, but non-tenured faculty are encouraged to include a statement of reflection as a cover page to the numerical summary. Department chairs have the

responsibility of providing a written statement and also meeting with non-tenured faculty members to discuss the evaluation.

In the School of Applied Technology, the Dean's office handles evaluations, with faculty members meeting with the dean to discuss results and consider ways to improve classroom performance. To ensure the integrity of the process and the anonymity of the students, the evaluation process takes place toward the end of the semester, and the evaluations are not shared with faculty until after grades are handed in and the semester is over.

With the increase of courses taught online, an equivalent evaluation form has been placed on Blackboard. The percentage of students who participate in the Blackboard evaluation is usually quite low (typically 25-30%).

In general, responses from department chairs vary as to the effectiveness of the current process of faculty evaluations by students. Just over half feel the process is working; the others feel the process is not particularly effective. Faculty are concerned that while some students take the procedure seriously, it is evident many do not; some students rate on things such as personality, etc. and do not remain focused on teaching/learning; questions are geared more toward instructor popularity and student perception as opposed to objective evaluations of an instructor and the rigors of education. It was also noted that the current process works well for non-tenured faculty, but because it is meant to be a learning tool to improve teaching, the same process is needed for tenured faculty. Suggestions for improvement of the process included the following: relating evaluation to assessment of course objectives could result in an objective evaluation that clearly demonstrates effectiveness; researching studies to see if

there is a better method of evaluating teaching effectiveness; avoiding having all students complete the evaluations at the same time – have half the faculty evaluate in the fall and the other half in the spring and then spread the evaluations out over the last three or four weeks of the semester, instead of all in the last two weeks; and add personalized questions to the standard form for additional data specific to each individual’s teaching style. At the present time, most faculty believe the student evaluation process is working; however, the campus may want to revisit this process in the future to consider improvements.

Faculty Salaries

The CASA data from 2000 and 2002 indicates that ASC ranks third highest out of the peer SUNY campuses for Salary/Student Credit hour at 157 (fall 2000) and 155 (fall 2002). The Salary/Student Credit Hour is the faculty salary divided by the total number of credit hours attempted in the courses taught by the faculty (see Appendix M). Adjunct pay at various local colleges (Appendix L) shows a comparison of the pay offered at the College and area competing colleges. In fall 2003, the administration attempted to make adjunct salaries more competitive. The College must be even more aggressive in recruiting and keeping qualified adjunct faculty.

Recommendations

- The College should examine the growing use of adjunct faculty. Specific issues to examine should include, but are not limited to, a) less rigorous qualifications required of adjuncts, b) evaluation of adjuncts, and c) the effects on programs heavily staffed by adjuncts.
- The College should assess the effect of reduced support staff on teaching quality and student support.
- Current teaching evaluation policy should be reviewed to answer these questions:
 - How accurately does the present evaluation instrument measure good teaching?

- How and with whom are the results of that evaluation analyzed or shared?
- Should evaluation be related to assessment of course objectives?
- Peer evaluation policy should be standardized across both campuses.
- Evaluation of online courses should be improved, perhaps by requiring an evaluation as part of the course.
- Orientation for new hires should include a wider range of staff.
- More professional development funds should be available for faculty and staff.

Chapter 7. Institutional Integrity**Standard 6. Integrity**

The College communicates with its various constituencies through publications, promotional materials, print media, radio, television, and its Web site. Regarding honesty in recruitment, promotion, and dissemination of news, the *Statement of Principles of Good Practice* (2004), from the New York State Association of College Admissions Counselors (NYSACAC), notes that published college materials will state clearly and precisely their admission requirements; admission calendar, including all deadlines; not falsely advertise or misrepresent their institution or academic offerings; offer the most comprehensive information about costs and financial aid opportunities; not use disparaging comparison of secondary/postsecondary institutions. Through contractual agreement, all Admissions personnel of the College must adhere to NYSACAC standards.

State University of New York (SUNY) *Memorandum 87* (1987, August 14) to College Presidents and Chief Academic Officers lists criteria for college catalogs and other college publications: information provided to enrolled and prospective students should include availability of financial assistance, costs of attending the institution, refund policy, instructional programs, program-related facilities, faculty and other instructional personnel, student retention and graduate placement figures. In short, “Information in the catalog should be current and care should be taken to avoid misleading and ambiguous assertions” (SUNY, *Memorandum 87*, 1987, August 14).

The Middle States Commission on Higher Education outlines the following criteria for the college catalog:

The institution publishes in its catalog or other appropriate places accurate and current information that describes purposes and objectives, admission requirements and procedures, academic calendars, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it.

(*Characteristics of Excellence in Higher Education*, 2002, p.11)

The College strives to be in compliance with this guideline. The *Catalog and Announcements 2004-05*, online and in printed format, is mailed to guidance offices in New York State, selected high schools in neighboring states, all College employees, selected colleges and all potential students requesting one. Information on financial assistance, completion rates, institutional security policies and crime statistics, athletic program participation rates, financial support data, and voter registration is available through the College Web site. College publications, updated annually, are comprehensive, accurate, and honest, attempting a positive outlook without being misleading.

The Office of Communications serves as an on-campus clearinghouse to determine how best to meet the publicity needs of the College's constituents. Although no formal written policy exists governing the honesty of the publications passing through the office, the Office of Communications strives for an accurate representation of the College and its constituents, researching areas of concern or confusion as necessary. Institutional integrity, as related to that office, is ensured through the integrity of the staff and a system of checks and balances: the editor of a piece is generally not the proofreader and neither one is ever the designer. The office publishes an in-house guideline,

distributed to faculty and staff, stating that all publications—catalogs, ads, press releases, the College Web site—will be done with precision and honesty. In spring 2004, the College purchased xCatalyst™ software which includes a check point so all updates to the Web site will have to clear before they are viewed by any external constituencies. Externally, the Office of Communications strives to relay cordial information in a timely manner. This information ranges from significant announcements to hometown releases sent to the College's students. When there is embargoed information, rather than dissemble or deceive, the office informs the media that while the College is not at liberty to discuss it at this time, the office will contact them as soon as allowed. Any confidential campus matter is kept confidential until such time as permission is received to release it or it becomes, through other sources, open knowledge. The media honor this stance, knowing the College respects their need to know.

The *Policies and Procedures Manual* (2001) is now entirely online (<http://web.alfredstate.edu/hr/manual/manual.pdf>) for all faculty and staff to access as of fall 2004. Individual copies will no longer be distributed to faculty and staff. Each department will be issued one hard copy manual for reference. This new process insures that the manual is current and up-to-date at all times. In the past, hard copy updates were sent via inter-campus mail to all faculty and professional staff. The manuals were rarely updated with the new material, making it difficult for employees to have accurate information. As shown in the *Middle States Faculty/Staff Survey Results* (2003), employees revealed a neutral to mildly positive opinion that policies, benefits, and job descriptions were accessible and generally up-to-date (see Appendix A).

Employees are provided with policy notification of key policies during the orientation process. At that time, they are given handouts with the instructions for accessing the online *Policy and Procedures Manual*. Over the past year, all custodial staff have been issued computer identification numbers so they can access the campus intranet and the online *Policies and Procedures Manual*. In addition, computers have been placed in custodial break rooms and at the main facility where maintenance and operations staff report. Several training programs on computer basics have been conducted over the past year, with plans for additional on-going training computer training.

In the past, classified staff, (Civil Service Employees Association of New York (CSEA), Public Employee Federation (PEF), Council 82) received neither the *Policies and Procedures Manual* (2001) nor formal orientation presentations. Now new employees in the Classified Service are invited to the fall semester orientation program. This is an organization-wide orientation program for all new faculty and staff. During this program, there are several presentations including an overview of employee benefits, review of key institutional policies, and safety and security information. A new Orientation Checklist has been developed and implemented. The form provides employees and their managers with a detailed list of information that needs to be reviewed during the first month of employment. Once the form is complete, it is signed off by the manager and the employee and routed back to Human Resources to be maintained in the personnel file

Adjunct faculty members are given a mini-orientation introducing them to the concepts and regulations of the Family Educational Rights and Privacy Act (FERPA) and

academic policies and procedures. These sessions are conducted as needed as adjuncts are sometimes hired sporadically throughout the year. Approximately 20% of new adjuncts attend these sessions.

Responses to questions 9A and 9B from the *Middle States Faculty/Staff Survey Results* (2003) reveal employees believe they have easy access to information about their job responsibilities and job expectations (see Appendix A). Employees are also comfortable with the level of access they have to information on employee benefits. However, they do not believe that supervisors adequately assist them in accessing employee benefit information.

The College communicates conflict of interest guidelines through the *Policies and Procedures Manual* (2001) and through policies set by the SUNY Board of Trustees. Primary areas of concern are procurement, personnel issues, and academic property. Concerning procurement, Section 460 of the *Policies and Procedures Manual* (2001), Purchasing—Services or Commodities, provides a clear warning to all employees (see Appendix B). Personnel issues are addressed in the *Policy and Procedures Manual* in Section 540, Search and Selection, and in Section 50, Affirmative Action—Neptism (see Appendix C).

While the *Policies and Procedures Manual* (2001) does not specifically address academic property, it is addressed in the SUNY *Policies of the Board of Trustees* (2001). As the College continues to grow as a four-year institution, and as it hires more faculty with PhDs, this may lead to more research-based activities, making it necessary for the College to address conflict of interest as regards academic property. To help avoid such conflict of interest, the College may wish to review the SUNY *Policies of the Board of*

Trustees, Article XI, Title J., Patents, Inventions and Copyright Policy, 1 (b), p. 18 (see Appendix D).

Promotion and Continuing Appointment

Most of the employees at the College are represented by state employees unions such as UUP, CSEA, Council 82, and PEF, with contracts that clearly spell out the requirements for promotion and continuing appointment. In addition, the *Policies and Procedures Manual* (2001) further defines these procedures. Complete data for the past six years concerning faculty promotion and continuing appointment is unavailable, making evaluation of the integrity of the processes difficult. Between 1999 and 2004, there were 80 UUP promotions and nine or ten people not promoted, making roughly an 8 to 1 ratio. Data for promotion and continuing appointment were solicited from Human Resources, the Wellsville and Alfred campus promotion committees, the Office of the Vice President for Academic Affairs, and the offices of the Deans.

Data for those granted promotion were available; however, no accurate records were available for those not granted promotion. Typically, a person is denied promotion for one of the following reasons: failure to meet criteria in the *Policies and Procedures Manual* (2001), an incomplete application, or problems with evaluations or performance. No reason is recorded when a person is not granted promotion. An employee denied promotion has a right to appeal the decision. A new spreadsheet, to be maintained in the Human Resources department, has been developed to track the number of applications, promotions, and reasons for denial of promotion (when applicable).

Data for faculty granted continuing appointment were available; no data were available for those not granted continuing appointment. Records of employees who have

left the College are no longer available on the computer. This information is available in Human Resources files, but each individual employee file must be searched separately.

Judicial Proceedings

When student discipline issues arise, students at the College have a right to fair and impartial treatment. Students are informed of their rights and responsibilities through the *Student Handbook/Planner 2004-05*, Orientation Residence Hall meeting, *License for Residence (2004-2005)*, Student Statement of Rights and Responsibilities, *Principles of Community (1997)*, Residence Hall Living Condition Standards, and Morgue Hours Notice (see Appendix E).

There are three levels or categories of judicial proceedings at the College for students: incidents with low impact, incidents with medium impact, and incidents with significant impact to the campus community. At each level, the student accused of a violation has the opportunity of admitting responsibility and accepting disciplinary action or appealing and asking for a judicial hearing. As the impact level changes from low to medium to significant impact, the make up of the hearing committee changes and the possible disciplinary actions become more severe.

At the low impact level of violation, students who exercise their right of appeal have a 33% chance of having their discipline sanctions dropped; 46 % are held accountable and their imposed status is upheld; 21% are held accountable but their sanction is modified (see Appendix F). At the medium impact level, students who exercise their right of appeal have a 15% chance of having their discipline sanctions dropped; 47% are held accountable for their actions and have their sanctions upheld; 38% are held accountable but their sanctions are modified (see Appendix G).

Incidents with significant impact are usually recorded by the College's University Police and presented to the Student Conduct Committee by the College Advocate/Judicial Coordinator, the highest judicial board on campus. Committee recommendations range from dismissing the charge to expelling the student from the College permanently. Recommendations made by the Student Conduct Committee are reviewed and approved by the Vice President for Student Affairs. A significant impact violator who appears before the Student Conduct Committee has a 64% chance of being expelled or suspended and a 36% chance of being allowed to continue as a student. If the student is expelled or suspended, he/she has the right to appeal to the President of the College. In the past five years, 10 violators at the significant impact level have made an appeal to the President, and 90% of those appeals were denied and all imposed sanctions were upheld (see Appendix H).

Public Employees' Fair Employment Act/Taylor Law

If employees of the College believe they have been treated unfairly, they, as public employees, have specific hard-won and carefully-defined rights. In September of 1967, the New York State Legislature passed legislation called the Public Employees' Fair Employment Act, better known as the Taylor Law, Article 14 of the Civil Service Law. This legislation enabled public employees in New York State to unionize and negotiate terms and conditions of employment. The College is a State agency, part of the SUNY system, with approximately ninety-eight percent of its employees represented by collective bargaining agreements. These agreements incorporate elements of the employment relationship agreed to by the parties, including wages, health insurance,

working conditions, miscellaneous benefits and discipline. There are seven distinct bargaining agreements that govern employees at the College.

Grievances Surrounding Terms and Conditions of Employment

Each bargaining agreement outlines a specific, formal procedure for the investigation and resolution of grievances and maintains at least one union steward to assist with the grievance filing process. Each bargaining agreement outlines a specific process for the resolution of grievances; however they all incorporate the basics of a four-step process where decisions are appealed to greater levels of authority at each progressive step. General steps are as follows:

Step 1 requires an employee to file a formal, written statement outlining the dispute in question and submit it to the College President, or designee, for the purpose of raising the grievance. At the College, all grievances are submitted to the Director of Human Resources for filing and resolution. Where practicable, the grievant may be required to meet with the department head or division chairperson, dean or other appropriate administrator with a representative of the employee's choice in an effort to resolve the grievance informally. The College President, or designee, schedules a meeting within a specific period of time as outlined in the grievant's contract and issues a written response to the grievant and the Union concerning findings of the grievance under dispute.

Step 2, an appeal of an unsatisfactory decision at Step 1, is with the Employee Relations Office at SUNY, System Administration. The written appeal includes a copy of the grievance filed at Step 1, a copy of the Step 1 response and a short, plain statement of the reasons for disagreement with the Step 1 response. A copy of the appeal is sent to the College President, or designee. The employee and the Union may meet with the representative from the SUNY Employee Relations Office to discuss the grievance.

Step 3, an appeal of an unsatisfactory decision at Step 2, is filed with the Director of the Governor's Office of Employee Relations (GOER). The written appeal includes a copy of the grievance filed at Step 1, a copy of all prior decisions and appeals, and a short written statement of the reasons for disagreement with the Step 2 decision. The Director of GOER issues a written statement of reasons for the decision. A copy of the written decision is forwarded to the Union and the employee.

Step 4 is the Union's appeal to arbitration by the Director of Contract Administration at GOER. A notice of intent to proceed to arbitration includes a proposed statement of the issue to be decided. Each collective bargaining agreement outlines a process for which an arbitrator is selected to preside over an arbitration hearing. The decision of the arbitrator creates a final and binding decision on the parties involved.

Grievances Surrounding Discipline

Before the College President, or designee, can impose discipline, the employee must be notified in person or by registered or certified mail. The notice must specify the conduct for which discipline is being imposed and the proposed penalty. A notice of discipline is normally not served until an investigation is conducted and just cause is demonstrated. A disciplinary grievance procedure exists that stops the disciplinary penalty until an arbitration hearing is conducted, unless the grievance is settled or the employee elects not to pursue it. This procedure requires that the disciplinary grievance, accompanied by the notice of discipline, be submitted to the Employee Relations Office at SUNY, System Administration. In addition, the employee may present his/her position to the representative in the Employee Relation's Office. If the disciplinary grievance is not settled or otherwise resolved, it may be appealed to disciplinary arbitration by the employee. The disciplinary arbitrator will hold a hearing within a reasonable timeframe. All settlements and arbitrators' awards are final and binding upon the State, the Union, the employee and the employee's representative if other than the Union.

The grievance process, a negotiated item in the bargaining agreements between the State of New York and the various Unions, provides a reasonable avenue for impartial resolution to grievances. The multi-step appeal process allows the grievant to present his/her case to higher levels of authority within the State when satisfactory resolutions are not obtained. The final step in the grievance process introduces the

expertise of a highly trained arbitrator, a neutral third party to the process, to render a decision based on the facts of the case. The decision is final and binding to the parties.

In the past five years, one-hundred percent of grievances have been responded to within the specified period of time as outlined in the grievance procedure at the Step One level. The College releases control over timeliness once a grievance is elevated to a higher step in the process. Grievances are not always resolved in as timely a manner as outlined in the provisions of the contract. However, timeframes for grievance hearings are negotiated between SUNY and the Unions in order to settle matters in a realistic timeframe. Factors such as seriousness of grievance/disciplinary matter are considered when expediting at each step in the process.

Academic and Intellectual Freedom

The College makes every effort to promote an environment that ensures academic and intellectual freedom for both faculty and students. The SUNY *Policies of the Board of Trustees* (2001), Article XI, Title I., Academic Freedom, 1, states:

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom. They may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons. (p. 18)

This same policy is included in Article 9 of the collective bargaining agreement between the United University Professions and the State of New York. In addition, Section 210, Ethics, in the *Policies and Procedures Manual* (2001) clearly describes the responsibilities that faculty have related to academic freedom:

Section 210 – Ethics

The faculty of the college encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. The faculty demonstrate respect for students as individuals and adhere to the reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from students. They protect student academic freedom as well as their own.

Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their discipline is to seek and state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry. Faculty respect and defend the right of their associates to free inquiry. In the exchange of criticism and ideas, they show respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of their colleagues. They accept their share of faculty responsibility for the governance of the college.

Faculty members seek, above all, to meet their individual responsibility, as delineated by the College Mission Statement and Goals and Objectives. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and to seek revision. They determine the amount and character of the work they do outside the college with regard to their paramount responsibilities within it. When considering the interruption or termination of service, they recognize the effect of their decision upon the programs of the college and give sufficient notice of their intentions.

As members of the college community and of the larger social community, faculty members have the rights and obligations of all other citizens. They measure the urgency of these obligations in the light of their responsibility to their discipline, to their students, to their profession, and to the college. When they speak or act as private persons, they avoid creating the impression of speaking or acting for the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to

promote conditions of free inquiry and to further public understanding of academic freedom and its concomitant responsibilities. (p. 151)

In addition to providing faculty and professional staff with policies on academic freedom, it is imperative that the student body be informed of its responsibilities. The College is committed to promoting an academic community which fosters personal and professional integrity. Academic Freedom and tolerance are expected of all of its members. Students are given a handbook titled the *Student Handbook/Planner 2004-05* at the beginning of their academic career outlining their responsibilities as members of the College community. The first page of this document, since its inception in 1998, displays the *Principles of Community* (1997) (see Appendix I).

In addition to having widely disseminated policies regarding academic and intellectual freedom and honesty, it is crucial that the College have a measurement in place to ensure that the policies are effective. The student and faculty academic grievance process serves this purpose. This process, outlined in the Academic Integrity Code, is communicated to the College community by being included in the *Student Handbook/Planner 2004-05*, the *Policies and Procedures Manual* (2001), and student and faculty orientation information. The purpose of this process “is to provide for the student a just and efficient method for investigation and recommendation of resolution of academic grievance” (*Student Handbook/Planner 2004-05*, p.88).

According to the Chair of the Committee for Academic Integrity, during the past five years, no grievances related to a violation of academic and intellectual freedom were filed at that level. If a violation did occur, it was resolved through the grievance process at a lower step.

At present, there are no questions related to academic freedom in the College's Student Evaluation of Teaching Effectiveness form administered by a neutral party at the end of the academic semester (example available in the Resource Room).

Diversity Opportunities

As part of its ongoing support of diversity and cultural sensitivity, the College provides numerous opportunities for students, faculty and staff to develop multicultural awareness. The College's *Principles of Community* (1997) provides clear direction, with specific references supporting sensitivity to diversity (see Appendix I).

The *Student Handbook/Planner 2004-05* is especially useful in identifying diversity opportunities. Students may join several diversity-related organizations, including the Black Student Union, International Club, Latin American Student Organization, Rainbow Union (gay, lesbian, bi-sexual, transgender), and Women in Non-Traditional Studies (WINS). In the event of bias-related incidents, the handbook directs students to seek redress via University Police, which serves as the process/procedure keeper for investigating harassment incidents. A Student Hearing Committee reviews grievances of all sorts, including those related to diversity and bias.

In addition to support organizations, a grievance procedure, and an abiding statement of diversity, the campus also provides multiple events which celebrate, highlight and introduce the student population to diversity. These events, scheduled since 1999 and enumerated in the calendar section of the *Student Handbook/Planner 2004-05*, include the World AIDS Week, Latin Festival Week, Gay/Lesbian Month, Chinese New

Year Celebration, Native American Heritage Month, Black History Month, Women's History Month, Asian Awareness Month, and Human Services Awareness Day.

Specific programs/speakers/events for students have included:

- Bill Kraus (Native American)
- Sharon Lund (AIDS)
- Karen Goldberg (Women's Issues)
- Sarah Jones (Black History/Slam Poet)
- Tiny Glover (Black History/Comic)
- Big Village (Multicultural/Music)
- International Dinner
- Black Student Union Formal
- Alvin Youngblood Hart (blues)
- James Dale (Gay Rights)
- Steve Yurcic (HIV/AIDS)
- James Bernard (Hip-hop culture)
- Naomi Tutu (African culture)
- Zarjon Baha (Islam and Afganistan)
- Film Series of movies exploring different cultures, such as *Tampopo*, *Babette's Feast*, *Eat Drink Man Woman*
- Step Afrika (dance celebration with the Soweto Dance Theatre)
- United Nations Day Reception
- Martin Luther King Jr. Celebration

These events are representative of programming from 1998 through fall 2004. Finally, materials that present/explore diversity issues have been purchased and are available through Hinkle Library.

The Career Services Office conducted a survey in September 2003 to determine the awareness of diversity opportunities among the student population. One hundred students were surveyed—77 at the Alfred campus and 23 at the Wellsville campus (see Appendix J).

Opportunities for Faculty and Professional Staff

The Campus Climate Committee, established and active since 1999, is instrumental in presenting diversity training and sensitivity seminars to the instructional faculty and the professional staff of the College. This Committee was formed as a multicultural group of faculty, staff and students committed to implementing a robust and meaningful cultural environment for the College and surrounding communities. The goal of the Campus Climate Committee is to provide a calendar of events which will entertain, educate and challenge. The members also wish to bring exposure to new ideas and stimuli, which enrich education and help growth towards a diverse population. The Committee has collected comparative data and models related to diversity programming from other institutions, including Texas A&M, Columbia University, SUNY Binghamton, University of California/San Diego, Youngstown State University, and from various public policy bodies, such as the American Civil Liberties Union (ACLU), Southern Poverty Law Center, National Association of Student Personnel Administrators (NASPA), and the Anti-Defamation League. In addition, the Committee has conducted self-assessment to gauge its effectiveness in promotion diversity awareness and sensitivity.

Diversity programming has been significant as a result of the Committee's efforts. The Committee successfully earned multiple grants from various agencies to promote diversity events. It should be noted that much of the previously mentioned programming made available to students was made possible by the Campus Climate Committee (see Appendix K for a listing of programs targeted to faculty/staff of the College).

In addition, the College has embraced “themes” which support exploration and tolerance. Summer 2000 saw the initiation of these themes with the inaugural “Come As You Are,” followed by “Explore Who You Are,” “Enrich Who You Are,” and “Be Who You Are.” These thematic explorations culminated in spring 2001.

The College has explored the creation of a Diversity Initiative Consortium with neighboring Alfred University and St. Bonaventure University. These discussions explored talent sharing, cross listing courses, recruitment of minority faculty to serve multiple campuses, and pursuit of shared grants. Finally, the campus Human Resources Office serves as an information source and procedure advocate in cases involving EEO, Affirmative Action, or similar incidents.

Internal Control Program

By periodically submitting to a variety of audits and reviews, the College is continually being held accountable for the integrity all of its actions. During the spring 2003 the College initiated an internal control program in order to provide a formal evaluation of the effectiveness of its major systems and their individual control mechanisms. When gaps or non-effective controls exist, they are identified and addressed on a reasonable timetable. The status of all recommendations is monitored and updated on a semi-annual basis by the College’s Internal Controls Officer.

After completing a College-wide risk assessment, the Internal Controls Officer developed action plans to address areas of concern. Since that time, mandatory legal compliance training sessions have been held for the entire College workforce. The training covered topics such as sexual harassment, Health Insurance Portability & Accountability Act (HIPPA), and Internal Federal Trade Commission controls. The

College's Internal Control Officer's design for internal controls is being used as a model for all of SUNY.

A review of the preceding integrity issues reveals numerous checks and balances in place to ensure protocol is being adhered to at the College. In conjunction with the internal control program, integrity of policy is monitored at the department, school, and College level.

Recommendations

- The Office of Communications should publish publicity/publication guidelines on the intranet and include them in the *Policies and Procedures Manual*.
- HR should distribute the *Policies and Procedures Manual* to all employees and encourage supervisors to use the manual as a reference.
- The College should designate the Office of Communications as the clearinghouse for pages linked to the main Web site to ensure accuracy, consistency of message, and design.
- The Office of Human Resources should provide communication to all employees as new policies are developed.
- HR should orient new employees to their responsibilities relating to organizational policies.
- HR should continue to conduct training for supervisors on policies and procedures applications, employee benefit information, and performance management.
- HR should establish a tracking system to determine types of inquiries received and conduct mini-orientation sessions to address issues repeatedly brought to Human Resources' attention.
- HR should create a comprehensive employee benefits review on the Human Resources Web site.
- HR should coordinate the offering of basic computer competency skills courses for those unfamiliar with the technology, so they can access the Web site and/or the *Policies and Procedures Manual*.

- HR should develop a handbook for Classified Staff containing information on key policies, benefit information, and other organizational information and distribute it to current members.
- HR should develop a “Conflict of Interest” section in the *Policies and Procedures Manual* to supplement existing policies by presenting them in one location.
- HR should develop an accountability statement that employees sign agreeing to abide by the conflict of interest policies.
- HR should include the SUNY Board of Trustees’ policy concerning Patents, Inventions and Copyright in the *Policy and Procedures Manual* and *Student Handbook/Planner 2004-2005*.
- HR should keep data on individuals receiving promotion or continuing appointment and on individuals failing to receive promotion or continuing appointment.
- The College should continue the annual review of the Student Code of Conduct, conducted each March, and include all members of the Student Conduct Committee.
- The Office of the Vice President of Academic Affairs should add a question regarding academic freedom to College’s Student Evaluation of Teaching Effectiveness. A suggested question could read as follows: Does the professor encourage expression of ideas related to the subject matter other than his/her own?
- The College should create a resource office for women’s issues. The College’s gender imbalance is notable (4:1 male to female ratio) and should be actively addressed by making focused efforts to welcome and support female students, especially those in “nontraditional” curricula.
- The College should continue to add female-targeted programs, e.g. Interior Design (offered fall 2004) and/or target existing programs (Information Technology, Architectural Technology and those dominated by male students) to females by infusing technology concepts and uses to interest a broader array of learners.
- The College should make information on Women in Nontraditional Studies (WINS) more readily available.
- The College should establish a nontraditional speaker’s bureau and target recruitment efforts at high schools by offering a mentoring Web site with role

models/mentors from businesses and industries. This might be supported by Perkins III grants.

- The College should establish an annual week-long celebration focusing on Diversity (modeled after SUNY Geneseo's "Harmony Week"). The College's year-long programming is commendable; yet spotlighting diversity events with a concentrated week of activities may engender more interest and participation in the remaining events that occur throughout the academic year.

Chapter 8. Outcomes Assessment

Standard 7. Institutional Assessment
Standard 14. Assessment of Student Learning

Meaningful planning and assessment are important elements of institutional effectiveness in academic institutions. The College has a commitment to excellence in higher education and student achievement, not only in relation to assessment of student learning but also to institutional assessment. Institutional assessment has been targeted as an important goal by the College's administration; College faculty, staff and administration engage in outcomes assessment in a number of ways. Every constituency in the College community is responsible for participation in planning and assessment. Because of the recognition by the administration that assessment is a valued tool for growth, over the past eight years an atmosphere has been created that stresses assessment at all levels.

The *Middle States Self-Study Report* (1996) states, "The college outcomes assessment effort has lacked a central coherence, despite the fact that the campus culture is now promoting a large number and variety of assessment activities" (p. vii). In order to address the need for coherence, a half-time position of Assessment Coordinator was instituted in 2000, ensuring that continuous improvement and assessment are embedded throughout the institution.

Status of Assessment at the College

As a result of the 1996 study, three areas related to assessment were targeted for improvement, with the following suggestions made:

- Assign a full time professional to coordinate and develop the outcomes assessment initiative.

- Develop an outcomes assessment plan that will describe the measures that will be applied to assess student learning, the quality of instruction, and the overall institutional effectiveness.
- Create a sense that all units of the college conduct their activities so that they are viewed as strategic advantages to the entire institution (*Follow-Up Report to the Commission on Higher Education*, 1997, Institutional Outcomes Assessment Plan section).

Since 2000, the Administration's support of outcomes assessment has been strong. As stated above, the administration created the position of Assessment Coordinator as a half-time position at a salary cost of roughly \$25,000 per year. In addition, the administration has funded assessment initiatives wherever possible, including the Wellsville's Work Keys testing program and the library's LibQual+ Survey. It is worth noting that maintaining high-quality teaching and learning through implementation of outcomes assessment is an institutional goal of the College's *Strategic Plan* (2002), and the heads of the various College divisions regularly stress development of outcomes assessment and promote workshops for this purpose.

Assessment of Student Learning

Because of Middle States Commission on Higher Education requirements, compliance with accreditation expectations from outside of the institution, and the State University of New York (SUNY) requirements, assessment has become an integral part of the College. To assess their performance, "institutions should begin, of course, with those assessment measures already in place, such as course and program completion rates, graduation rates, and job placement rates, as well as pre- and post-testing, scores on standardized tests, [and] performance on licensing exams" (*Characteristics of Excellence in Higher Education*, 2002, p. 51). Assessment in relation to student outcomes can be measured by graduation and job placement rates reported in yearly placement and

transfer reports—areas in which the College has consistently scored high. For the class of 2003, 54.5% were employed after graduation, and 36% of the graduates transferred to four-year colleges and universities (*Employment (Placement) and Transfer Report, 2003*, p. 4). Thus, 90.5% of 2003 graduates had jobs or had transferred to baccalaureate programs.

In addition to data from placement and transfer reports, many curricula are accredited by various national organizations such as the American Council for Construction Education (ACCE), National League for Nursing Accrediting Commission, Accreditation Board for Engineering and Technology (ABET), the American Society of Mechanical Engineers (ASME), the National Automotive Technicians Education Foundation (NATEF), and the American Design Drafting Association (ADDA), among others. (See Appendix A for a detailed list of certifications at the College). These organizations closely examine department policies and requirements, reviewing coursework in great detail during reaccreditation visits and making recommendations toward continuing improvement prior to granting reaccreditation. Accreditations are essential in maintaining the College's high degree of excellence as well as maintaining viability and acceptance in the professional field.

Beyond the requirements of accrediting agencies, assessment plans are developed using an identical process for each level and area of the College. Formal campus-wide assessment has existed at the College since the creation of the Coordinator of Assessment position in 2000. The College assigned this position the responsibility for coordinating the overall implementation of the *Alfred State College's Assessment Plan: Assessment as a Systematic, Scholarly, and Sustainable Process for Improvement* (2002).

Initially, each group writes goals on intended student outcomes relevant to its area. Once outcomes are established, the next phase is to decide assessment criteria and procedures, including the appropriate measurement instruments and standards. The unit responsible must consider the standards of external agencies and incorporate those standards into its plan.

The plan provides a formal opportunity for a program to communicate the results of self-assessment to interested constituencies. Secondly, the plan provides a catalyst to participants for regular, directed reflection and effective decision-making for improving instruction in that program. Once the comprehensive plan is in place, faculty and staff use the plan, collect data, and determine the value of the results. Each department or responsible unit must consider precisely how the plan and its results will be integrated into further planning. The Assessment Coordinator may assist the responsible unit or department in interpreting assessment data at each step in the process. This data is used to determine the best course of action to be taken with material assessed. The Assessment Coordinator is charged with ensuring that the responsible units move from assessment of one objective to another to assess each outcome.

The majority of assessment methods now in place are designed to measure student learning directly. These include, among others, instructor examinations, practical examinations, professional testing, portfolio review, and capstone projects. Indirect measures of student learning include student surveys, self-assessment tools, employer surveys, alumni surveys, and the rate of acceptance into other programs (see Appendix B).

The campus-wide plan was completed in September 2001. In keeping with the campus-wide plan, as of fall 2004, 91% of individual programs have outcomes-based plans in place. Individual plans are available on the Web (<http://web.alfredstate.edu/assessment/Pick%20a%20school.htm>). In addition to the individual plans, the faculty and administration have developed the General Education Assessment Plan, approved by Faculty Senate and SUNY.

The College is moving towards programmatic assessment. Some programs at the Wellsville campus are significantly ahead in the process due to the nature of their programs (i.e., industry testing to minimum competence level in Automotive Technology, Welding, DCAD, and Culinary Arts). These programs at the Wellsville campus have been using assessment to improve their curriculums to enhance student performance for some time. The Assessment Coordinator reported in 2003 that 71% of the College's programs had submitted formal documentation detailing their process for assessment. Other programs have made significant progress in the direction of assessment but are in their first cycle of documentation as of fall 2004.

Individual courses are entering their first cycle of assessment (data collection, assessment of data, improvement in curriculum to reflect assessment). Formal data collection took place in spring 2003 for courses throughout the College.

The concepts behind assessment, to evaluate student achievement and improve curriculum to increase student achievement, are not new and have been occurring in departments informally. The first formal cycle has begun, with reports submitted to the Assessment Coordinator. After these reports were submitted and reviewed fall 2003, the analysis of departmental assessment began to provide the means for conclusions to be

drawn. Several formal cycles will be necessary to demonstrate if teaching and learning are improving.

Institutional Assessment

In January of 2000, the President's Cabinet formalized a strategic planning process and developed the following six Institutional Goals:

1. Maintain teaching and learning as premier activities of the College through the development of assessment procedures to measure programmatic effectiveness and student attainment of educational goals.
2. Increase enrollment to a total of 3,300 students (headcount) including a minimum of 1,000 baccalaureate students by fall 2005.
3. By fall 2005, generate a 15 percent increase in external revenue over the year 2000 from sources such as grants, private giving, and entrepreneurial efforts.
4. By fall 2005, enhance the campus culture to support a diverse, student-centered baccalaureate institution as measured by a 20 percent positive trend in the results of the *Student Opinion Survey* and other standardized surveys.
5. By fall 2005, develop, implement, and complete a comprehensive facilities master plan to adapt the physical plants of both campuses to accommodate enrollment growth, new academic programs and technological change consistent with an evolving four-year campus environment.
6. By 2005, consistent with the College's Vision and Institutional Goals, prepare and implement a professional development plan for each member of the organization who wishes to participate (*Strategic Plan, 2002*).

Since the development of the College *Strategic Plan* (2002), enrollment has increased by over 25%. There has been an increase in the external revenue received by the College; for example, the Court and Realtime Reporting and Machine Tool programs have received substantial grants.

The *Facilities Master Plan* (2000), developed in response to a strategic goal that itself resulted from self-assessment, has been used to consider projects for SUNY

Construction Fund allocations based on external review by Flynn Battaglia Architects, PC. The *Facilities Master Plan* (2000), prepared in cooperation with the State University Construction Fund, Alfred State College, Flynn Battaglia Architects, Robert P. Owen Associates, and others, and released in December 2000, includes descriptions of buildings on the Wellsville campus. In addition, Flynn Battaglia was also commissioned to do a New Campus Development Study of the Wellsville Campus; the study was released in November of 1999.

Although the College has formulated the *Strategic Plan* (2002), the Administration continually evaluates how monies should be spent and how services can be improved. The Administration continues to keep the goals of its *Strategic Plan* in mind as it makes budgetary decisions based on conditions that have changed in the interim. As of fall 2004, a new *Strategic Plan* has been developed by the College's Administration.

In addition to the goals of the College *Strategic Plan* (2002), the College-wide assessment plan details how the College's administration engages in assessment (<http://web.alfredstate.edu/assessment/campusassessplan.htm>). It provides a statement of how the College's administration should use the results of assessment to plan for the future, allocate resources, and improve services. The planning process is inextricably interwoven with the allocation of resources.

The College continues to evaluate programs in terms of cost effectiveness, and as the number of baccalaureate degrees offered increases, the College continues to examine the effectiveness of current programs. The College's Administration will continue to

evaluate itself in relation to enrollment, in relation to how services are provided, and in relation to its success at attracting external revenue.

Ongoing Challenges in Assessment at Alfred State College

A number of problems exist with the degree to which the College engages in assessment. As noted above, the College did not assign a full-time professional to coordinate and develop the outcomes assessment initiative, instead hiring a half-time Assessment Coordinator. Although ASC does have a College-wide plan that includes academic and non-academic departments, it is not clear whether the campus-wide plan is comprehensive. Specifically, the campus-wide plan contains no explicit information about how the results of outcomes assessment might affect resource allocation. In addition, although it includes a timeline, the plan does not provide for enforcement of that timeline.

General Education remains the most serious assessment challenge facing the College. Initially the College was unable to keep pace with the timetable set by SUNY System Administration, and, along with many other colleges, did not complete the required General Education Assessment Plan on schedule. In addition, System Administration had expected the campus to begin collecting and analyzing data somewhat earlier. Even without an approved plan formal data collection and analysis began spring 2003. There are a number of reasons for the delay in completing the plan:

- Previously submitted assessment plans were not approved by SUNY.
- Overall faculty involvement was minimal.
- There was a limited sense of urgency on campus.

- There was limited clerical support for the General Education Committee prior to November 2002.
- Other campus issues took priority, the proposed merger with Alfred University being a major interruption.

The President's Cabinet and Faculty Senate moved aggressively to address approval of the General Education Assessment Plan, taking the following steps:

- Campus representatives met with System Administration to discuss what was still required.
- Membership in the Faculty Senate General Education Assessment Committee was expanded to include more faculty and the Deans from each school.
- The President, Provost, and Deans frequently referred to the need to complete this task and actively encouraged faculty and staff participation.

In addition, a Dean's secretary volunteered to work with the committee.

The General Education Plan was submitted in March 2003 and was sent back for revision. It was resubmitted November 2003. *The Assessment of General Education Alfred State College: Systematic, Scholarly, Sustained* (2003) draft from the Faculty Senate states:

The General Education Assessment Plan which follows is consistent with the *Implementation Guidelines of the Provost's Advisory Task Force on General Education*, the General Education Assessment Review (GEAR) Group's *Review Process Guidelines*, and the General Education Learning Outcomes as approved by Alfred State College Faculty Senate. The Campus-Wide Assessment Plan outlines the component parts of all program assessment plans, including the General Education Assessment Plan. Assessment at Alfred State College is created to enhance student learning and institutional effectiveness through a rigorous, systematic, and continuous process. The process is defined by a department-centered, outcomes-based plan that examines institutional activities for the purpose of improving teaching and learning. The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The General Education Assessment Plan and the process contained therein are consistent with the SUNY Assessment Initiative, GEAR Group requirements, Alfred State Faculty Senate-endorsed General Education Assessment Plan, and the

Alfred State College Vision Statement (2000) and core value (student-centered) are evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education. External assessment requirements (i.e., accreditation demands, stakeholders' issues, and consumer desires) will be addressed through assessment evidence that demonstrates the attainment of desired student learning outcomes. Assessment would be specific to outcomes that are performance-based and course-embedded. The multidimensional and cohesive nature of assessment will allow the college to meet its mission, to support its core values, and to excel in the SUNY system with evidence-based teaching and learning activities. (p. 4)

The College as a whole has achieved a significant degree of participation by faculty in outcomes assessment. The primary feature of this participation is the creation and implementation of outcomes assessment plans for all curriculums at the College. In some cases, departments with a large number of curricula were required to create and implement more than ten separate assessment plans. A large majority of faculty members are involved in assessment in one way or another, whether they serve on the General Education Committee, their department committee, have a course that will be used to gather data, or are new faculty who attend assessment orientation sessions.

Conclusion

There is ample evidence of an environment of assessment at the College (see Appendix C). The College continues to respond not only to accrediting agencies for programs (the NATEF, ABET, ADDA, ASME, ACCE, and National League for Nursing Accrediting Commission mentioned above), but also to mandates from SUNY. As a result of the College's response to accrediting agencies, SUNY mandates, Middle States Commission on Higher Education self-studies, and its own performance assessment in the 1990s, the Administration created the Goals and Objectives of the College *Strategic Plan* (2002). Indeed, assessment is the first Goal stated in that plan. Since the establishment of the plan, the Administration has taken steps to instill a culture of

assessment at the College, including hiring a half-time Assessment Coordinator to whom departments have submitted assessment plans. The College itself has an assessment plan. These plans are available through the College's Web site. Departmental plans have been developed and progress has been made in creating an environment of assessment. The assessment data that has been gathered has identified areas in which improvements may be implemented.

Planning and assessment are important concerns of the administration, faculty, and staff of the College. The recent change in the College's presidency and vice-presidencies has led to the development of the new *Strategic Plan* (2004) and fueled expectation that the Administration will continue to stress not only student learning assessment but also institutional assessment at every level at the College.

In January 2004, Deans were contacted to review the College's intranet assessment link to determine its accuracy and thoroughness. The Assessment Coordinator reviewed the list of non-academic departments who had not responded and began contacting those departments and setting up meeting times. A preliminary review of the School of Arts and Sciences initial assessment reports was conducted. Throughout spring 2004, the AC worked with departments who had questions regarding the review of the School of Arts and Sciences assessment reports and developed a proposed set of forms for the purpose of simplifying and standardizing the reporting procedures.

In May 2004, an announcement was sent to all departments (academic and non-academic) on campus outlining the reporting procedures for assessment activities. The deadline for submitting the summary form was June 1 for academic departments and July 1 for all non-academic areas. As of May 31, 26% of departments had submitted their

reports. Departments were also asked to complete a brief form outlining their assessment plans for the 2004/05 year. Academic departments were to submit their plans by September 15; non-academic departments were asked to submit their plans by August 15. The Coordinator met with numerous departments to answer questions, provide support for the Chairs, or to hear the concerns of the departments regarding the process. As of June 2004, data indicated that 91% of academic departments had turned in an assessment report. Nonacademic departments continued work on their reports. In August 2004 the College's General Education Plan was approved by SUNY GEAR.

Recommendations

- Develop and implement a comprehensive, College-wide assessment process, model, and methodology that align with the College's *Strategic Plan*, Vision, and Strategic Imperatives for the College for 2005-2010.
- Define and communicate the role and responsibilities of the new, permanent Director of Assessment, a strategic position with responsibilities to include Campus-wide assessments, SUNY General Education assessments, program specific assessments, and department and division assessments as required.
- Develop an annual and long term plan for integrating the assessment processes with the College's *Strategic Plan*, annual operating plans, and Continuous Improvement process work that has grown out of recommendations in this self-study.
- Develop as part of the *Outcomes-Based Assessment Plan* specific measures that will be applied consistently to assess student learning, the quality of instruction, and overall institutional effectiveness.
- Create and implement a plan that engages all units of the College so as to better align their activities with the Strategic Imperatives and Vision for the College.

Chapter 9. Campus Educational Evolution

Special Emphasis

Educational Evolution: Risk, Return, and Responsibility

The evolution of baccalaureate programs at the College commenced under the presidency of David Huntington (1964-1986). These early programs, operated in conjunction with SUNY's Binghamton University and comprised of internal and external transfer students, awarded candidates four-year degrees in electrical, electrical-mechanical, and mechanical engineering. By 1999-2000, however, in response to financial exigencies and enrollment shortfalls, the College began accepting students as freshmen into a limited but growing number of bachelor programs. These programs fulfilled, in part, a commitment made in the *Mission Review* (1998) that the most significant development at the College in the coming years would be “a growing identification of the college as a baccalaureate degree-granting institution” (p. 4).

This mission shift, however, was not without risk, especially since the College needed to increase revenues through enrollment growth at a level “sufficiently cost effective to support” the greater expenditures associated with baccalaureate programs (*Mission Review*, 1998, p. 4). Moreover, the market perception of the College as a two-year agricultural and technical college as well as its “admissions selectivity,” “quality of campus life,” “student [especially gender] diversity,” and “general education” delivery all required thorough investigation and probable alteration “to create a baccalaureate ambience on campus” (*Mission Review*, 1998, p. 5).

In recent years, due primarily to successful marketing of baccalaureate programs, detailed in the *Admissions Office Operational Plan* (2002-2003), enrollment targets have

been met or exceeded, offering some measure of financial stability at a particularly challenging economic juncture. However, while the College has made significant progress in the creation and in the delivery of new baccalaureate programs, the Educational Evolution Subcommittee contends that the College needs to develop an academic vision that integrates a heretofore fragmented approach to intellectual inquiry, breadth of knowledge, and introspection. In short, the College's progress toward becoming a four- and two- year technical college of national prominence has created many new responsibilities to faculty, to staff, and to students. In an effort to channel future efforts, the subcommittee offers the following report detailing the challenges as they exist in five areas:

Recruitment

As the College adds baccalaureate degree programs, recruiting faculty offers new challenges. SUNY requires that PhDs teach upper-level courses, but many disciplines at the College do not require the PhD as a terminal degree. There are very few PhDs in management, for example, yet the state requires the terminal degree for the teaching of upper-level management courses. Department chairs, for the most part, could not discern any particular steps taken to attract PhDs to the College. The chairs suggest the current teaching load and lack of financial support for research are likely deterrents to applicants. The College has responded to the relatively high salaries in technology fields by offering higher salaries to applicants from those fields. This alone may not be sufficient to retain PhDs: one chair pointed out that his recently-hired PhD has already complained about an involuntary work overload.

An initial challenge faced in offering more baccalaureate programs is how the College will maintain or increase diversity among students, faculty and administration. Major parts of the plan to increase diversity at the College are presented in the following core planning documents: the *Memorandum of Understanding Between Alfred State College of Technology and the State University of New York System Administration* (2000); the SUNY of Alfred Affirmative Action Advisory Council and Office of Human Relations, *Affirmative Action Compliance Program* (1998-2003) and a variety of Admissions Office operational plans up-dated yearly. The discussion below refers to the *Admissions Office Operational Plan* (2003-2004); the College is presently developing a new *Memorandum of Understanding*. In addition, the College has undertaken actions to increase awareness of and sensitivity to issues related to diversity.

Plans to Maintain or Increase Student Diversity

The *Memorandum of Understanding* (2000) notes that about 8 percent of the College's students were minority students and set the goal of maintaining that percentage into the future (p. 3). Given the size of the student body and the College's location in rural Upstate New York, this goal seemed reasonable at the time. As the student population grows to approximately 3590 students by 2005, of course, this goal must be modified.

Recognizing the importance of student diversity, the College took a number of steps including establishing the Division of Marketing and Enrollment Management and developing the *Admissions Office Operational Plan* (2002-2003), which emphasizes recruiting international and minority students. (See Appendix A for a complete list of the steps taken).

To make the College more attractive to students from diverse backgrounds, the administration put into place policies forbidding discrimination based on race, color, religion, national origin, sex, sexual orientation, disability or age, established a Campus Climate Task Force charged with increasing the awareness, sensitivity and tolerance of the College community to issues related to cultural, ethnic, religion, gender, and sexual orientation issues, and adopted the *Principles of Community* (1997) in support of tolerance, respect, and understanding for all cultures, orientations and backgrounds. Student diversity data show the College has met and exceeded the goal of eight percent minorities in the last three years. The student population has become somewhat more diverse over the period, but the change has been gradual (see Appendix B). The College has renewed its commitment to attract and retain students from diverse backgrounds.

Plans to Maintain or Increase Diversity in the Faculty and the Administration

The College's faculty have been and remain a relatively homogeneous group. In 2004, only eight percent of faculty members were Hispanic, Black, Native American or Asian/Pacific Islander, and 21 percent were female (see Appendix C). In an attempt to address this, the College has expressed its commitment to recruiting a diverse faculty and administration in the SUNY of Alfred Affirmative Action Advisory Council and Office of Human Relations, *Affirmative Action Compliance Manual* (1998-2003), Section VI, Recruitment, Selection, and Appointment Search Procedures which states, "Affirmative action in the recruitment and appointment of full-time faculty, professional, and administrative positions is a College-wide commitment."

Employee and executive diversity data for the years 1998 through 2003 reveal that women are well represented among executives at the College and among all

employees. In 1998 and in 2003, there was one minority group member so classified. In 2003, 96% of all employees and all executives were white. Other than gender, it seems the College lacks significant employee diversity (see Appendix D).

The College faces the challenge of aligning two-year and four-year programs and students. Over the past 97 years, the College has established itself as the preeminent two-year technical college in Western New York and beyond. Adding four-year degree programs to the campus has raised sincere concerns, on the part of some faculty, that the cherished two-year degree programs (and the students they have served so well for so long) may soon play a diminished role at the College. The challenge of realigning the enrollment mix has intensified as a result of the significant decline in New York State's high school graduates during the last two decades (from approximately 250,000 to 160,000) and the expansion of the mission of community colleges, especially in nearby Monroe County (Rochester) and Erie County (Buffalo) to include the technologies. In recent years, the College has established and expanded the number of baccalaureate programs in engineering technology, information technology, technology management, and technical communication (*Memorandum of Understanding*, 2002, p. 2). As a result, from 1998 until 2004, the College experienced a net loss of two-year programs, from 65 to 61, and a gain of four-year programs, from 6 to 12 (see Appendix E).

The College outlines its marketing and enrollment strategies in two documents, the *Academic Affairs Operational Plan* (2002-2003) and the *Admissions Office Operational Plan* (2002-2003). The former document identifies three Academic Affairs goals directly addressing recruitment for four- and two-year programs. This shift to four-year programs in technical education has had significant implications for the recruitment

of students. While total enrollment for two-year and certificate programs has not changed significantly over the past five years (-5 percent), total enrollment for four-year programs, all in the School of Management and Engineering Technology, increased by 538 percent (see Appendix F).

James Grillo, Vice President for Administration and Enrollment Management, stated, “As our four-year programs grow, we will in all probability be cutting back in some two-year programs out of necessity” (personal communication, February 21, 2003). The Vice President cited the lack of additional classroom space, residence hall accommodations, and resources to hire new faculty and staff as reasons for not increasing significantly the enrollment beyond current capacity. Additionally, the *Memorandum of Understanding* (MOU) sets a cap on the number of students the College can accept. One of the key challenges facing the College is deciding how to realign its enrollment mix as defined by four-year and two-year degree programs.

Recommendations

- The College should develop a new five-year plan for increasing diversity among students, faculty and administration that includes measurable goals and objectives.
- The College administration should be responsible for the integration of diversity plans from Human Resources, Enrollment Management, Student Life, and Academic Affairs.
- To establish a hedge against market fluctuations, the College should consider broadening its interpretation of the Mission statement to include the development of baccalaureate programs in the School of Arts and Sciences, a move which would foster a more diverse campus community.
- The College might reconsider the residential requirement for both associates and baccalaureate students.
- The College should consider having the Office of Marketing and Enrollment work more closely with schools and departments to develop program-specific

marketing strategies for all programs at the College.

Campus Life

The College has yet to measure and quantify the living and learning expectations of baccalaureate as opposed to traditional two-year students, due in large part to the relatively recent inception of baccalaureate level programs and the creation of the Department of Campus Life, traditionally the clearing house for information on student living expectations. For the past two years the Department of Campus Life has used the *Residential Satisfaction Survey* to evaluate changing student needs as the College accepts more baccalaureate students. While this instrument, administered annually to two-hundred randomly selected residents, has not previously broken results down to reveal differences between baccalaureate and associate level students, this information will be collected during future surveys. Academic Affairs Division Goal #8, Strategy #1, addresses department and school efforts to develop and to implement “activities that promote a four-year college culture and demonstrate student success” (*Academic Affairs Operational Plan*, 2002-03, p. 10).

Support Services-Library

The addition of four-year programs to the campus has placed a substantial, increased need for funding on the Hinkle Library. Although the Curriculum Development and Review Committee carefully scrutinizes proposed upper-division courses for evidence of the use of high-level Bloom’s taxonomy and the presence of significant research, the library faculty are not always consulted when a new program is developed, and the cost of the additional library materials is not figured into the total cost of a new or proposed program. The campus *Middle States Faculty/Staff Survey Results*

(2003) confirms that library support for bachelor degree programs is a concern on campus. Faculty were asked, “with respect to library resources [whether] the College is allocating sufficient resources to meet the needs of bachelor degree programs.” Only 28.5% of faculty agreed or strongly agreed with this statement; 22.8% disagreed or strongly disagreed with the statement.

The expectation that four-year programs require library collections providing more depth and breadth is manifested in increased support for library services and materials at SUNY four-year colleges. Financial support for the Hinkle Library has been a challenge in terms of the College’s priorities. Statistics provided by the SUNY Office of Library Services (OLIS) (<http://olis.sysadm.suny.edu/libsurvey/default.htm>) clearly indicate the library funding at four-year institutions is significantly higher than funding at the College. The table below presents figures from 2000, the most recent data available:

Comparison	Print/ Microforms	Electronic	Audiovisual
SUNY Four-Year College Average	\$508,405	\$55,250	\$14,237
Alfred State	\$98,234	\$9,068	\$9,332

Note. From SUNY Office of Library Services (OLIS), Library Acquisition Budget at Alfred State College compared to SUNY four-year colleges, 2000.

In 1996, SUNY four-year colleges averaged \$372.26 on overall library expenditures per FTE. At the College, this figure was \$159. Even among our sister Colleges of Technology, the College spent the lowest amount per FTE. The library’s acquisition budget has declined seriously from 1994 to the present (see Appendix G).

The College also fares poorly with respect to library funding when compared to our significant peer institution outside the SUNY system, Penn College of Technology in

Williamsport, Pennsylvania. Penn College is a technical college associated with the Pennsylvania State University and is similar to Alfred State in that it has evolved from a two- to a four-year college. The table below is for Penn College in 1998-99 and Alfred State in fiscal 1998:

School	Print, Microform	Print, Microform per FTE	Electronic	Electronic per FTE	Audiovisual	Audiovisual per FTE
Penn College	\$363,310	\$86.06	\$43,566	\$10.35	\$48,511	\$11.53
Alfred State	\$113,089	\$40.49	\$10,608	\$3.80	\$18,417	\$6.59

While Hinkle Library has been unable to meet fully the research needs of four-year students, and, in fact, is struggling hard to meet the needs of students in two-year programs, the library’s faculty are hopeful that the following steps will begin to bridge the gap between desired and actual service expectations:

- The VP for Institutional Advancement has met with the library faculty, is aware of the library’s needs, and has pledged to provide a mechanism through his office for regular donations that would augment acquisitions and other library projects.
- The library has applied for and received a number of local (campus) grants to augment resources in certain subject areas.
- The library faculty, in concert with the VP for Institutional Advancement, are in the initial stages of organizing a “Friends of Hinkle Library” fund raising campaign.
- The library is part of a federal Title III grant that, if approved, will provide an influx of funds for acquisitions.
- The campus grant-writer, hired in 2004, is aware of the library’s needs and has kept them in mind when developing grant applications for new and proposed programs.

Recommendations

- Led by the Academic Affairs Leadership Team, the College must embrace the needs, short-term as well as longer-term, of Hinkle Library and work collaboratively to create and implement a strong, aligned, operational plan for the library. This plan should include resource requirements, vision and future focus for the library, additional resource needs for two-year as well as four-year degree programs, and suggestions for grants and resource allocations that may be available. The following specific problem areas must be addressed as Hinkle Library attempts to support four-year students:
 - Inadequate library hours. (*Addressed spring 2004.*)
 - Insufficient funding for resources, print and non-print.
 - Insufficient staffing to support longer hours and to supervise the acquisition and processing of an increased flow of material.
 - Outdated public computers. (*Addressed summer 2004.*)
 - Need for physical improvements in the library facility (furniture, curtains, carpet, etc.).
 - Increased demand for additional materials in subject areas not previously requested (American and world history, foreign language materials, current literature, current economic data).
 - Expectations that full-text access will be provided for periodicals in all subject areas.

- The College must protect the library's acquisitions budget from additional cuts on the local level. (*The President has set a goal of doubling the collection of books by the end of 2005.*)

- The College should include a request for library resources in outgoing grant requests and program proposals. (*The campus grant writer, hired in 2003, has pledged to do this.*)

- The College must pursue the establishment of a "Friends of the Library" group, as well as other opportunities for sponsored giving in support of the library. (*The library is a high priority in terms of fundraising for the President. The President and the Vice President for Academic Affairs visited with the library staff on November 12, 2004, to discuss their needs and identify specific fundraising initiatives for the library. Further, a recent unanimous grant of \$100,000 from a foundation will provide the initial boost necessary to upgrade the facility. In 2003-2004, the first year of the new President, no further cuts were made to the library budget, in spite of a tight budget situation.*)

Support Services-Technology Services

Baccalaureate students have a high expectation for quality Internet access readily available from any campus location. Even more than associate level students, baccalaureate students depend on the Internet for collaboration with other students, conducting surveys, participating in online virtual environments, Internet II, access to online databases, online coursework, and other research activities. Because the College is their home for four years, baccalaureate students will look to the Internet as a service of necessity. They will use this service to conduct their finances and banking, investigate career opportunities, receive news and current events, and for Internet telephone service.

To meet these demands, three general access computer labs are open 24 hours a day, 365 days a year. Labs in the SET (Engineering) Building are equipped with the Best Access Card System, so students needing access in this building can enter at any time. A plan is in place to re-cable all residence halls and to create more single rooms, fully equipped with both wireless and wired (port-per-pillow) connections. The first four residence halls were completely re-cabled by the fall 2004. Internet bandwidth has been increased from 13.5 MB to 45MB. An additional network technician was hired on July 1, 2004, to assist in maintaining network access 24/7. Additional wireless access points have been added to improve Internet service to students. The Help Desk is open an increased number of hours to meet the increasing demand. Improvements are being made to the campus Internet and intranet sites.

Recommendations

- The technology staff must be provided professional development opportunities to keep current with developments in the areas of emerging technologies, Web programming, digital media, graphic design, creative and innovative applications

of technology, and computer-mediated communications in order to assist the staff in acquiring technology certifications to adequately provide for these services.

- As technology is integrated into baccalaureate programs, Information Technology Services personnel should begin to assume a more active role in addressing the academic issues related to the use of technology on campus.
- Help Desk staff must gain recognition for the increasing complexity of the service they provide. Beginning in fall 2004, students working at the Help Desk are required to maintain a 2.5 GPA and to take weekly training courses.

Support Services-Learning Assistance

Based on information gathered from focus groups of students and tutors, tutor evaluations, other educational institutions, a learning assistance Listserv, and the Learning Assistance planning session, the increasing number of four-year students on campus will create these needs in the office's tutoring program:

- More upper-level course tutors for more hours per week.
- Higher pay levels for more experienced tutors.
- More online tutoring.
- Increased Supplemental Instruction and study groups.
- Increased and stable funding.
- Added space in Student Development Center for tutoring and at satellite locations around campus.
- Possible need for a full-time professional tutor in the Writing Lab.

The advantages of increasing the four-year students include the following:

- Baccalaureate students available as tutors for lower- and upper-level courses.
- Education students as tutors.

Possible changes and/or additional needs might include these:

- Increased need for professional tutoring.
- Need for one coordinator for all tutoring services: peer tutoring, online tutoring, study groups, S.I., and professional tutoring.
- Need for state funding for the coordinator's position.
- Need for a more positive image among students and faculty for tutoring services.
- If General Education Requirements are added to the curriculums on the Wellsville Campus, tutoring services must expand to meet that need.

Support Services-Counseling Services

National trends predict more students will be arriving at college with serious psychological problems (Gallagher, 2003, p. 4). The College's Counseling Services statistics show a similar trend (see Appendix H and Appendix I). Counseling Services anticipates that baccalaureate students with pre-existing mental health diagnoses will continue to need therapeutic support for their two additional years at the College. Counseling Services statistics showed that of the 20 upper division students using services in the 2002-2003 academic year, 50 percent reported a pre-existing mental health condition. In addition, baccalaureate students will require counseling for graduate school admissions and GRE preparation materials.

The International Association of Counseling Services (IACS) recommends a counselor-student ratio range of 1/1000 to 1/1500 (Boyd et al., 2003). With so few community services available in Alfred, ratios should be set closer to the minimum than the maximum. At present there are 2.5 counselors for approximately 3500 students, a 1/1400 ratio. Currently the needs for additional services are being met by reallocating funds, sharing transfer counseling with other offices, offering more group counseling, and using graduate students from Alfred University.

Recommendations

- Counselor/student ratios should be addressed to meet the standards of excellence set forth by the International Association of Counseling Services accreditation standards.
- A full time transfer coordinator position should be created to handle transfer concerns (see Appendix J). (*Done as of fall 2004.*)
- The College should arrange for consultation services with an area psychiatrist to meet the long-term needs of residential baccalaureate level students.

- Counseling Services should renew its participation in the national credentialing system for college counseling centers, the International Association of Counseling Services (IACS) to meet the standards for excellence of baccalaureate level institutions of learning. (Membership dropped several years ago for financial reasons.)

Support Services-Services for Students with Disabilities

Most self-identified students with disabilities initially enroll as two-year students. It is likely that the largest number of students with disabilities will not be baccalaureate students but will continue to be students enrolled in two-year curriculums. Thus far, the effect of two-year students with disabilities choosing to remain for four years or students with disabilities accepted directly into baccalaureate programs has been minimal (see Appendix K).

Support Services-Health Services

Other than minor changes in the wording on various health forms, the Director of Student Health Services anticipates no real changes as the number of four-year students on campus increases. The mean age of students on campus is currently 27; adding more 21-year-old students should have no impact on the need for health services.

Support Services-University Police

While the presence of older students on campus could lead to greater access to alcohol for freshmen and sophomores, the increased access may well be counterbalanced by the positive influence of the more stable, older students as role models for the younger students. Baccalaureate programs require students to study additional hours outside of class, frequently in laboratories. Thus, access to academic buildings is being expanded to round-the-clock, presenting additional security concerns. University Police are

supporting the following steps to reduce possible problems as four-year students increase on campus:

- University Police officers are working with the Director of Student Health Services and the Health Educator to bring educational programs on substance abuse to students.
- The purchase of additional cameras for open laboratories and classrooms is under consideration.

Learning

Bachelor degree students are expected to apply, to analyze, to synthesize and to evaluate the knowledge gained in lower level courses. The four-year programs test this knowledge in one of two ways depending on the program: students participate either in a senior technical project or in an internship. At present, there is no formal policy on what constitutes an upper-level course at the College. When evaluating courses for upper-versus lower-level distinction, the Curriculum Development and Review Committee (CDR) weighs a variety of information including employing Bloom's Taxonomy to review student objectives, looking for inclusion of a research component and extensive writing in the course, and checking for the requirement of one or more prerequisites. This topic has been discussed extensively at the CDR meetings (Minutes from 2/25/03, 9/24/02, 5/2/02, 3/28/02, 3/2/02, 9/2/99, 12/11/98, 11/20/98, and the *Annual Report 1998-99*, Resource Room).

A total of 241 business and engineering course outlines (Resource Room) were reviewed and categorized according to criteria in Bloom's Taxonomy (see Appendix L). For lower-level courses, 82.8% of the course objectives were from Bloom's lowest three levels, and 17.2% of the courses were from the highest three levels. For upper-level

courses, 63.4% of the course objectives were from the lowest the levels of Bloom's Taxonomy, and 36.6% were from the highest three levels (see Appendix M).

The primary method of systematic collection of students' reactions to their learning experience is through the Student Evaluation of Teaching forms. All non-tenured faculty, including most adjuncts, participate in this student evaluation process, as well as tenured faculty who wish to be considered for promotion, continuing appointment, or discretionary salary adjustments. Department chairs meet to discuss the results with non-tenured faculty and adjuncts; implementation of suggested changes usually takes place in the following semester.

Concerning differences between assessment of upper division student learning and lower division student learning, verbal statements by students, by chairs, and by faculty revealed that similar methods of assessment of student learning are used in lower and upper division courses (see *Specific Requirements by Major for Program Outcomes and Objectives* (2004) in the Resource Room).

Beyond the classroom, several experiential learning opportunities exist for four-year students at the College. The Information Technology bachelor program provides an internship course, normally satisfied through a one-semester, twelve credit course (*Bachelor of Technology Degree in Information Technology: Internship Manual, 2003-2004*, p. 1). The B.B.A. Program in the Financial Services Management requires a similar internship.

Recommendations

- The College should develop a clearly articulated definition of what constitutes upper and lower level courses in terms of research components and prerequisites. (*These items are on the Faculty Senate agenda for early spring 2005.*)

- The College must define the expected differences in program requirements between associate and bachelor level programs, including internships.

Teaching

Questions were distributed to all departments offering baccalaureate programs and to all Liberal Arts and Sciences departments offering General Education courses. The responses were gathered either in an interview with the chairs of General Education course departments or in a focus group of representatives of baccalaureate course departments. The focus group had representatives of two academic schools and eight departments; their length of teaching service at the College ranged from two to thirty-six years. Three department chairs, a former school dean, two SUNY Distinguished Teaching Professors, and a Chancellor's Award for Teaching Excellence faculty member were among those in the focus group representing approximately 85 faculty members. An unedited stenographic transcript of the focus group meeting can be found in the Resource Room, *Middle States Focus Group* (2003, March 20). Finally, individual faculty members responded directly to subcommittee members.

Focus group members commented on the positive effect of baccalaureate students in the classroom and laboratory, describing these students as more mature, more focused on education, and more self-motivated. Those faculty teaching baccalaureate students also spoke of the rewarding but rigorous professional development renewal that comes with preparation for instruction in upper division courses. Finally, faculty members wrote of the positive and significant effect of four-year program offerings on the faculty's pride and overall satisfaction. At no time was there a suggestion that the recent increase in baccalaureate programs should be abandoned or reduced.

Faculty, however, expressed profound concern about effects of this mission change on teaching and the other traditional responsibilities making up the faculty workload. Focus group members cited advising, for example, as having become much more complex with baccalaureate students. The SUNY Board of Trustees General Education Requirement, the New York State Education Department's Graduation Requirements, the College's Program Requirements, and transcript evaluation of transfer students by department chairs were all seen as making advising much more time consuming. Those difficulties have increased measurably the workload for advisers of students transferring in to the College as juniors.

As the discussion continued, it was clear that some tension existed between faculty in baccalaureate programs and faculty in two-year programs. Faculty teaching in baccalaureate programs asserted that evaluation of student performance in an upper division course is more complicated, more focused, and, therefore, more time consuming. A member added that one function of arts and science courses—generally in very large lecture sections—was to generate income to support small lecture and laboratory sections in the baccalaureate technologies. He stated, “Our very best faculty should be teaching in the labs. We have to decide if we are a college of technology or a liberal arts college.”

This last comment, understandably, added another layer of tension between four-year and two-year program faculties and made visible the tension between some faculty in the technologies and some in the arts and sciences. At the time this focus group was meeting, March 2003, all programs at the College were being required by SUNY mandate to include non-technological General Education courses in their students' schedules. In addition, all areas of the College, including Liberal Arts and Sciences, were

preparing to create bachelor degree programs. In that context, asking, “Are we a college of technology or a liberal arts college?” seemed a logical response to what some faculty saw as a move to diminish the role of technology at the College.

Continuing to discuss effects of the addition of bachelor-level programs, workload issues and other areas of faculty concern, one faculty member in the sciences noted the complexity of laboratory preparation and maintenance, the sophistication of laboratory analysis in two-year programs, and the complete absence of support staff in this effort. Other faculty members in the Arts and Sciences noted the weak evidence of a campus-wide commitment to General Education, evidenced by the replacement of a speech requirement with a communications course not satisfying New York State’s graduation requirement for humanities courses, by a lack of evidence of writing in both upper and lower division courses, and by the startlingly poor results of the recent assessment of student writing (Department of English and Humanities, 2003, *General Education: Assessment of Written Communication*). Other chairs noted the lack of choices and narrow range of upper division Arts and Sciences offerings for baccalaureate students.

While tensions between faculties often exist, these particular tensions at the College suggest a set of basic, but as yet unresolved, questions for the new Alfred State College:

- What, specifically, do we wish our graduates to be, both in the workplace and in society?
- What and how do we teach them to achieve these results?
- How will we know if we have been successful in this effort?
- By what process do we improve our effort and effectiveness?

- What is the appropriate balance between the teaching obligation and all other responsibilities of faculty in a baccalaureate-granting institution?

The committee suggests that while answers to these questions were relatively clear when we were a two-year college of technology, they have yet to be asked, much less answered, in the emerging, baccalaureate-granting Alfred State College. While this lack of clarity may be a normal stage of development, it must not remain.

Impact of Four-Year Students in Required Arts and Sciences Courses

The pleasures of teaching baccalaureate students have already been mentioned. However, most faculty members in the focus group, in the Arts and Sciences Chairs interview, and in written comments to committee members spoke of the difficulties of mission expansion in light of SUNY System Administration's lack of follow through on their funding commitment as the College fulfills the *Memorandum of Understanding* (2000) and surpasses all enrollment goals.

The lack of adequate resources to support the College's Mission change manifests itself in several ways. The concept of "teaching efficiencies" was seen by some faculty members as an effort to raise capacities in lower level arts and sciences courses in order to allow upper level courses in the majors to run at lower capacities. "If we are going to look at teaching efficiencies," wrote one colleague, "we need to look at the number of discrete courses populated by few students in the major. We need simultaneously to satisfy external accrediting agencies and consolidate courses; that will produce real teaching efficiencies."

Focus group members pointed out that increasing capacities in sections begins to limit pedagogies to the traditional lecture, hardly encouraging active learning in the student. Others countered that the College was anti-lab; therefore, it was not fulfilling its

mission as a college of technology. Arts and Sciences faculty wrote that there was pressure from the administration to offer upper-division courses which have no prerequisites and which are open only to students in certain majors. Such pressure, they said, suggests the College has yet to identify the kind of baccalaureate graduate it hopes to produce and that some majors are still preparing students only for employment and only for first or second jobs. Finally, another effect of the addition of four-year programs was to increase the number of preparations of faculty in many departments, in effect arbitrarily increasing the workload of all.

Asked about resources needed to teach and support baccalaureate students, faculty in every forum cited workload and, therefore, lack of time as the greatest need. Worthy activities such as advising and assessment consume huge amounts of time, wrote several faculty, time that detracts from the ability and prep time to teach. Further, the number of contact hours, the section capacities, and the number of preparations (the teaching component of workload) may not be within range for traditional baccalaureate colleges. One chair said, "When, in a telephone call, I tell a potential new employee that she will have to teach eighteen contact hours and three preparations and live in a remote rural area to do it, I hear a long silence on the other end. Too often that's followed by a withdrawal of the employment application." This teaching workload was cited repeatedly as prohibitive of other traditional and desired responsibilities: undergraduate scholarship, research and scholarly study, and sharing the results with one's peers, through either publishing or conference reporting. Even the College's method for measuring workload was called into question. "Credit hours versus contact hours favors the credit hour compact but ultimately underestimates and undervalues lab preparation and assessment

time,” said one. For another chair, the inability to make adequate salary offers has cost his department several prime candidates for faculty positions.

Focus group members and especially chairs were encouraged to find something positive about the development of four-year programs. “Our numbers are good, but it isn’t fun,” said one and other chairs agreed. In the focus group and in written comments, once again there was disagreement when some respondents questioned that teaching lower division courses equates to less effort or to less preparation time expended, and, again, the relationship between lab and lecture instruction was presented but not resolved. “Without adequate resources to put our best faculty in the labs, we will never fulfill our mission,” said one, and several colleagues agreed. “If arts and science courses are only cash cows, our graduating students will be narrow, limited, and ultimately unprepared as citizens in a free democratic state,” wrote another.

A review of salary and workload data pointed out significant disparities created by the addition of baccalaureate programs. In one school four new hires, each with a PhD and employed to teach upper division courses, were hired at salaries ranging between \$56,000 and \$64,000. The same salary data showed that in another school three new hires, each with a PhD and hired to teach lower division courses populated in part by baccalaureate students, were hired at salaries ranging from \$32,500 to \$34,500. In one case, two new hires, each with a terminal degree and teaching the same baccalaureate students, had a salary differential of nearly 100%. Some junior faculty wrote that their terminal degrees, their work in progress toward a terminal degree, and their professional awards and recognitions, in some cases international in scope, were simply not recognized in either promotion or discretionary salary increase criteria.

Conclusions

The transformation of the College from a two-year college of technology to a four- and two-year college of technology seems to have support and good will from most faculty members, regardless of school or teaching assignment. In fact, there is evidence that the mission change contributes to a sense of pride in the College and its health. There is further evidence that the mission change has been an opportunity for the faculty to state again its passionate commitment to teaching and learning.

At the same time, there is significant evidence that the mission change has challenged greatly this same commitment to teaching and learning. Some responders wrote that the mission change has been done without a comprehensive plan, without a transforming vision, and without attentive study of the consequences of each new program on all other aspects of the College. One responder wrote this about the mission change: “We have a series of new programs, some stronger and more distinctive than others, and we have some institutional health as a result, but do we have a plan that suggests how these programs fit into a functioning organic whole? Do we have a widely supported transforming Vision statement that enunciates and, therefore, preserves core values of the College? This committee has found too little evidence to suggest answers in the affirmative to that responder’s questions.

Recommendations

The committee recommends that the College faculty address these questions in a sustained, organized manner:

- What do we wish our baccalaureate graduates to be, both in the workplace and in society?

- What and how do we teach our baccalaureate students in order to best achieve these results?
- How will we know if we have been successful or unsuccessful in this effort?
- What methods of evaluation and systems of assessment should we use, and how will these differ from those used in our certificate and associate degree programs?
- By what process do we improve and make standard our effort and effectiveness?
- What is the appropriate balance between the teaching obligation and all other responsibilities of faculty in a baccalaureate-granting institution?
- What work needs to be done by what standing committees of Faculty Senate and by the College's administrative structure to insure that this self study produces stronger baccalaureate programs better delivered in an equitable workplace?

The committee further recommends the following specific actions be taken by the identified parties:

- During spring 2004, the president shall lead the College community in completing the revision of the College's Vision and Mission statements and shall charge the departments and schools to develop goals, strategies, and tactics to fulfill that statement. Without a Vision and Mission statement to guide departments and schools, the College cannot move beyond its current sometimes fragmented and incomplete program offerings. The spring 2004 Vision and Mission statement process must provide College-wide answers to the questions listed above.
- The spring 2004 dean searches shall seek leaders who understand the integration of the technologies and liberal education and who can lead their respective faculty in any necessary curricular reform.
- The 2004-2005 academic year shall be dedicated to reviewing our baccalaureate programs in light of the spring 2004 Vision and Mission statement. The Vice President for Academic Affairs shall lead this review.
- The focus of the review shall be the emphasis of the Vision and Mission statements on integration of the technologies and liberal education. All baccalaureate courses and programs shall be aligned with the emphasis on integration.
- All faculty involved in teaching baccalaureate students shall be involved in the review, but the Vice President for Academic Affairs shall finally be the individual responsible for assuring integration of the technologies and the liberal arts as well as the development of programs to produce graduates who are resources for the

global community. The Vice President for Academic Affairs shall lead departments and schools beyond territorial concerns to produce a series of degree programs all of which are aligned with the Vision and Mission statements.

- Standing committees, especially Curriculum Development and Review, using the existing Faculty Senate course and program review processes, shall participate fully in the review process and make it a premier activity for the 2004-2005 academic year.
- The number of degree program credit hours, external accreditation requirements, the SUNY General Education Program, waivers for the General Education Requirements, and any other policy affecting the College programs shall be subject to the vice president's review process, each examined in light of the Vision and Mission statements.
- The College faculty shall influence external accreditation bodies to recognize and honor the College's Vision and Mission statements and their emphasis on integration of the technologies and liberal education.
- Each department and school shall determine its specific role in supporting and delivering baccalaureate programs. The faculty in all two-year programs shall determine if it is possible to redesign the offering to function as a ladder to a baccalaureate degree.
- The assessment coordinator shall examine program review plans and General Education assessment plans in light of the Vision and Mission statements and shall request changes in the plans as necessary.
- The Vice President for Academic Affairs shall review all General Education assessment reports and call for action plans to remediate any weaknesses.
- The Curriculum Development and Review Committee shall determine the characteristics of upper and lower division courses and establish a plan for review of all upper division courses in view of these characteristics.
- The Curriculum Development and Review Committee shall revise its course review procedures to include evaluation in course outlines. The method of evaluation used shall be one marker of a lower or upper division course.
- The Curriculum Development and Review Committee shall lead a campus dialogue to determine specific College-wide program requirements in order to fulfill the Vision and Mission statements.
- College resources shall be allocated to those faculty initiatives which are designed to further support the goals, tactics, and strategies included in the spring 2004 Vision and Mission statements.

- The Committee for Excellence in Research, Enterprise, and Scholarship shall create a College-wide statement and philosophy on the role of research and scholarship in light of the Vision and Mission statements.
- The Vice President for Academic Affairs shall report to the faculty the results of the review process in May 2005 and include in that report plans for the 2005-2006 academic year.

The subcommittee believes that without a comprehensive, focused examination of curriculum, always with reference to the Vision and Mission statements, the College will be unable to move beyond its current stage in its transition from a primarily two-year college to an internationally recognized four-year college.

The Middle States Subcommittee on Educational Evolution proposes that the College administration present in writing to the College Council and the Faculty Senate for review and recommendation a comprehensive academic and business plan detailing the further growth and development of the College over the next seven years in that aspect of its mission as a baccalaureate degree granting institution. This plan must include a declaration of the College's baccalaureate philosophy that specifies the pivotal concepts and principles guiding the educational process, the synergy between General Education Requirements and content major courses, the interrelatedness of the baccalaureate charge with the College's Vision, Mission, and goals, and the value of the degree to the region, the state, the nation, and the international community. Moreover, the plan should include, but should not necessarily be restricted to, a list of proposed programs, including purpose, content, goals, objectives, credit requirements, and external instruction (if applicable) for each; a marketing plan; an assessment schedule; a table of enrollment projections, a statement of human resource needs, including trend, ratio, and regression analyses; a financial plan, including sources of revenue, reallocation prospects,

and expenditures; and an impact statement from all other programs and service providers on campus.

The subcommittee also suggests that the College develop a mechanism for follow-up evaluations of the recommendations presented in this report. These evaluations should be conducted by the Middle States Steering Committee on an annual basis. When a new Steering Committee convenes at the end of five years, the first order of business should be to evaluate the recommendations of the previous report and to provide a status report to the entire campus community before charting its own course of program assessment.

Recommendations (Summarized from Chapters)

(*Note.* Editor's updates are in italics.)

Chapter 1-Institutional Planning and Renewal

- The College should reexamine its College Mission. As indicated in *The Mission Primer: Four Steps to an Effective Mission Statement* (2000) by Richard and David O'Hallaron, a mission statement should identify the fundamental objectives of a business. (*See response below.*)
- The College should update the *Strategic Plan* Goals and Objectives and the College Mission to ensure that all items contained in the *Memorandum of Understanding* are included in either the Goals and Objectives or the intent of the College Mission.

(In February 2004, President Gupta initiated a comprehensive, College-wide strategic planning process. Dr. Robert R. Albright, a strategic planning consultant, joined the President, Vice Presidents, Deans, Directors, and Department Chairs (3D Group) for an all-day retreat, the objective of which was to develop a shared set of institutional outcomes and the strategies and tactics to achieve those outcomes. The retreat was the first step in a process to develop a new strategic plan that would be championed by the College community.

The first draft of the new Vision, Mission, Outcomes, Critical Success Factors, and Strategic Imperatives was distributed to the 3D Group in March 2004. The draft was widely discussed across campus and a number of changes were recommended. By April 2004, there was need for a forum to exchange ideas from all campus constituents, so the Strategic Planning Web site was set up. A vigorous discussion of drafts continued on the Web site throughout the next month. The information received became the basis for several more edits to the plan.

In May 2004, another full-day retreat was held with the 3D Group, again facilitated by Dr. Albright. In June, 2004, President Gupta invited Erland Kailbourne, a successful business executive and alumnus of the College, to meet with the President's Cabinet. Mr. Kailbourne assisted by offering a business perspective on the Strategic Plan.

The President's Cabinet continued developing the components of the Strategic Plan throughout summer 2004 until there was consensus on a final document. The document includes a Vision, Mission, Outcomes, Critical Success Factors, and Strategic Imperatives. The new Alfred State College Strategic Plan was introduced to the campus on August 6, 2004, by President Gupta at her Fall Opening Remarks.)

- The College should work to eliminate the discrepancies which exist in some of the specifics between the *Memorandum of Understanding* and the *Strategic Plan* Goals and Objectives. (See response above.)
- The College should establish a clear and known schedule for re-evaluating and updating as necessary its Goals and Objectives. (*Memorandum of Understanding II* was prepared in fall 2004.)
- As indicated in *Goal Analysis* by Robert F. Mager, goal statements should describe an intended outcome rather than a process. Therefore, the College should ensure that each of its Institutional Goals contains a measurable outcome.

Chapter 2-Policy Development and Decision Making

- Use participative, two-way communication processes to better inform faculty, staff, and students.
- Communicate the job responsibilities of the President and the vice presidents to faculty, staff, and students to give the employees and students of the College a better understanding for each position to enrich the campus's understanding.
- Create a better awareness of the role of the College Council by providing access to the minutes of the meetings. (*The College Council meeting minutes are now available on the College intranet. Faculty, staff, and the campus community receive an electronic invitation to each College Council meeting.*)
- Develop consistency in promotion and continuing appointment policies among the departments, schools and campuses.
- Review and improve the selection and hiring processes.
- Develop consistent evaluation criteria, instruments, and timelines for all administrators.
- Recognize and reward service to Faculty Senate and collective bargaining in promotion and tenure decisions. Also, encourage participation in collective bargaining leadership through promotion, recognition, and better communication.
- Those responsible should create better documentation of *Policies and Procedures Manual* and related employment statistics reports, make information more readily accessible and easy to locate, and create a paper trail instead of relying on people's memories.
- The College should reinstate the published annual report. Report should be incorporated with a year-end analysis, documented and shared with all

constituencies in the organization. Placing it on a Web page is not effective; it should be printed and distributed.

Chapter 3-Student Development and Enrollment

- Transfer credit evaluations must be processed faster. *(Admissions now has a designated transfer counselor. The Online Transfer Credit Manual is now on Banner Web and is available from the Records Office Web page; it is updated daily. The College has hired a Transfer Adviser focused on advising transfer students and developing, with Admissions Office, procedures to provide transcript evaluations prior to admission.)*

Chapter 4-The Educational Experience

- The CDR (Curriculum Development and Review) Committee, in concert with the Vice President for Academic Affairs and Faculty Senate, should articulate the maximum number of credit hours allowed in a program.
- The CDR Committee, working with the Vice President for Academic Affairs and Faculty Senate, should develop an agreed upon definition of remedial and college-level course work and should develop a clearer definition of “upper-level” and “lower level” work. *(These items are on the Faculty Senate agenda for early spring 2005.)*
- The College or individual departments should track students who transfer to upper division colleges.
- The College should establish a process to survey graduates and employers regularly.
- Departments should share accreditation reports and departmental responses and other formal curricular evaluations with the CDR Committee as stipulated in the *Policies and Procedures Manual* (2001) (Section 110, p. 97-98).
- With encouragement from the College, and financial support as appropriate, more departments should seek affiliations with national accrediting bodies.
- Appropriate departments should fully document the activities of their Curriculum Advisory Committees. Some CACs appear to be inactive or meet very infrequently, and notes of these meetings are often sparse or non-existent.
- The College should fund and staff a permanent Assessment Office and ensure that departmental and university-wide assessment plans are easily accessible, current, and that results are disseminated to appropriate parties. *(A full time position of assessment coordinator has been approved and will be searched.)*

- The College should staff and fund an Office of Institutional Research.
- The College should make use of existing survey data and implement additional survey instruments. The College has participated in, but never utilized, the HERI (Higher Education Research Institute) data. The College should consider employing “follow-up” surveys such as CSS (College Student Survey) or Your First College Year. The College might also consider using the more recently developed National Survey of Student Engagement, launched in 2000 by George Kuh.
- The College should find opportunities to more fully integrate information literacy (IL) skills and knowledge into the student learning objectives of most programs. This might be achieved by re-invigorating the library’s “liaison” program to each school to include faculty training in subject-specific databases and resources. *(The administration supports and will explore implementing these suggestions.)*
- The College’s Mission statement must acknowledge the value of IL in the creation of a life-long learner and knowledgeable citizen of the twenty-first century. *(See information above.)*
- The College should conduct a needs assessment to determine the adequacy and condition of current classroom space in light of increasing enrollment, the physical rehabilitation of campus buildings, and the past conversion of classroom space to other uses.
- The College should provide consistent funding for Disability Services, the EOP program, and tutoring programs. At present these programs are largely grant-funded.
- The College should develop a more accurate screening process to identify students who need help in written and spoken English; the College should develop and fund a strong and dedicated ESL program.
- The College should maintain the computer laboratory in the library as the “Alfred State College Technology Showplace.” This might be accomplished through grants or through a set-aside of CCET generated funds.
- The College, in agreement with national standards and benchmarks for continuing education courses, should develop and conduct a regular, programmatic assessment for the courses offered through CCET.

Chapter 5-General Education

- As additional four-year programs are developed, upper-level General Education offerings must continue to be reviewed to ensure that their quality and quantity meet student needs.

- Departments should clearly identify courses satisfying General Education and Liberal Arts course requirements on all curriculum check sheets for students.
- The Records Office should create a coding system in the *College Catalog and Announcements* for General Education courses and acceptable Liberal Arts courses to make it easier for students and advisors. (*Done as of fall 2004.*)

Chapter 6-Faculty

- The College should examine the growing use of adjunct faculty. Specific issues to examine should include, but are not limited to, a) less rigorous qualifications required of adjuncts, b) evaluation of adjuncts, and c) the effects on programs heavily staffed by adjuncts.
- The College should assess the effect of reduced support staff on teaching quality and student support.
- Current teaching evaluation policy should be reviewed to answer these questions:
 - How accurately does the present evaluation instrument measure good teaching?
 - How and with whom are the results of that evaluation analyzed or shared?
 - Should evaluation be related to assessment of course objectives?
- Peer evaluation policy should be standardized across both campuses.
- Evaluation of online courses should be improved, perhaps by requiring an evaluation as part of the course.
- Orientation for new hires should include a wider range of staff.
- More professional development funds should be available for faculty and staff.

Chapter 7-Institutional Integrity

- The Office of Communications should publish publicity/publication guidelines on the intranet and include them in the *Policies and Procedures Manual*.
- HR should distribute the *Policies and Procedures Manual* to all employees and encourage supervisors to use the manual as a reference.
- The College should designate the Office of Communications as the clearinghouse for pages linked to the main Web site to ensure accuracy, consistency of message, and design.
- The Office of Human Resources should provide communication to all employees as new policies are developed.

- HR should orient new employees to their responsibilities relating to organizational policies.
- HR should continue to conduct training for supervisors on policies and procedures applications, employee benefit information, and performance management.
- HR should establish a tracking system to determine types of inquiries received and conduct mini-orientation sessions to address issues repeatedly brought to Human Resources' attention.
- HR should create a comprehensive employee benefits review on the Human Resources Web site.
- HR should coordinate the offering of basic computer competency skills courses for those unfamiliar with the technology, so they can access the Web site and/or the *Policies and Procedures Manual*.
- HR should develop a handbook for Classified Staff containing information on key policies, benefit information, and other organizational information and distribute it to current members.
- HR should develop a "Conflict of Interest" section in the *Policies and Procedures Manual* to supplement existing policies by presenting them in one location.
- HR should develop an accountability statement that employees sign agreeing to abide by the conflict of interest policies.
- HR should include the SUNY Board of Trustees' policy concerning Patents, Inventions and Copyright in the *Policy and Procedures Manual* and *Student Handbook/Planner 2004-2005*.
- HR should keep data on individuals receiving promotion or continuing appointment and on individuals failing to receive promotion or continuing appointment.
- The College should continue the annual review of the Student Code of Conduct, conducted each March, and include all members of the Student Conduct Committee.
- The Office of the Vice President of Academic Affairs should add a question regarding academic freedom to College's Student Evaluation of Teaching Effectiveness. A suggested question could read as follows: Does the professor encourage expression of ideas related to the subject matter other than his/her own?

- The College should create a resource office for women’s issues. The College’s gender imbalance is notable (4:1 male to female ratio) and should be actively addressed by making focused efforts to welcome and support female students, especially those in “nontraditional” curricula.
- The College should continue to add female-targeted programs, e.g. Interior Design (offered fall 2004) and/or target existing programs (Information Technology, Architectural Technology and those dominated by male students) to females by infusing technology concepts and uses to interest a broader array of learners.
- The College should make information on Women in Nontraditional Studies (WINS) more readily available.
- The College should establish a nontraditional speaker’s bureau and target recruitment efforts at high schools by offering a mentoring Web site with role models/mentors from businesses and industries. This might be supported by Perkins III grants.
- The College should establish an annual week-long celebration focusing on Diversity (modeled after SUNY Geneseo’s “Harmony Week”). The College’s year-long programming is commendable; yet spotlighting diversity events with a concentrated week of activities may engender more interest and participation in the remaining events that occur throughout the academic year.

Chapter 8-Outcomes Assessment

- Develop and implement a comprehensive, College-wide Assessment process, model, and methodology that align with the College’s *Strategic Plan*, Vision, and Strategic Imperatives for the College for 2005-2010.
- Define and communicate the role and responsibilities of the new, permanent Director of Assessment, a strategic position with responsibilities to include Campus-wide assessments, SUNY General Education assessments, program specific assessments, and department and division assessments as required.
- Develop an annual and long term plan for integrating the assessment processes with the College’s *Strategic Plan*, annual operating plans, and Continuous Improvement process work that has grown out of recommendations in this self-study.
- Develop as part of the *Outcomes-Based Assessment Plan* specific measures that will be applied consistently to assess student learning, the quality of instruction, and overall institutional effectiveness.
- Create and implement a plan that engages all units of the College so as to better align their activities with the Strategic Imperatives and Vision for the College.

Chapter 9-Campus Educational Evolution

Recruitment

- The College should develop a new five-year plan for increasing diversity among students, faculty and administration—a plan that includes measurable goals and objectives.
- The College administration should be responsible for the integration of diversity plans from Human Resources, Enrollment Management, Student Life, and Academic Affairs.
- To establish a hedge against market fluctuations, the College should consider broadening its interpretation of the Mission statement to include the development of baccalaureate programs in the School of Arts and Sciences, a move which would foster a more diverse campus community.
- The College should reconsider the residential requirement for both associates and baccalaureate students.
- The College should consider having the Office of Marketing and Enrollment work more closely with schools and departments to develop program-specific marketing strategies for all programs at the College.

Support Services-Library

- Led by the Academic Affairs Leadership Team, the College must embrace the needs, short-term as well as longer-term, of the Hinkle Library and work collaboratively with the library to create and implement a strong, aligned, operational plan for the library. This plan should include resource requirements, vision and future focus for the library, additional resource needs for two-year as well as four-year degree programs, and suggestions for grants and resource allocations that may be available. The following specific problem areas must be addressed as the Hinkle Library attempts to support four-year students:
 - Insufficient funding for resources, print and non-print.
 - Insufficient staffing to support longer hours and to supervise the acquisition and processing of an increased flow of material. (*Staffing to support longer hours addressed spring 2004; need still exists for acquisitions staff and for Jean B. Lang Western New York Historical Collection staff.*)
 - Outdated public computers. (*Addressed summer 2004.*)
 - Need for physical improvements in the library facility (furniture, curtains, carpet, etc.).
 - Increased demand for additional materials in subject areas not previously requested (American and world history, foreign language materials, current literature, current economic data).
 - Expectations that full-text access will be provided for periodicals in all subject areas.

- The College must protect the library’s acquisitions budget from additional cuts on the local level. *(The President has set a goal of doubling the collection of books by the end of 2005. In 2003-2004, the first year of the new President, no further cuts were made to the library budget, in spite of a tight budget situation.)*
- The College should include a request for library resources in outgoing grant requests and program proposals. *(The campus grant writer, hired in 2003, has pledged to do this. In addition, recent fundraising literature now includes an option for contributing to library resources.)*
- The College must pursue the establishment of a “Friends of the Library” group, as well as other opportunities for sponsored giving in support of the library. *(The library is a high priority in terms of fundraising for the President. The President and the Vice President for Academic Affairs visited with the library staff on November 12, 2004, to discuss their needs and identify specific fundraising initiatives for the library. Further, a recent unanimous grant of \$100,000 from a foundation will provide the initial boost necessary to upgrade the library facility.)*

Support Services-Technology Services

- The technology staff must be provided professional development opportunities to keep current with developments in the areas of emerging technologies, Web programming, digital media, graphic design, creative and innovative applications of technology, and computer-mediated communications in order to assist the staff in acquiring technology certifications to adequately provide for these services.
- As technology is integrated into baccalaureate programs, Information Technology Services personnel must assume a more active role in addressing the academic issues related to the use of technology on campus.
- Help Desk staff must gain recognition for the increasing complexity of the service they provide. Beginning in fall 2004, students working at the Help Desk are required to maintain a 2.5 GPA and to take weekly training courses.

Support Services-Learning Assistance

- A full-time professional tutor may be needed in the Writing Lab.
- More upper-level course tutors will be needed for more hours per week.
- More experienced tutors, students in their third and fourth years of tutoring, will warrant higher pay levels.
- More online tutoring, Supplemental Instruction and study groups must be available.
- Added space will be required in the Student Development Center for tutoring and at satellite locations around campus.

- If General Education Requirements are added to the curriculums on the Wellsville Campus, tutoring services must expand to meet that need.

Support Services-Counseling Services

- Counselor/student ratios should be addressed to meet the standards of excellence set forth by the International Association of Counseling Services accreditation standards.
- A full time transfer coordinator position should be created to handle transfer concerns. *(Done as of fall 2004.)*
- The College should arrange for consultation services with an area psychiatrist to meet the long-term needs of residential baccalaureate level students.
- Counseling Services should renew its participation in the national credentialing system for college counseling centers, the International Association of Counseling Services (IACS) to meet the standards for excellence of baccalaureate level institutions of learning. Membership was dropped several years ago for financial reasons.

Learning

- The College should develop a clearly articulated definition of what constitutes upper and lower level courses in terms of research components and prerequisites. *(These items are on the Faculty Senate agenda for early spring 2005.)*
- The College must define the expected differences in program requirements between associate and bachelor level programs, including internships.

Overall Recommendations from Campus Educational Evolution

If it is to become a nationally recognized college of technology, the College faculty and administration must address these questions in a sustained, organized manner:

- What do we wish Alfred State College baccalaureate graduates to be, both in the workplace and in society?
- What and how do we teach baccalaureate students in order to best achieve these results?
- How will we know if we have been successful or unsuccessful in this effort?
- What methods of evaluation and systems of assessment should we use, and how will these differ from those used in certificate and associate degree programs?
- By what process do we improve and make standard our effort and effectiveness?

- What is the appropriate balance between the teaching obligation and all other responsibilities of faculty in a baccalaureate-granting institution?
- What work needs to be done by what standing committees of Faculty Senate and by the College's administrative structure to insure that this self study produces stronger baccalaureate programs better delivered in an equitable workplace?

The Campus Educational Evolution Subcommittee further recommends the following specific actions be taken by the identified parties:

- During spring 2004, the president shall lead the College community in completing the revision of the College's Vision and Mission statements and shall charge the departments and schools to develop goals, strategies, and tactics to fulfill that statement. Without a Vision and Mission statement to guide departments and schools, the College cannot move beyond its current sometimes fragmented and incomplete program offerings. The spring 2004 Vision and Mission statement process must provide College-wide answers to the questions listed above. *(Accomplished in spring and fall 2004)*
- The spring 2004 dean searches shall seek leaders who are understand the integration of the technologies and liberal education and who can lead their respective faculty in any necessary curricular reform. *(Liberal Arts and Sciences dean hired in summer 2004; Management and Engineering Technologies has acting dean, search to continue.)*
- The 2004-2005 academic year shall be dedicated to reviewing the baccalaureate programs in light of the spring 2004 Vision and Mission statements. The Vice President for Academic Affairs shall lead this review.
- The focus of the review shall be the emphasis of the Vision and Mission statements on integration of the technologies and liberal education. All baccalaureate courses and programs shall be aligned with the emphasis on integration.
- All faculty involved in teaching baccalaureate students shall be involved in the review, but the Vice President for Academic Affairs shall finally be the individual responsible for assuring integration of the technologies and the liberal arts as well as the development of programs to produce graduates who are resources for the global community. The Vice President shall lead departments and schools beyond territorial concerns to produce a series of degree programs all of which are aligned with the Vision and Mission statements.
- Standing committees, especially Curriculum Development and Review, using the existing Faculty Senate course and program review processes, shall participate fully in the review process and make it a premier activity for the 2004-2005 academic year.

- The number of degree program credit hours, external accreditation requirements, the SUNY General Education Program, waivers for the General Education Requirements, and any other policy affecting the College programs shall be subject to the Vice President's review process, each examined in light of the Vision and Mission statements.
- The College faculty shall act to influence external accreditation bodies to recognize and honor the College's Vision and Mission statements and their emphasis on integration of the technologies and liberal education.
- Each department and school shall determine its specific role in supporting and delivering baccalaureate programs. The faculty in all two-year programs shall determine if it is possible to redesign the offering to function as a ladder to a baccalaureate degree.
- The assessment coordinator shall examine program review plans and General Education assessment plans in light of the Vision and Mission statements and shall request changes in the plans as necessary.
- The Vice President for Academic Affairs shall review all General Education assessment reports and call for action plans to remediate any weaknesses.
- The Curriculum Development and Review Committee shall determine the characteristics of upper and lower division courses and establish a plan for review of all upper division courses in view of these characteristics.
- The Curriculum Development and Review Committee shall revise its course review procedures to include evaluation in course outlines. The method of evaluation used shall be one marker of a lower or upper division course.
- The Curriculum Development and Review Committee shall lead a campus dialogue to determine specific College-wide program requirements in order to fulfill the Vision and Mission statements.
- College resources shall be allocated to those faculty initiatives which are designed to further support the goals, tactics, and strategies included in the updated 2004 Vision and Mission statements.
- The Committee for Excellence in Research, Enterprise, and Scholarship shall create a College-wide statement and philosophy on the role of research and scholarship in light of the Vision and Mission statements.
- The Vice President for Academic Affairs shall report to the faculty the results of the review process in May 2005 and include in that report plans for the 2005-2006 academic year.

Conclusion

The Middle States self-study, conducted over the past several years, has come at an important time in Alfred State College's existence. For nearly 100 years, the College had earned and maintained an excellent reputation in Western New York and the rest of New York State as a first-ranked two-year college of technology. The College's administration, faculty, and staff had, and continue to have, full confidence in their ability to deliver high quality associate-level and certificate-level technical educations. For a variety of good reasons, in the past decade the College has begun a journey that will take it to a new level of academic excellence, this time at the baccalaureate level. As this report freely admits, that journey has not always been smooth. But the direction of the journey and the steady progress toward the ultimate goal of being an internationally recognized four-year college of technology have always been evident. The College wishes to express its appreciation for the considerable role this Middle States self-study has played and will continue to play as Alfred State continues that journey.

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Chapter 1. Institutional Planning and Renewal Appendixes

Appendix A

New Academic Programs

Curr #	Degree	Name of New Program	Date
600	BS	Electrical Engineering Technology	1994
620	BS	Mechanical Engineering Technology	1994
610	BS	Electromechanical Engineering Technology	1995
630	BS	Surveying Engineering Technology	1995
914	CERT	Welding	1996
323	AAS	Computer Art and Design	1997
631	BT	Construction Management Technology	1997
632	BS	Construction Management Technology	1997
213	AS	Sports Management	1998
224	AAS	Entrepreneurship	1998
225	CERT	Entrepreneurship	1998
640	BS	Architectural Technology	1998
915	CERT	Welding Expert	1998
916	AOS	Welding Technology	1998
947	CERT	Machine Tool	1998
947E	CERT	Machine Tool (Evening)	1998
948	CERT	Machine Tool II	1998
949	AOS	Machine Tool Technology	1998
118	AAS	Veterinary Technology	2000
613	BS	Computer Technology	2000
650	BT	Information Tech: Applications Software Development	2001
651	BT	Information Tech: Network Administration	2001
652	BT	Information Tech: Web Development & Management	2001
227	AAS	E-Commerce	2001
917	AOS	Motorsports Technology	2002
918	CERT	Motorsports Technology	2002
700	BBA	Technology Management: Financial Services	2003
324	AAS	Interior Design	2004

Note. From the Office of the Vice President for Academic Affairs (see Resource Room.)

Appendix B

Partnerships Center for Continuing Education and Training (CCET)

According to the Center for Continuing Education and Training (CCET), partnerships include the following as of spring 2004:

- Advance Testing
- A.L. Blades & Sons
- Alliance Paving Materials
- Alstom
- Atlantic Testing Laboratories
- Barre Stone Products
- Barrett Paving Materials
- Buffalo Crushed Stone
- Callanan Industries
- Cobleskill Stone Products
- CME Associates
- Cushing Stone Company
- Dalrymple Gravel and Contracting
- Dutchess Quarry and Supply
- Elam Sand and Gravel
- Gernatt Asphalt Products
- Graymount Materials
- Hanson Aggregates
- Hi-Tech Ceramics
- Municipal Testing
- NYSDOT Region 1, 2, 5, 6, 7, 8, 10
- Palette Stone Corporation
- Rifenburg Construction
- Rochester Asphalt Materials
- Seneca Stone Corporation
- Tilcon
- Universal Testing
- Willets Point Asphalt Corporation
- William E. Dailey, Inc.
- TTA

Appendix C

Grants/Awards Program Spending

Year	Grants/Sponsored Program Spending
1991-1992	\$ 782,000
1992-1992	\$1,032,000
1993-1994	\$1,068,000
1994-1995	\$ 950,000
1995-1996	\$ 881,000
1996-1997	\$ 837,000
1997-1998	\$ 971,000
1998-1999	\$ 957,000
1999-2000	\$ 835,000
2000-2001	\$ 757,000
2001-2002	\$1,425,000
2002-2003	\$1,241,000
2003-2004	\$1,270,000

Note. From Alfred State College Sponsored Programs Office.

Appendix D

Modes of Assessment

Reports/ Activities	Target Audience	Purpose of Survey/Activity
Student Evaluations of Teaching Effectiveness	Students Faculty	Questions represent characteristics of teaching excellence which is considered important at Alfred State College
<i>Strategic Plan</i>	College Community	Defines initiatives that will render the College successful in the 21 st century.
SUNY General Education Requirement Plan	Students Faculty	Intent of requirements is to provide all SUNY graduates with a broadly based set of knowledge areas and competencies.
Evaluation of Teaching Effectiveness by Department Chair	Faculty	Questions represent characteristics of teaching excellence which is considered important at Alfred State College and comment sections.
Curriculum Advisory Board	Industry/Faculty/ Students	Conduct rigorous 5-year reviews for each curriculum.
College-wide Assessment Plan	Students	Between the time a student is admitted to ASC, and the time that student becomes employed after graduation, we assess student success at the individual, course, school and institutional level
ASC SUNY Student Opinion Survey	Students	Student feedback
Survey on Residential Satisfaction	200 random students received this	To assess residential living environment satisfaction.
Placement Report	Graduates	Designed to provide the reader with reference to placement and transfer data by individual program over a three-year period.
Attrition Rate Report	Students	Five-year trend by curriculum. For 2002-03 College 9.9 attrition rate.
Institutional Goals	College Community	Aligned with SUNY Goals.
Academic Affairs Operational Plan (agenda) 2002-03	College Community	Academic Affairs Division Goals and strategies to be achieved. Aligned with Institutional Goals.
Department Goals	College Community	Aligned with Institutional Goals and division goals.
Grading Rubrics	Students	Assist faculty in assessing student work so students attain competency in the particular course criteria as outlined in the Grading Rubric.
Accreditations of programs	College Community	Indicator of national prominence, integrity, and excellence in academic delivery of programs.
CIRP Institutional Summaries	Students	To measure student growth and development
SUNY Memo of Understanding	College Community	Campus role within SUNY system.
Mission Statement	College Community	Institutional planning and direction.
Web Site E-Mailing List	College Student	New student assessment.
LibQUAL	Student	Assesses our campus library survey.
ACES Surveys	College Community	Assessment of services.

Appendix E

Placement/Transfer Statistics

Year	# of Grads	Survey Response #	Employed	Employed in Field	Transfers	Available for Employ. (Seeking)	Military/Volunteer (Not Seeking)	Ave. Start Salary (Assoc.)	Ave. Start Salary (Bach.)
2003	772	668 (87%)	359 (54.5%)	264 (75%)	242 (36%)	63 (9%)	4 (1%)	\$23,768	\$32,106
2002	693	574 (83%)	294 (51%)	246 (84%)	238 (41%)	30 (5%)	12 (3%)	\$23,768	\$32,106
2001	698	641 (92%)	380 (59%)	333 (88%)	250 (39%)	6 (1%)	5 (1%)	\$26,503	\$37,456
2000	786	734 (93%)	420 (58%)	368 (88%)	300 (40%)	10 (1.5%)	4 (.5%)	\$23,051	\$36,550
1999	898	821 (92%)	480 (59%)	426 (89%)	315 (38%)	5 (1%)	5 (1%)	\$24,281	\$32,155
1998	856	687 (80%)	413 (60%)	372 (90%)	265 (39%)	5 (.5%)	4 (.5%)	\$22,801	\$32,432
1997	887	752 (85%)	454 (60%)	406 (90%)	269 (36%)	21 (3%)	8 (1%)	\$20,116	\$32,372
1996	884	759 (86%)	426 (56%)	387 (91%)	289 (38%)	34 (4%)	10 (1%)	\$19,682	\$34,574

Note. From 1996-2003 *Employment (Placement) and Transfer Report* (data from 2004 is not yet available).

Appendix F

Answers to Survey Sent to Administrators, Faculty, CSEA Personnel, and Professional Staff

Question 7	Responses from Survey
<p><i>What evidence demonstrates that the College's strategic planning process and resource allocation are relevant to the mission statement and corresponding goals and objectives?</i></p>	<p>While there is a process to review the <i>Strategic Plan</i>, Mission, and goals, SUNY's state budget process as a whole does not lend itself to resource allocation by Mission and goals. Simply put, most areas get what they got the previous year. Since there is little left over, certain initiatives can be funded but a major revamping of the SUNY and campus budget process would be necessary to make any major changes to resource allocation.</p> <p>In the CCET office, every program we develop is linked to the Academic Affairs Operational Plan, which is linked to the College's <i>Strategic Plan</i>, Mission Statement, and Vision.</p> <p>The College's <i>Strategic Plan</i> (2002), which lists its Goals and Objectives, derives from the SUNY <i>Mission Review</i> (1998) and the <i>Memorandum of Understanding</i> (2000). Divisional and departmental goals and objectives derive from the <i>Strategic Plan</i>. Department chairs receive release time to work on strategic goals. The performance plan for faculty and staff reflect assignment of strategic goals.</p> <p>One of the goals for Alfred State College was to increase the enrollment within the College. As shown in the last few year's enrollment has increase but my concern is have they provided adequate monies for the resources necessary to run the programs? Such as funds needed for new teaching staff, equipment and classrooms.</p> <p>The School of Management and Engineering Technologies has benefited from the alignment of the strategic planning process and resource allocation. The <i>Strategic Plan</i> called for new program development. All the new program starts have been supported with campus funds and the reallocation of positions.</p> <p>From the ACES perspective, plans to increase enrollment by developing new academic programs and allocating resources to fund and market same have proven to be strategically sound. Enrollment increases in recent years are obvious while the quality of students has improved as well. This can be evidenced by the yield and attrition rates of the Academic Excellence Scholarship program.</p> <p>Evidence is in the monthly reports from Academic Affairs and the yearly reports on the school & department goals. These reports indicate the progress during the year of the school & department goals. The evidence is everywhere, especially the enrollment growth and the improvement of equipment and facilities. There are never enough funds, but a good portion of the Academic resources have been targeted to improve programs that need revisions and to fund new programs that are growing.</p>

Question 8	Responses from Survey
<p><i>What evidence verifies that the strategic planning processes and the allocation of resources foster creativity, innovation, and analysis to enhance the development and delivery of the educational experience at the College?</i></p>	<p>The financial aid office performs an ancillary function to student learning however; it drives most students' ability to attend Alfred State College. I don't see any evidence that budget allocation for us is tied to the strategic planning process or the educational experience. I could only provide anecdotal evidence as it relates to the direct classroom experience.</p> <p>CCET programs and initiatives are linked with the Academic Affairs Operational Plan, and linked to the College's <i>Strategic Plan</i>, Mission and Vision. We develop programs that "fit" under the College's Mission and Vision.</p> <p>Institutional Goal #1 of the <i>Strategic Plan</i> calls for assessment of academic program and student outcomes. The assessment initiative at the College provides case-by-case evidence.</p> <p>I am sorry but I do not have the necessary knowledge to be able to answer this question.</p> <p>Innovation New programs?? Teaching techniques? No Creativity..... in the development of new programs ??</p> <p>Analysis Who has time to smell the roses? Very little reflection and analysis of curriculum content/delivery/format is done. Unless you call a hurried through 5 year program review "analysis to enhance the development and delivery...". The exception to that would be the good work being done in the Architecture area, where they (a dept. sub committee) are reviewing the program and benching marking against similar Architectural programs.</p> <p>While unable to speak to the re-allocation of state resources, I can verify that one result of the planning process is the request for additional funding from campus related entities. The entities have produced hundreds of thousands of dollars toward funding scholarships and the support of programs such as Peer Tutor, Work Grants, building renovations and property acquisitions.</p> <p>Evidence is shown again in these reports showing the new initiatives, new programs and revisions in programs. The overall growth in the Colleges is because we have started the right new programs and revised other programs. Another good example is the growth of online programs like HIT and court reporting being so successful. Some have primarily state support, others grants and still others are made possible through selling the course itself. Often new and creative success is having the ability to see an opportunity and develop the idea. Strategic planning can be a hindrance to creativity, but our goals are broad enough that good creative ideas are still implemented because they fit the broad goals defined.</p>

Question 9	Responses from Survey
<p><i>To what degree are strategic plans used to guide daily operations at all levels of the College and to what extent do they provide the basis for policies and decisions?</i></p>	<p>I can only speak to the financial aid office. Our objectives are tied to the <i>Strategic Plan</i> and therefore have impact in our daily operations. Policy decisions in financial aid are first reviewed to assure they meet any required federal and state regulations and that they are tied to the <i>Strategic Plan</i>.</p> <p>CET utilizes the Academic Affairs goals and objectives as well as the goal and objectives of the college. The strategic plans are frequently utilized in decision-making and program development level in the CCET office.</p> <p>As mentioned in #1 above, the <i>Strategic Plan</i> divisional and departmental goals and objectives are assigned to faculty and staff. Annual performance evaluation is based on outcomes. Review of new academic program activation and enrollment increase provides the evidence.</p> <p>I am sorry but I do not have the necessary knowledge to be able to answer this question.</p> <p>The “agenda” set by the VP Academics directly reflects the <i>Strategic Plan</i> of the College. The agenda translates into operation activities. Unfortunately too many mundane operational activities displace the important/critical tasks.</p> <p>In regard to campus related entities, planning and decision making continue to be driven by strategic plans put forth by the College and adapt to changes in those plans as deemed necessary.</p> <p>They are used appropriately to keep areas on task and on target. But they are not used to stop creative ideas from being addressed and developed. If any organization sticks only to the plan developed they will not progress. A plan needs to be flexible enough so that opportunities not planned for can be developed and taken advantage of when they are available. The recent SME grant that the College is working on is just such an opportunity. It would have been easy to say, wait till next year since it was not specifically in this years plan. But the College invested the time because the opportunity was presented to go forward this year. It now looks highly likely we will get a highly visible \$250,000 grant. The same thing happened two years ago when we received \$1 million dollars from the Gleason Foundation. The College needs this kind of flexibility or innovation cannot take place. The key to success is having the right over riding principles and Vision not a highly structured <i>Strategic Plan</i> that drives daily operations.</p>

Note. Questions were sent to a cross section of campus administrators, faculty, CSEA personnel, and professional staff. The question that the respondents are answering is reproduced before the narrative.

Appendix G
Allocation of Resources Related to the Development
of New Bachelor Degree Programs

33a. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Equipment (Computers, laboratory equipment, etc.)

1	2	3	4	5	total
4.0%	18.4%	26.4%	44.8%	5.5%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33b. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Staffing

1	2	3	4	5	total
12.1%	38.8%	20.0%	23.0%	6.1%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33c. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Startup Costs

1	2	3	4	5	total
18.6%	23.1%	35.3%	19.9%	3.2%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33d. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Time (program development, etc.)

1	2	3	4	5	total
5.1%	31.2%	36.3%	25.5%	1.9%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33e. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Physical Space

1	2	3	4	5	total
20.1%	19.5%	32.3%	22.6%	5.5%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33f. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Strategic Planning

1	2	3	4	5	total
3.7%	25.9%	34.6%	29.0%	6.8%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33g. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Ongoing Operating Budget

1	2	3	4	5	total
20.6%	26.7%	35.2%	16.4%	1.2%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33h. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Development of outside funding

1	2	3	4	5	total
16.5%	19.0%	43.7%	18.4%	2.5%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

33i. The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Library Resources

1	2	3	4	5	total
5.0%	22.5%	38.1%	30.6%	3.8%	100%

1. strongly disagree 2. disagree 3. neither agree nor disagree 4. agree 5. strongly agree

Note. From the *Middle States Faculty/Staff Survey* (2003).

Chapter 2. Policy Development and Decision Making Appendixes

Appendix A

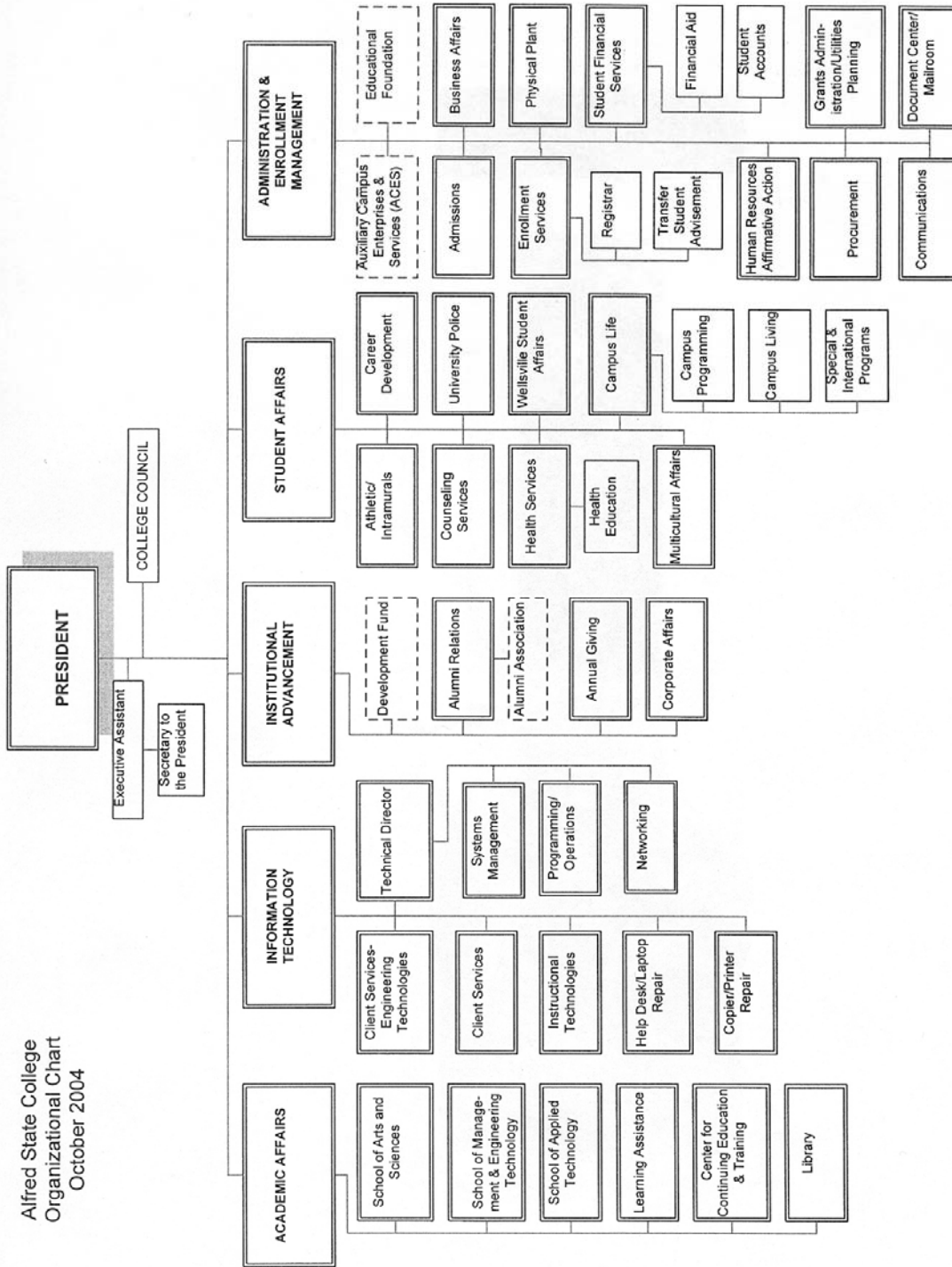
College Council Duties and Responsibilities

- Recommending candidates for appointment by the SUNY Trustees for the Presidency of the institution.
- Reviewing all major plans of the College President and making relevant recommendations before they are submitted to the Trustees for approval. The subject matter for major plans includes but is not restricted to the following: appraisal of improvement of faculty, b) student admission policies, c) appraisal of changes of academic programs, d) standards for earning degrees, e) expansion of institutional plans, and f) student activities and housing.
- Making regulations regarding campus facilities.
- Reviewing and recommending the College's budget.
- Fostering the development of advisory citizens committees.
- Naming buildings and grounds.
- Making regulations regarding student conduct.
- Exercising supervision of student housing and safety.
- Reporting to the Trustees annually and at other times as needed.
- Performing other actions directed by the Trustees.
- Making the regulations necessary for the performance of their other duties.

Note. From the Association of Council Members and College Trustees of the State University of New York. Koller, J. E. (2000). *ACT Handbook: Association of Council Members and College Trustees of the State University of New York.*

Appendix B

Alfred State College Organizational Chart



Alfred State College
Organizational Chart
October 2004

Appendix C

Vice President for Academic Affairs-Responsibilities and Authority

The Vice President for Academic Affairs is directly responsible to the President. He/she 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. Reporting directly to the Provost and Vice President for Academic Affairs are the School of Arts and Sciences, the School of Management and Engineering Technology, the School of Applied Technology, Office of Records and Institutional Research, Learning Assistance, Library, and Instructional Technology. The Vice President for Academic Affairs acts on behalf of the President in the President's absence. The Vice President for Academic Affairs has the following responsibilities:

- Ensures that the process for academic program development, implementation, and review is effectively carried out.
- Ensures the development and implementation of outcome-based assessment at the programmatic level.
- Monitors the establishment of process for the recruitment, development, evaluation, and continuing appointment of a highly qualified faculty; establishes and coordinates the process for recruitment, development, and evaluation of other professional staff assigned to Academic Affairs.
- Provides leadership for a dynamic staff development program.
- Delegates responsibility to the various academic areas, including the deans, directors, department chairs, and other academic officers.
- Ensures that effective and uniform procedures will be developed and implemented for day-to-day operations, such as scheduling, academic reporting, etc.
- Directs the preparation of the annual budgets for the Academic Affairs area; manages operation of the Academic Affairs area within budget constraints.
- Communicates regularly with other areas of the College to enhance understanding of academic missions and strategies.
- Fosters evaluation and goals setting process for the Academic Affairs area, interprets Institutional Goals, and ensures internal communication on area goals; develops Institutional Goals.
- Ensures establishment of review process for academic standards, matriculation, and curriculum coordination with developmental/remedial programs.
- Evaluates performance and makes recommendations for reappointment of administrative officers in the Academic Affairs area.
- Ensures that all state, federal, accrediting and other regulations as they pertain to instructional programs and services are met.
- Supervises the development of inter-institutional agreements, business/industry relationships, and relationships with other educational institutions.
- Performs such other duties and responsibilities as may be assigned by the President.

Appendix D

Vice President for Administration and Enrollment Management- Responsibilities and Authority

The Vice President for Administration and Enrollment Management is directly responsible to the College president. He/she 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 for Administration and Enrollment Management are Budget Control Officer, Financial Services, College Procurement, Human Resources, Training and Development, Document Center, Physical Plant, Grants, A.C.E.S., and the Educational Foundation. The Vice President for Administration and Enrollment Management has the following responsibilities:

- Plans, coordinates, and directs the overall functions of the Administrative Affairs area; delegates responsibility to managers as appropriate.
- Fosters evaluation and goal setting process for the administrative affairs area, interprets Institutional Goals, and ensures internal communication on area goals.
- Communicates regularly with other areas of the College to promote and improve services and to improve the understanding of the purpose of business and financial affairs as related to the College Mission.
- Directs and coordinates the preparation of the annual College budget for submission through the president and is responsible for development and periodic review of a long-range financial plan.
- Formulates business policies, establishes procedures, directs financial audit, implements financial controls, and ensures the coordination of day-to-day business operations.
- Supervises and coordinates personnel policies implementation.
- Supervises and coordinates the maintenance and operation of the physical plant.
- Provides leadership for the development of a comprehensive management information system and a cost-effectiveness improvement program.
- Evaluates and makes recommendations for reappointment of administrative officers under jurisdiction of the Office.
- Directs the recruitment and evaluation of administrative affairs staff, within College and SUNY guidelines, and is responsible for organizing staff development programs within the administrative affairs area.
- Ensures that all State and Federal laws, rules and regulations pertaining to business and financial affairs are met and that management information system reporting is accomplished appropriately.
- Performs such other duties and responsibilities as may be assigned by the President.

Appendix E

Vice President for Student Affairs-Responsibilities and Authority

The Vice President for Student Affairs has specific responsibilities for the following:

- Organization, supervision and coordination of student services in support of student life on both the Alfred and Wellsville campuses.
- Creative development of student leadership programs and extra-curricular activities that enrich the College environment for students and staff.
- Development and enforcement of codes and regulations pertaining to student conduct including an annual review of the Code of Student Conduct.
- Interpreting SUNY and College policy.
- Collecting data and insuring compliance with requirements for the Clery Act.
- Completing timely and accurate performance programs and evaluations for all Student Affairs directors and the chief of University Police.
- Annually initiating a review and publication of the *Student Handbook/Planner*.

Appendix F

Selection of the Leaders

President

Article IX: College Officers and Organizations Policy

Presidents shall be appointed by the Board of Trustees after receipt of recommendations of the campus councils . . . and of the Chancellor, and shall serve at the pleasure of the Board of Trustees. Before making its recommendations, the campus council shall consult with a presidential search committee designated for such purposes by the chair of the council and comprised of members of the various campus constituencies, including faculty, students, professional employees, administration, alumni and members of the council. (*Policies of the State Board of Trustees*, 2001, p. 21)

In spring of 2003, the College conducted a search for a new President. The search was conducted with input from SUNY Administration and the College community. Nancy L. Cook, Managing Director, Korn/Ferry International coordinated the search. The following ad was posted in *The Chronicle of Higher Education* in spring of 2003.

PRESIDENT

Alfred State College, one of the State University of New York (SUNY) system's premier colleges of technology is seeking a President. This opening represents an extraordinary opportunity for an academic leader who is invested in providing high quality, affordable education to students from all social and economic backgrounds. The College is looking for someone who is committed to a mission to provide excellence in technological and liberal arts education, promote academic and personal growth of each student in a student centered environment, and to develop partnerships with business, industry, government and other educational institutions.

The College, part of the 64 campus SUNY system, enrolls more than 3,000 students, a majority of whom live on campus. Alfred State offers associate and an increasing number of baccalaureate degrees. There are more than 70 programs in business and engineering technologies, allied health, agriculture, and liberal arts and sciences on the main campus. Nearly 700 students are matriculated in 16 vocational technology programs on the nearby Wellsville campus. The campuses are nestled among the hills, valleys and lakes of picturesque southwest New York State.

The President will be a leader who is responsible for all aspects of campus administrative and financial operations, academic and student affairs, and philanthropy. Working in collaboration with internal and external constituencies, the President provides overall leadership and guidance for the College including

the leading of discussions and processes to identify attainable institutional goals. The President represents the campus' interests within the SUNY system with local and state elected officials, and with the surrounding communities.

Ideal candidates have significant experience in executive level higher education administration, including academic affairs, student affairs, finance, strategic planning, and institutional development. The ability to communicate effectively with all constituents is critical. He/she will have the ability to lead and support faculty and staff while maintaining and cultivating external relationships that will benefit Alfred State. Candidates will possess understanding and respect for the mission, values, and traditions of the College. The leading candidate will have demonstrated success in promoting an institution that values diversity while advocating an environment that promotes learning in both the arts and sciences and technology. Candidates will have appropriate academic credentials with an earned doctorate or its equivalent from an accredited institution of higher education being preferred.

Korn/Ferry International is assisting Alfred State College in the search and invites confidential inquiries to Nancy Cook, Managing Director (Email: nancy.cook@kornferry.com; Fax: 215-568-9911). Nominations should include addresses, telephone numbers, and e-mail addresses. Applications, which will be held in confidence, should include a current résumé and letter explaining relevant qualifications and be directed to: Nancy Cook, Managing Director, Korn/Ferry International, 1835 Market Street, Suite 2626, Philadelphia, PA 19103.

*Alfred State College is an equal opportunity, affirmative action employer
and encourages the applications of women and minorities.
www.alfredstate.edu*

Vice President Policy

Given that the office of Vice President is a key management position responsible for a wide spectrum of functions which must be effectively administered, exceptional procedures for search and selection of candidates are required.

- The direction of a vice presidential search is the responsibility of the President. He/she shall consult with the Executive Council of the Faculty Senate and other staff members as he/she deems appropriate to develop the search plan and selection criteria.
- A position announcement shall be prepared, based on the Vice President's job description, for widespread distribution, including publication in the Chronicle of Higher Education and notification to Affirmative Action organizations and agencies.
- The President shall appoint and charge a Vice President Search Committee, including the chair as his/her designee if he/she opts not to serve in that capacity. For the position of Vice President for Academic Affairs, at least five elected academic faculty members shall be named to the committee in accord with the Faculty Constitution, Article XIII, Section 4. For other vice president positions, the president may seek an election of representative members from the professional staff most directly involved with the office or may seek the advice of a special committee. The Search Committee should also include at least two administrative staff members who work directly with the vice president in the normal course of their duties. The committees should be broadly representative of the entire College, knowledgeable of the College Mission and goals, and capable of an institutional perspective. The Affirmative Action Officer shall appoint an ex-officio member to the committee to monitor the search and selection process.
- Applications, transcripts, etc., shall be collected and maintained by the President's Office until the last date to apply. Applicants must submit a completed application, as defined in the position announcement, to be eligible for inclusion in the screening process.
- A subcommittee of the Search Committee shall be elected to initially screen all applications for adherence to basic criteria. This committee shall also be chaired by the chair of the Search committee. The subcommittee shall report on the initial screening results to the whole committee.

Procedure

1. The functions of the Search Committee are as follows:
 - a. Review the job responsibilities, the President's charge, and affirm the search and selection criteria;
 - b. Review the applications of viable candidates;
 - c. Conduct reference checks;
 - d. Select top candidates to interview; and
 - e. Conduct the interviewing process, using interview forms for the recording of individual evaluations, and further review references and written materials.

2. During the interviews, arrangements shall be made (e.g., open forums), to allow candidates to meet informally with interested faculty and staff. Arrangements shall also be made for a separate interview with the President.
3. Following the interviews, the Search Committee shall present to the President their consensus on the top candidates. The chair shall submit a written summary report of the search, to include affirmative action efforts.
4. The College Council shall also be appraised of the search process and shall be invited to meet the candidates. Particular arrangements for Council review of the search shall be made by the President and the Council Chair.
5. The President shall make the final determination of the nominee to be recommended to the Chancellor for appointment.
6. Remaining candidates shall be notified by the Search Committee Chair. Search materials shall be given to the Director of Human Resources who shall complete appointment letters. (*Policies and Procedures Manual*, 2001, pp. 269-270)

Note. In the fall of 2003, the College conducted a search for a Vice President for Academic Affairs. The following section of the search process was eliminated for this position: *A position announcement shall be prepared, based on the Vice President's job description, for widespread distribution, including publication in the Chronicle of Higher Education and notification to Affirmative Action organizations and agencies.*

The President formed a committee to evaluate a candidate of her choice; this candidate was subsequently hired in May 2004.

Administrative Professional Positions Policy

The general responsibility for the search to appoint administrative staff lies with the vice president in whose area the administrative position is assigned. The vice president shall consult with the Director of Human Resources to determine the search parameters. The vice president shall develop a search plan, tailored to the needs of the position, detailing composition and size of the Search Committee, recruitment period and obligations, anticipated date of hire, etc. The search plan shall be in accord with all pertinent College policies and procedures.

Procedure

1. An Announcement of Administrative Staff opening shall be prepared. This Announcement will include a position description, basic qualifications, salary, and application deadline. The position description shall be based on the approved job description for the office.
2. The Affirmative Action Officer may appoint a liaison/resource person to monitor the search and selection process. The Affirmative Action Officer or his designee may attend all meetings of the Search Committee as an ex-officio member and report progress to the Affirmative Action Council.
3. Internal Recruitment: In accordance with “Internal Recruitment and Promotion Policy for Professional Employees,” the Human Resources Office shall ensure that the Announcement is distributed to appropriate employees prior to the established deadline date. The Announcement shall be clearly identified as “internal recruitment.” All procedures as outlined in the College Internal Recruitment and Promotion Procedures shall be followed.
4. External Recruitment: Upon direction of the Vice President, the Announcement shall be distributed by the Human Resources Office to appropriate media. Special attention shall be given to appropriate channels for recruiting qualified minority, women, and other protected candidates, including notification to recognized minority and women’s organizations or agencies and equal opportunity advertisement in the Chronicle of Higher Education.
5. Applications, resumes, official transcripts, and credentials shall be collected and maintained by the Human Resources Office until the last date to apply. Applicants must submit a completed letter of interest, as defined by the Vacancy Announcement, to be eligible for inclusion in the screening process.
6. Applications shall be screened by the vice president or designee and the Search Committee that consists of elected or appointed representatives. In accordance with the Faculty Constitution Article XIII, Section 4, the Search Committee shall include at least five elected faculty members for administrative positions. The Committee shall normally include representation of colleagues supervised by the administrator and other administrators with whom he/she works.
7. The functions of the Search Committee are as follows:
 - a. Review the position and affirm the search and selection criteria;
 - b. Review all applications on the basis of the selection criteria;
 - c. Conduct reference checks;
 - d. Select candidates (normally three to five) to interview;

- e. Conduct the interviewing process, using interview forms for the recording of individual evaluations, and further review references and written materials;
 - f. Recommend final candidates, at least two, to the vice president; and
 - g. Inform all other candidates that the position has been filled. During interviews of external candidates, provide opportunity to informally meet with faculty and staff members who are directly concerned with the position.
8. The chair of the Committee shall be appointed by the vice president/dean. The chair shall submit a Search Process Report, to include a description of Affirmative Action efforts.
 9. The vice president shall review the work of the Search Committee and ensure that credentials of the final candidates have been verified. He/she shall recommend the final candidates to the President, with rationale and support materials and report his/her final recommendations to the Committee.

The President shall make the final determination of the selection. (*Policies and Procedures Manual*, 2001, pp. 265-266)

Appendix G

Leadership Teams

The leadership teams on campus are listed below:

Executive Committee

- President
- Assistant to the President
- Vice President for Administration and Enrollment Management
- Vice President for Academic Affairs
- Vice President for Institutional Advancement
- Vice President for Student Affairs
- Vice President for Information Technology
- Dean, School of Management and Engineering Technologies
- Dean, School of Liberal Arts
- Dean, School of Applied Technology

Campus Leadership Team - Provides strategic guidance for the institution and is responsible for formulating the College's Vision, Mission, and *Strategic Plan*.

Membership includes those on the Executive Committee plus the following:

- Director of Campus Life
- Director of Human Resources
- Director of the Center for Continuing Education and Training
- Director of Admissions and Enrollment Management
- Director of Student Financial Services
- Director of Communications
- Director of Records and Institutional Research
- Budget Control Officer
- President of Faculty Senate
- One Secretary, One Librarian, and One Faculty Member

Academic Affairs Leadership Team (AALT) - Raises and reviews academic issues of a campus-wide nature and provide feedback to the Provost. Members are appointed by the Vice President for Academic Affairs.

Administrative Leadership Team (ADLT) - Maintains, coordinates, and delivers services, programs, and facilities that support the other functional areas of the College. Members are appointed by the Vice President for Administration and Enrollment Management.

Marketing/Enrollment Leadership Team (MELT) - Plans, coordinates, and delivers marketing activities that promote the growth and quality of the College's enrollment, and provides enrollment services to our student population. Members selected by the Vice President for Administration and Enrollment Management.

Student Affairs Leadership Team (SALT) - Coordinates and delivers services and programs that support personal and academic growth to the College and wider community. Members selected by the Vice President for Student Affairs.

Appendix H

Evaluation of Administrative Staff

Policy

Administrative staff members (identified by administrative table of organization) are evaluated periodically on their performance and achievements as related to their job description. Evaluations are conducted in accordance with written procedures distributed to all administrative staff. The implementation and review of the evaluative plan for administrative staff is an ongoing process that can respond to changing conditions and requirements. The evaluation system is intended to be a comprehensive assessment of job performance. This includes a description of needs for development or improvement, effective team building, and a reference for the development of written performance improvement programs. The evaluation system is also used to assist in the determination of appropriate discretionary awards. It is the responsibility of the Vice Presidents to ensure that the evaluative plan (including instruments, timetables, names of evaluators, and proper reporting) is carried out. The President shall affect the plan for those administrators reporting directly to him. Each administrative staff member is expected to take the lead in his/her own evaluation and, therefore, shall consult with his/her supervisor on the specific plan to be followed.

Procedure

The primary responsibilities of the individuals involved in the evaluative process are to be identified at the start of the evaluation period. The evaluation process is confidential with regard to the substance of the evaluations submitted to the supervisor. The supervisor will summarize all pertinent information for review with the individual for inclusion in his/her final performance evaluation. The process may include both a written evaluation and a verbal conference. The system is flexible regarding the precise format or choice of evaluative instruments. Whatever evaluation process is selected, the rater may elicit confidential performance appraisals from all levels, i.e., self, peers, supervisees, supervisors. The evaluation system is based on an administrative evaluation plan and not meant to replace or alter any requirements of any union contract or the requirements of faculty consultation.

Note. From the Alfred State College *Policies and Procedures Manual*, 2001, Section 220, pp. 265-266.

Appendix I

Administrative and Standing Committees

Committee	Appointed By	Charge	Membership/ Term
Academic Affairs Leadership Team (AALT)	Provost/ VPAA	Raises and reviews academic issues of a campus-wide nature and provide feedback to the Provost.	(No terms of appointment)
Academic Integrity Committee	President	Maintains an atmosphere of academic honor and the fulfillment of the provisions of the Academic Integrity Code.	(No terms of appointment) Students
Administrative Leadership Team (ADLT)	VPADA	Maintains, coordinates, and delivers services, programs, and facilities that support the other functional areas of the College.	(No terms of appointment)
Affirmative Action Council	President Faculty Senate Student Senate	Responsible for affirmative action policies for the recruitment, admission and retention of a diversified population of students, faculty, and staff.	(No terms of appointment; elected positions- three-year terms)
President's Cabinet	President	Provides strategic guidance for the institution and is responsible for formulating the College's Vision, Mission, and <i>Strategic Plan</i> .	(No terms of appointment)
Chancellor's Award Committee – Librarianship	Faculty Senate	Solicits, receives, and reviews nominations for the Chancellor's Award for Excellence in Librarianship.	(No terms of appointment)
Chancellor's Award Committee – Professional Service	Faculty Senate	Solicits local nominations, reviewing submitted materials and making a single, confidential, recommendation to the president of the College.	(No terms of appointment)
Chancellor's Award Committee – Teaching; Distinguished Teaching Professorship; and Distinguished Service Professorship	Faculty Senate	Solicits, receives and reviews nominations for the Chancellor's Award for Excellence in Teaching and forwards its recommendation to the College president for endorsement and transmittal to SUNY System Administration; also reviews those eligible for promotion to the ranks of Distinguished Teaching and Distinguished Service Professorships.	(No terms of appointment)
Commencement Committee	President	Plans and implements safe, comfortable, and memorable commencement celebration recognizing student successes and achievements.	(No terms of appointment)
Deans Council	Provost/ VPAA	Plans and implements policies and programs that provide high quality educational services to students.	(No terms of appointment)
Employee Assistance Program Committee	President	Provides information, assessment and referral for employees experiencing problems on or off the job; problem prevention initiatives, educational programs and response to workplace trauma.	UUP Rep. ACES Rep. PEF Rep. Council 82 Rep.

Health Information Portability and Accountability Act (HIPAA) Team	President	Reviews the Health Insurance Portability and Accountability Act (HIPAA) regulations that apply to the College.	
Honors Convocation	Provost/ VPAA	Develops and implements an annual ceremony to recognize student scholarship and award recipients.	
Intercollegiate Athletic Board (IAB)	President	Ensures the attainment of the intercollegiate athletic program philosophy, goals, and objectives; board reports to the College president or designee.	
Marketing/Enrollment Leadership Team (MELT)	VPAEM	Plans, coordinates, and delivers marketing activities that promote the growth and quality of enrollment and provides enrollment services student population	
Orientation Committee	VPSA	Develops and implements programs that acclimate prospective students and their personal support individuals in the transition to college life.	
Personal Safety and Security Committee	President	Reviews and makes recommendations regarding personal and campus safety issues especially those related to personal safety concerns of women, underrepresented groups and individuals with disabilities.	Students
Student Affairs Leadership Team (SALT)	VPSA	Coordinates and delivers services and programs that support personal and academic growth to the College and wider community.	
Student Conduct Committee	President	As highest judicial body of the College, it is responsible for hearing disciplinary cases that may warrant serious discipline including expulsion or suspension from the College.	Students
Student Health Advisory Committee	President	Advises and assesses services provided by the College's health services functions; recommends addition and or elimination of services and the Health Fee budget to fund such services.	Students

Note. Maintained by VPSA and updated 1/5/05.

Composition of committees is based on committee needs and mission. Ex officio membership is designated for some committees. Specific academic and administrative areas must be represented on most committees, and selected members may include faculty, staff, administrators and students as required and appropriate.

Appointments are made by the President based on prior experience of members; needs of the committees; and recommendations of faculty, staff, students and School Dean. The terms of appointment for students may be one or two years, whereas the term for faculty, non-teaching professionals and staff is usually three years. Faculty terms are filled on a rotating basis in order to ensure continuity. The Chair of the committee is usually a

member who has served on the committee for one or two years, or, if the committee is a new one, a member who has both expertise in the area of the committee mission and administrative ability assumes the role of Chairperson. The list of committees and their membership, as supplied by the Vice President for Student Affairs Office for the academic year 2003-2004, is provided above.

The life-span of each committee varies. Most committees are intended to be a continuous entity until such time that a change in administration or change in philosophy warrants the examination of the Mission statement to see if it continues to be appropriate. At such time, the existing committee may be modified, combined with another, or deleted. New committees with defined mission statements may be created at any time.

The list of committees and current membership of them suggests an extensive relationship between committees, the administration and the faculty and students. The effectiveness of this relationship is difficult to measure since so few records are available describing committee activities.

The committee structure is evaluated by the President based on information provided by the chair of each committee at the end of the academic year or when appropriate. Input from Faculty Senate and administrative personnel is also considered when determining the effectiveness of an existing committee.

The strength of the committee system at the College is that it affords opportunity for many people to serve the institution in various ways. Many tasks are completed and College functions organized and executed through the committee system.

Appendix J

Faculty Governance

The Faculty Senate is a representative organization with the same constituency as the UUP bargaining unit; this includes members of the academic staff having academic rank and term or continuing appointment and professional staff. The responsibility of the Faculty of each College in regards to its own governance (Faculty Senate), as defined by the State University of New York (SUNY) *Policies of the Board of Trustees* (2001), is to participate significantly in the initiation, development, and implementation of the educational program (p. 23).

The Faculty Senate is also responsible for preparing and adopting by-laws 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. The purpose of the Faculty Senate is defined in the *Constitution of the Faculty of the State University of New York College of Technology at Alfred, New York* (2001):

[To] recommend policy relating to matters dealing with faculty affairs, student academic affairs, and any matters of general faculty concern. It shall discuss and act on any matter deemed to be of general College or University interest and it shall make formal recommendations on any such matters to the President of the College, the College Council, and University Chancellor, the University Board of Trustees, the University Senate, or any other appropriate individual or body. It shall organize itself with officers elected every year chosen from members of the Faculty. It shall be regarded, in the area of governance, as the exclusive source of formal faculty opinion, and its Chair shall be considered the official faculty person in representations with groups and individuals outside the College. (Article II, Section 3)

Principles of Governance at Alfred State College

The *Constitution of the Faculty of the State University of New York College of Technology at Alfred, New York* (2001) states:

- Senate is the official agency through which teaching faculty and specified administration, professional, and administrative staffs engage in governance of the college.
- Senate will provide a forum, which is open and receptive to the expression of all points of view from all quarters of the campus. Where appropriate, it will provide for the selective representation of constituencies not currently included.
- Within the actions of the Senate, the teaching faculty have primary responsibility for the initiation, development, and implementation of the academic programs of the college.
- All areas which have representatives to the Senate will be expected to hold meetings of record wherein all members have access to the agenda and which provide for regular opportunities for Senate representatives to report.

- Campus-wide teams and committees will be formed by the Senate Executive Committee after consultation with the Campus Leadership Team. Teams and committees will be chaired by a person selected by the Senate Executive Committee. Committee members can be both Senators and non-Senators.
- The Senate shall effectively communicate its business to the entire campus through regular electronic and print publications.
- Every attempt will be made to adequately resource the Senate with office space, support staff, operating budget, and release time for its Chair.
- The College shall recognize and regard service to the Senate and its committees as an integral element of professional responsibilities. (Principles of Governance at SUNY College at Alfred)

Composition of Faculty Senate

The following is summarized from the *Constitution of the Faculty of the State University of New York College of Technology at Alfred, New York* (2001):

The Faculty, which shall be empowered to ratify constitutional amendments, to decide matters brought to it by referendum, and to decide matters referred to the faculty-at-large by the President of the College or by the Faculty Senate. Faculty Senators are elected from their respective academic and administrative departments to serve three-year terms. They are representative of their electorates.

Officers of the Faculty shall be the Chair, Vice Chair, and the Secretary-Treasurer. The terms of office shall be two years. They can succeed themselves no more than once. The University Senator shall also be considered an officer, along with the Alternate University Senator. Their term of office is for three years. The Faculty Senate, through its Executive Committee, has the power to advise the President on a regular basis and serves as the formal channel for relations between the Faculty Senate and the Chief Administrative Officer.

There are nine standing committees. Membership depends on the committee, but can include students and administrators as non-voting, ex-officio members. Typically, the committee members are elected by their constituencies. The standing committee chairpersons are voting members of the Executive Committee and Senate, along with the officers, and are responsible for giving reports of committee action at each meeting.

The President, Vice Presidents, and the Deans are ex-officio members of the Faculty Senate. The President and Vice Presidents are regularly placed on the Senate meeting agenda and often give reports, solicit opinions, or otherwise engage in relevant dialogue. The Deans are also often in attendance at Senate meetings. The President and Vice Presidents or their designees also serve as ex-officio members on selected standing Senate committees.

Faculty Senate receives a budget that provides funding for printing, supplies, and travel. In addition, the administration provides a permanent, part-time secretary for five hours a week.

The formal communication link between faculty and Faculty Senate is through the Senators. In addition, there is communication from standing committees through their School representatives. Other means of communication include the Faculty Senate minutes, which are distributed to every member of the faculty, the electronic daily Announce system, the Alfred State College intranet (<http://web.alfredstate.edu/>), and regular meetings. The Faculty Senate and Senate Executive Committee each meet five times a semester. The Executive Senate meets the week prior to Faculty Senate to discuss items and establish an agenda. This agenda is published on the Announce system, which is an email, sent to each individual directly prior to the Senate meeting. This allows the respective constituencies to provide input and recommendations to their Senators to use at the meeting. Both Faculty Senate and Executive Senate meetings are open to all faculty and staff. The Faculty Senate is a strong governance organization. There is wide participation in faculty governance at all levels.

Appendix K

Faculty Senate Recent Issues Addressed

- Alfred State College and Alfred University proposed merger-At the end of the 2001 – 2002 Academic year, the President announced the possible merger between Alfred State College and Alfred University. The timeline for study and implementation was very short. SUNY wanted a recommendation by November so it could go to the legislature in January and be implemented by fall 2003. This required a quick turnaround by Senate. The result was an ad hoc committee that met throughout the summer, investigated several other mergers, and attended merger meetings as allowed. The committee found that the proposal brought to the college would turn control of the mission, program offerings, and fiscal responsibility over to Alfred University's Board of Trustees. Because of this, Faculty Senate unanimously voted to reject that specific merger proposal. Therefore, the merger is now tabled. The issue will be revisited in five years. Senate is currently documenting the process so the next time this is reviewed there is a complete set of notes and outcomes from this process.
- Presidential Search Committee-President Rezak announced his retirement in the fall of 2002. Faculty Senate made sure that there was sufficient faculty representation on the search committee. This entailed reviewing the SUNY Board of Trustees Policies and many conversations between the president's office and the Faculty Senate Chair. To ensure proper representation, Faculty Senate held open nominations and then a ballot vote, which allowed for six faculty representatives and one professional staff person. Initially, the vote was to only be for faculty representatives, with no professional staff serving on the search committee. The Senate felt that there should be a professional representative and made sure they received one representative and received permission to include this position on the ballot.
- General Education-Faculty Senate thought that the General Education mandate from SUNY System Administration was important enough to consider making this a standing committee. There was a vote on this in the spring 2002 election. It was unanimously decided to make it a standing committee.

Appendix L

Student Governance: Student Senate

The following is the Mission Statement (2004) of the Student Senate of Alfred State College:

The Student Senate of Alfred State College is composed of representatives of the student body. We provide leadership by actively addressing campus issues and managing the activities fees, with a commitment to improve all aspects of the student experience. The aim of the Student Senate is to maintain and improve the quality of student life, strengthen academic excellence, and enrich the college experience.

The membership of the Student Senate is representative of the student body. It is composed of an administrative advisor, faculty advisor, president, nine committee chairs as well as senators from 23 clubs and organizations including Commuter Council. Each of the 11 residence halls also has freshman and senior senators. The Student Senate's only source of funding is the student activities fee. This fee is received from the enrollment of full and part-time students. This fund, totaling \$409,757 in 2003-2004 and \$432,345 in 2004-2004, is controlled and administered by the Student Senate. It is used to support a variety of activities on the Alfred and the Wellsville campuses.

The Student Senate participates in a variety of leadership-building activities throughout the year and interacts with other colleges through attendance at conferences, seminars, and retreats. Student Senate has become affiliated with an organization dedicated to promoting leadership, the Society of Success and Leadership, which provides motivational speakers and seminars for student leaders.

Student membership on campus-wide committees is channeled through Student Senate. This allows students to relate to the administration and the faculty while giving them an opportunity to have meaningful input to deliberations and decisions of the various committees on which they serve. Students serve on the following campus-wide committees: ACES Board (Auxiliary Campus Enterprises and Services), Campus Safety; College Council, Intercollegiate Athletics Board, Media Board, Student Health Advisory Committee, Affirmative Action Council, Chancellor's Award Committees for Excellence in Teaching, Librarianship, and Professional Service; and selected Faculty Senate Standing Committees.

Students are involved in almost every component of the College community, from academic programs to special committees working closely with the President. Their participation has produced outstanding results. In the process of managing the Student Activities Fund, they have contributed funds for bus shelters, purchased vans for all organizations to use, have assisted in the financing of the Fitness Center. Student Activities Fees also assist in the Peer Tutoring Program. Non-financial involvement in community and College affairs ranges from programs for campus cleanup, Village cleanup, safety programs, to volunteer service with the Student Rescue Squad.

Appendix M

Student Senate Interview with Leadership

Information about the structure of Student Senate of Alfred State College, current chairs, policies and procedures, as well as the Mission Statement for the organization, is available on the Web (<http://web.alfredstate.edu/campuslife/ssenate/>).

The *Student Senate Constitution* (2002) of the Student Senate of Alfred State College is updated as needed. In 2003, the roles of advisors and executive board were revised. The membership of the Student Senate is representative of the student body since there are seats for each residence hall, club and organization, and commuters.

The Senate works more efficiently with ad hoc committees, which meet to conduct business and address pressing issues. In 2003, as enrollment at the College increased by 250 students, parking became a major issue. A student forum on parking was held, but only one student attended.

When questioned about the Leadership Series program, the response was that it has evolved into a scheduled, planned series of meetings and has become associated with the “fledgling” Society of Success and Leadership. Videos of nationally recognized speakers have been made available. The fall weekend retreat continues to be successful.

The Senate uses an Incentive Points System. It was approved by the Student Senate Executive Board in spring 1998. The Incentive Points System replaced a punitive system of freezing budgets for non-attendance at Student Senate meetings. The Incentive Points System offers an opportunity for reward. For about six years now, a certain percentage of an organization’s budget has been withheld by Student Senate. The organization can “earn” it back by attending meetings and participating in selected College-wide activities. Alfred State College is on the “cutting edge” with this system and has given presentations to other organizations on how effective it has been. The details of the incentive point system are explained on the Web. Student Senate Committee Membership is as follows:

- The Auxiliary Campus Enterprises and Services (ACES) board of directors (ACES operates the dining halls, vending machines and bookstore)
- The Intercollegiate Athletics Board
- Media Board
- Student Health Advisory Committee
- Student Senate Finance Committee
- Affirmative Action Council
- Campus Safety Committee
- Chancellors Award for Excellence in Professional Service
- Faculty Senate Committees:
 - Curriculum Development and Review
 - Student Life
 - Academic Affairs
 - Budget and Planning

Note. The text of this interview is on file in the Resource Room.

Appendix N

Official Campus Documents

The following documents are stored on the College intranet for access by all members of the College community. Many areas also generate monthly reports that are disseminated across campus. This insures that changes are immediately reflected, and it avoids the need to reprint and send updated pages to all campus offices.

- *ASC Computing Policy* (http://web.alfredstate.edu/compserv/cs_policies.htm)
- *Policies and Procedures Manual*
(<http://web.alfredstate.edu/hr/manual/manual.pdf>)
- *ASC General Education Implementation Handbook*
(<http://web.alfredstate.edu/gen-ed/gen-ed.doc>)
- Academic Affairs Division Goals and Objectives - 2001-2002
- School of Arts and Sciences Goals and Objectives - 2001-2002
- School of Management and Engineering Technology
- School of Applied Technology

In addition, the following printed publications are widely available on campus.

- *Tor Echo* – the bi-weekly campus newspaper published during the academic year.
- *Student Handbook/Planner* –distributed in the fall of the year to students, faculty and staff.
- *The Alumni News*
- *Minutes of the Faculty Senate*

Chapter 3. Student Development and Enrollment Appendixes

Appendix A

Admissions Materials Reviewed

- *Viewbook (2003)*
- *Catalog and Announcements 2004-05*
- *Roadpiece*
- *Employment (Placement) and Transfer Report (2003)*
- Athletics
- Alfred State Application
- Visitors Guide
- *Financial Aid and Scholarships Brochure (2004-2005)*
- Campus Life
- *Family Newsletter*
- Acceptance Folder
- *ASOP Brochure*
- *EOP Brochure*
- *Preparing for Your Future Brochure*
- *International Student Brochure*
- *Faculty Brochure*
- *Student Brochure*

Appendix B

Services Provided by ACES

Campus food services – The Central Dining Hall and the Wellsville Campus Dining Hall are the main dining facilities serving traditional meals with unlimited refills. In addition, there are a number of other facilities including Friendly's Café, Pizza Hut, Taco Bell, KFC, Pretzel Logic, Freshens Desserts, Peach Pit, and Exit West Café. A variety of meal plan options are available. Meal plans and debit accounts are accessed through the student ID cards and are accepted at all campus food facilities.

Special events and catering – This service is offered for organized student or staff events, and ranges from simple coffee breaks to fine dining.

Campus store – The store provides products and services such as textbooks, video rentals, clothing, gifts, computer hardware and software, check cashing, magazines, classroom supplies, health and beauty supply, refrigerator rentals, dorm linens, snacks, and fax service.

Vending services – Vending machines (snacks, beverages, etc.) are available in every building and can be accessed with student ID cards/debit accounts. Also, there are many coin or card swipe copiers for student use throughout the campus.

Laundry services – Coin/card swipe laundry facilities are available in each dorm.

Amusement arcade – A video game arcade is located in the Main Attraction in the center of the campus.

Lake Lodge – This remarkable ACES-operated recreational facility offers fishing, swimming, hiking, camping, and reception/party venues. Any recognized student organization can use the facility without fee.

Telephone service – Every resident hall room has a live telephone jack, and students can make on campus calls and receive calls. With a personal billing number (PBN), students can make outside calls and receive voice mail.

Cable TV service – Every resident hall room has a live cable jack for television reception.

Transportation – When the College is in session, a bus travels through the main campus and to the Horticulture Center and College Farm on an hourly schedule. A shuttle service runs between Alfred and Wellsville campuses several times a day. In addition, buses are available for student activities.

Accident and Health Insurance – ACES offers an inexpensive insurance program for students, which supplements the health care provided by the College Health Center.

Appendix C

Mailing Progression to Prospective Students

First Week	Senior Mailing <i>Viewbook</i> Application Procedure Dates to Remember Sheet <i>Viewbook</i> Cover Sheet Open House/Visit Invitation	Junior Mailing Initial Letter with <i>Viewbook</i> Open House/Visit Invitation	Younger Mailing Initial Letter with <i>Viewbook</i> Open House/Visit Invitation
One Week Later	College Costs/ <i>Financial Aid/Scholarship Brochure</i> Letter from Financial Aid		
Two Weeks Later	Letter from Student Letter from President to Parents	<i>Junior College Countdown Brochure</i>	<i>Younger Student Countdown Brochure Planning for the Future</i>
Three Weeks Later	Visitor's Guide Postcard		
Four Weeks Later	Campus Life		
May		Letter about Visits, Summer Tours, and Applying Next Year	

Appendix D

Information on Financing College Costs Available to Prospective Students

Roadpiece—This recruitment publication is used by the Admissions counselors to provide information about Alfred State at college day/night programs and at individual high school visits (*Admission Strategic Recruitment Plan, 2002-2003*). The *Roadpiece* publication gives the student a short breakdown on the cost of the Alfred State education (tuition + room and board + required fees). Additionally, the piece has a brief paragraph concerning the availability of scholarships.

Alfred State College Scholarship Brochure—This brochure provides information on major scholarship offerings as well as a listing of all available scholarships. This item is taken by the admissions counselors to college day/night programs and individual high school visits (*Admission Strategic Recruitment Plan, 2002-2003*).

Viewbook (2003)—The *Viewbook* is mailed to all students on the inquiry system (*Admission Strategic Recruitment Plan, 2002-2003*). This publication contains a section titled “Dollars & Cents” which gives a brief overview of College costs, scholarship information (types of scholarships and Web sites for more scholarship search tools), types of aid that help pay for college (grants, scholarships, loans, work study), and bill payment options.

Financial Aid and Scholarships (2004-2005)—This information is sent to all students on the inquiry system and also included in the acceptance folder (*Admission Strategic Recruitment Plan, 2002-2003*). This is the most in-depth publication on financing an Alfred State education. This booklet contains information on:

- The location, mission, operating hours, and directory information (phone number and e-mail address) of departments in Alfred State College United Services (ASC US).
- How and when to apply for Financial Aid.
- How and when a financial aid package is created.
- How students are informed of the award package.
- The financial aid process (calendar).
- Expenses and available bill payment options.
- Scholarships that are available.

A letter from a Financial Aid counselor accompanies this inquiry mailing. The letter describes services offered by the Financial Aid Office, tips on filing a financial aid application, and Financial Aid Contact information, phone number and e-mail address.

Free Application for Federal Student Aid (FAFSA)—The Free Application for Federal Student Aid is available in the Financial Aid Office, the Wellsville Campus Student Services Office, High School Counselor Offices, Financial Aid Nights presented in area

high schools, four scheduled ASC Open Houses, and by contacting the Federal Department of Education.

Note. The Free Application for Federal Student Aid (FAFSA) was included in the Admissions accept packet up until the 2002-2003 academic year. Beginning with the 2003-2004 academic year, this form was replaced by the FAFSA Worksheet (FAFSA Web Worksheet) and a brochure describing the Web filing process. The worksheet is geared to Web filing and the Department of Education is strongly encouraging students to utilize this medium.

Chapter 4. The Educational Experience Appendixes

Appendix A

Student Performance on National Licensing Exams and Competitions

Program	1996	1997	1998	1999	2000	2001	2002	2003
HIT	70%	82.4%	66.7%	80%	33.3%	100%	100%	100%
Nursing	87%	93%	80%	82%	86%	95%	96%	86%
Surveying (LSIT)	Data not available						100%	N/A
Serv Safe Sanitation Exam (National. Restaurant Assoc.)	Data not available						81.7%	78% pass rate
Computer & Electronic System Technician Curriculum (School of Applied Technology)	All students in this program must pass the following exams to graduate:							
	<ul style="list-style-type: none"> • A+ certification • Network + certification • MOUS Word Core Certification • MOUS Excel Core Certification 							

National and State Competitions

Associated Schools of Construction, Construction Management Competition

- 1999 3rd
- 2000 1st
- 2001 3rd
- 2002 2nd

National Skills USA Baking Competition

- 2001 2nd
- 2002 8th
- 2003 7th

Skills USA State Qualifier for National Baking Competition

- 2001 1st, 2nd, 3rd
- 2002 1st, 2nd, 3rd
- 2003 1st

American Culinary Federation Competition

- 2001 Team competition: Bronze
- 2002 Two Silver Medals for individual competitions
- 2003 Four Bronze Medals; three Honorable Mentions; Most Creative Entry (Judges' Award)

Note. Available with Educational Experience sources in Middle States Resource Room.

Appendix B

Alfred State College: 2003 Graduates Survey

Note: This survey was distributed to each graduate at the spring 2003 Commencement.

Statistics

		Q1	Q2	Q3	Q4
N	Valid	417	416	416	416
	Missing	12	13	13	13
Mean		3.83	3.54	4.07	3.81
Median		4.00	4.00	4.00	4.00

Frequency table

Scale: 1=disagree strongly
2=disagree
3=neither agree nor disagree
4=agree
5=agree strongly

Q1. When I consider the courses I took at Alfred State College that were specific to my curriculum, I believe that they were academically rigorous and challenging.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	1.6	1.7	1.7
	2	25	5.8	6.0	7.7
	3	81	18.9	19.4	27.1
	4	224	52.2	53.7	80.8
	5	80	18.6	19.2	100.0
	Total	417	97.2	100.0	
Missing	9	1	.2		
	System	11	2.6		
	Total	12	2.8		
Total		429	100.0		

Among the graduates surveyed, 70.8% either agreed or strongly agreed that the courses specific to their curriculum were academically rigorous and challenging.

Q2. When I consider all the courses I took at Alfred State College, I believe that they were academically rigorous and challenging.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	2.6	2.6	2.6
	2	33	7.7	7.9	10.6
	3	132	30.8	31.7	42.3
	4	200	46.6	48.1	90.4
	5	40	9.3	9.6	100.0
	Total	416	97.0	100.0	
Missing	8	1	.2		
	9	1	.2		
	System	11	2.6		
Total		13	3.0		
Total		429	100.0		

Among the graduates surveyed, 55.9% either agreed or strongly agreed that all the courses taken at the College were academically rigorous and challenging.

Q3. When I consider the courses I took at Alfred State College that were specific to my curriculum, I believe they provided me with the knowledge and skills necessary for a successful career in my major.

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	1.2	1.2	1.2
	2	15	3.5	3.6	4.8
	3	50	11.7	12.0	16.8
	4	222	51.7	53.4	70.2
	5	124	28.9	29.8	100.0
	Total	416	97.0	100.0	
Missing	9	1	.2		
	System	12	2.8		
	Total	13	3.0		
Total		429	100.0		

Among the graduates surveyed, 80.6% either agreed or strongly agreed that the courses taken specific to their curriculum provided knowledge and skills necessary for a successful career in their major.

Q4. When I consider all the courses I took at Alfred State College, I believe that they provided me with the knowledge and skills necessary for a successful career my major.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.2	.2	.2
	1	6	1.4	1.4	1.7
	2	27	6.3	6.5	8.2
	3	94	21.9	22.6	30.8
	4	197	45.9	47.4	78.1
	5	91	21.2	21.9	100.0
	Total	416	97.0	100.0	
Missing	9	1	.2		
	System	12	2.8		
	Total	13	3.0		
Total		429	100.0		

Among the graduates surveyed, 67.1% either agreed or strongly agreed that all the courses taken at the College provided knowledge and skills necessary for a successful career in their major.

Note. Alfred State College. Middle States Steering Committee. Educational Experience Subcommittee. (Spring 2003). *Alfred State College 2003 Graduates Survey.*

Appendix C

Alfred State College: 2003 Alumni Survey

Statistics

		Question 1	Question 2	Question 3	Question 4
N	Valid	81	81	81	80
	Missing	0	0	0	1
Mean		4.44	4.22	4.57	4.41
Median		4.00	4.00	5.00	5.00

Q1. When I consider the courses I took at Alfred State College that were specific to my curriculum, I believe that they were academically rigorous and challenging.

Question 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neither agree or disagree	3	3.7	3.7	3.7
	agree	39	48.1	48.1	51.9
	agree strongly	39	48.1	48.1	100.0
Total		81	100.0	100.0	

Among the alumni surveyed, 96.2% either agreed or strongly agreed that the courses specific to their curriculum were academically rigorous and challenging.

Q2. When I consider all of the courses that I have taken at Alfred State College, I believe that they were academically rigorous and challenging.

Question 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	2.5	2.5	2.5
	neither agree or disagree	6	7.4	7.4	9.9
	agree	45	55.6	55.6	65.4
	agree strongly	28	34.6	34.6	100.0
	Total	81	100.0	100.0	

Among the alumni surveyed, 90.2% either agreed or strongly agreed that all the courses taken at the College were academically rigorous and challenging.

Q3. When I consider the courses that I took at Alfred State College that were specific to my curriculum, I believe they provided me with the knowledge and skills necessary for a successful career in my major.

Question 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	1.2	1.2	1.2
neither agree or disagree	2	2.5	2.5	3.7
agree	28	34.6	34.6	38.3
agree strongly	50	61.7	61.7	100.0
Total	81	100.0	100.0	

Among the alumni surveyed, 96.3% either agreed or strongly agreed that all the courses that were specific to their curriculum provided knowledge and skills necessary for a successful career in their major.

Q4. When I consider all the courses I took at Alfred State College, I believe they provided me with the knowledge and skills necessary for a successful career in my major.

Question 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	2.5	2.5	2.5
neither agree or disagree	4	4.9	5.0	7.5
agree	33	40.7	41.3	48.8
strongly agree	41	50.6	51.3	100.0
Total	80	98.8	100.0	
Missing 0	1	1.2		
Total	81	100.0		

Among the alumni surveyed, 91.3% either agreed or strongly agreed that all the courses taken at the College provided knowledge and skills necessary for a successful career in their major.

Note. Alfred State College. Middle States Steering Committee. Educational Experience Subcommittee. (Summer 2003). *Alfred State College 2003 Alumni Survey.*

Appendix D

College Outcome Data

College Outcome Data from SUNY Student Opinion Survey 2003					
Item #	ASC Avg. Score	Avg. Score *(COT)	ASC Rank (COT)	Avg. Score **(SOC)	ASC Rank (SOC)
2. Developing self-understanding, discipline, mature attitudes, and values.	3.25	3.18	2 of 6	3.35	18 of 26
3. Understanding others; working with others	3.35	3.27	2 of 6	3.38	14 of 26
5. Acquiring knowledge and skills...to maximize health	2.91	2.84	1 of 6	2.77	6 of 26
6. Understanding and appreciating ethnic or cultural diversity	2.80	2.89	5 of 6	3.01	24 of 26
10. Developing leadership skills	3.03	2.97	2 of 6	2.95	10 of 26
11. Understanding political and social issues	2.63	2.66	4 of 6	2.84	24 of 26
12. Understanding my rights, responsibilities as a citizen	2.67	2.73	4 of 6	2.75	16 of 26

*COT=Colleges of Technology

**SOT=State-Operated Campuses

Note. From State University of New York, *Student Opinion Survey* (2003), Chart 6-1.

Appendix E

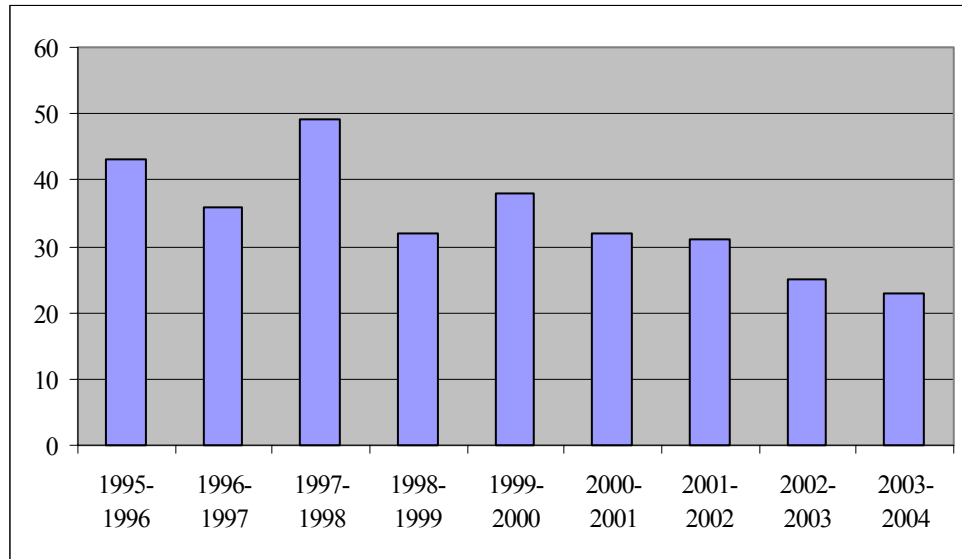
Information Literacy Classes by Discipline

Year	Ag.	Bus.	Human.	Eng.	Health	Soc. Sci.	Voc./ App. Tech.	Other	Total Classes
1990-1991	4	1	53	17	10	0	0	3	88
1991-1992	6	0	59	11	10	1	2	2	91
1992-1993	n/a								0
1993-1994	5	7	57	13	4	12	0	2	100
1994-1995	n/a								0
1995-1996	4	2	41	9	2	4	5	5	72
1996-1997	4	8	56	12	2	0	0	1	83
1997-1998	4	5	44	7	3	1	0	1	65
1998-1999	1	1	11	4	51	2	14	5	89
1999-2000	0	1	48	9	2	4	22	2	88
2000-2001	3	2	54	9	1	10	19	8	106
2001-2002	4	1	64	9	1	5	13	2	99
2002-2003	0	1	42	12	12	4	6	8	85
2003-2004	0	7	66	17	2	0	6	8	106

Note. From Alfred State College, Hinkle Library, *Annual Statistics, Public Services Section*, 1990-2004.

Appendix F

Information Literacy Material Produced: 1995 -2004



Note. From Alfred State College, Hinkle Library, *Annual Statistics, Public Services Section*, 1995-2004.

Appendix G

Middle States Faculty/Staff Survey Results

Scale:

1: Strongly Disagree

4: Agree

2: Disagree

5: Strongly Agree

3: Neither Agree nor Disagree

0: Don't Know or Not Applicable

**Faculty Staff Survey Results - Development and Enrollment Subcommittee:
Question 18e**

The College provides adequate/updated services for students in the following area:
Computer Labs

dev_18e

		Frequency	Percent
Valid	2	8	4.1
	3	20	10.4
	4	108	56.0
	5	48	24.9
	Total	184	95.3
Missing	System	9	4.7
Total		193	100.0

Among the faculty surveyed, 80.9% either agreed or strongly agreed that the College provides adequate updated computer labs.

Note. From the *Middle States Faculty/Staff Survey Results, 2003*, Student Development and Enrollment section.

Faculty Staff Survey Results - Educational Experience Subcommittee: Question 27

Compared to similar institutions, computer labs on campus are adequate in number.

ed_x_27

		Frequency	Percent
Valid	1	3	1.6
	2	10	5.2
	3	48	24.9
	4	70	36.3
	5	45	23.3
	Total	176	91.2
Missing	System	17	8.8
Total		193	100.0

Among the faculty surveyed, 59.6% either agreed or strongly agreed that the College's computer labs were adequate compared to those at similar institutions.

Note. From the *Middle States Faculty/Staff Survey Results, 2003*, Educational Experience section.

Appendix H

Middle States Student Survey Results

Scale:

1: Strongly Disagree

2: Disagree

3: Neither Agree nor Disagree

4: Agree

5: Strongly Agree

0: Don't Know or Not Applicable

Student Survey Results—Question 3e

The College provides adequate/updated services for students in the following academic-related areas: Computer Labs

acad_3e

		Frequency	Percent	Valid Percent
Valid	1	8	2.3	2.5
	2	19	5.5	6.0
	3	27	7.8	8.5
	4	152	43.8	47.8
	5	112	32.3	35.2
	Total	318	91.6	100.0
Missi	System	29	8.4	
Total		347	100.0	

Three-quarters of the students polled in the Middle States survey either agreed or strongly agreed that the College provides adequate and updated computer labs.

Note. From the *Middle States Student Survey Results*, 2003, Question 3e.

Appendix I

Middle States Faculty/Staff Survey Results

Scale:

1: Strongly Disagree

4: Agree

2: Disagree

5: Strongly Agree

3: Neither Agree nor Disagree

0: Don't Know or Not Applicable

**Faculty Survey Results- Institutional Planning and Renewal Subcommittee:
Question 33a**

The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Equipment (Computers, laboratory equipment, etc.)

plan_33a

		Statistics		
		Frequency	Percent	Valid Percent
Valid	1	8	4.1	4.9
	2	30	15.5	18.4
	3	43	22.3	26.4
	4	73	37.8	44.8
	5	9	4.7	5.5
	Total	163	84.5	100.0
Miss	System	30	15.5	
Total		193	100.0	

When polled on whether the College is allocating sufficient resources to meet the equipment needs of bachelor degree programs, 42.5 % of the faculty either agreed or strongly agreed, and 19.6% of the faculty either disagreed or strongly disagreed.

Note. From the *Middle States Faculty/Staff Survey Results*, 2003, Institutional Planning section.

Appendix J

Student Opinion Survey Satisfaction with Computer Network and Services

Student Satisfaction with Computer Network and Services					
Item #	ASC Avg. Score	Avg. Score *(COT)	ASC Rank (COT)	Avg. Score **(SOC)	ASC Rank (SOC)
#8. Availability of computers	4.06	3.97	3 of 6	3.79	7 of 26
#9 Computer Support Services	3.53	3.50	4 of 6	3.50	15 of 26
#10 College computer network	3.56	3.49	4 of 6	3.74	15 of 26

*COT=Colleges of Technology

**SOT=State-Operated Campuses

Comparative data about the number and quality of computer laboratories and services does not seem to be available SUNY-wide with the exception of “satisfaction” data available through the SUNY *Student Opinion Survey* (2003). Averages are based on a five-point scale with 1 being “very dissatisfied” and 5 being “very satisfied.”

While the ranking of Alfred State College among the other Colleges of Technology (COT) might appear to be troublesome, the actual differences in the average scores between the rated colleges is likely to be small. Scores for individual colleges in the sample are not available.

Note. From State University of New York, *Student Opinion Survey: SUNY College of Technology*, 2003, Chart 2-2.

Appendix K

Student Opinion Survey Satisfaction with Facilities and Laboratories

Student Satisfaction with Facilities and Laboratories					
Item #	ASC Avg. Score	Avg. Score *(COT)	ASC Rank (COT)	Avg. Score **(SOC)	ASC Rank (SOC)
#1 Classroom facilities	3.87	3.70	2 of 6	3.74	11 of 26
#11 Course related laboratories (not including studios)	3.83	3.79	3 of 6	3.66	5 of 26

*COT=Colleges of Technology

**SOT=State-Operated Campuses

Averages are based on a five-point scale with 1 being “very dissatisfied” and 5 being “very satisfied.”

Note. From State University of New York, 2003, *Student Opinion Survey: SUNY College of Technology*, Chart 2-1.

Appendix L

Comparative User Satisfaction Results 2003 LibQUAL+ Survey

In the spring of 2003, the Hinkle Library participated in LibQUAL+, a national survey of library service quality administered by the Association of Research Libraries. The spring 2003 survey, completed by almost 130,000 users from 308 institutions, represents libraries of all types and sizes. The survey measured users' opinions of service quality in four areas: affect of service, access to information, library as place, and personal control. For each of these dimensions of library service, respondents were asked to indicate their minimum, desired, and perceived levels of service. In New York State, 71 academic libraries participated in the survey through the New York 3R's consortium.

The chart below outlines the perceived mean for the four dimensions of library service for the Hinkle Library at Alfred State College, for the academic libraries participating through the NY3R's, and for participating SUNY schools. Respondents rated their levels of satisfaction on a scale from 1-9, with 1 being the lowest and 9 being the highest.

Library Service Dimension	Perceived Mean-ASC	Perceived Mean-NY3Rs Academic Libraries	Perceived Mean-SUNY Libraries
Access to Information	7.11	7.01	7.04
Affect of Service	7.43	7.14	7.13
Library as Place	7.43	6.99	7.05
Personal Control	7.20	7.14	7.17

LibQUAL+ also assessed general satisfaction with library services: satisfaction with treatment, satisfaction with support, and satisfaction with overall quality of service. Respondents rated their levels of satisfaction on a scale from 1-9, with 1 being the lowest and 9 being the highest.

Satisfaction with Library Services	Mean Satisfaction ASC	Mean Satisfaction NY3R's Academic Libraries	Mean Satisfaction SUNY Libraries
Satisfied with treatment	7.62	7.29	7.29
Satisfied with support for learning, research, teaching	6.99	6.77	6.82
Overall quality of service	7.14	7.02	7.05

Note. Association of Research Libraries, *LibQUAL+ Spring 2003 Survey: Group Results: NY3Rs- College and University Libraries*, pp. 27-30.

Appendix M

SUNY Student Opinion Survey 2003 Library Services

Averages are based on a five-point scale with 1 being “very dissatisfied” and 5 being “very satisfied.”

Spring 2003 SUNY Student Opinion Survey					
Item #	ASC Avg. Score	Avg. Score *(COT)	ASC Rank (COT)	Avg. Score **(SOC)	ASC Rank (SOC)
#4 Access to library resources/services	4.07	4.05	2 of 6	4.17	18 of 26
#5 Library facilities	3.90	3.95	4 of 6	4.10	20 of 26
#6 Study areas	3.66	3.66	3 of 6	3.78	19 of 26

*COT=Colleges of Technology

**SOT=State-Operated Campuses

Note. From State University of New York, *Student Opinion Survey*, 2003, Charts 2-1 and 6-1.

Appendix N

Middle States Survey

Scale:

1: Strongly Disagree

2: Disagree

3: Neither Agree nor Disagree

4: Agree

5: Strongly Agree

0: Don't Know or Not Applicable

Planning and Renewal Subcommittee: Question 33i

The College is allocating sufficient resources to meet the needs resulting from the proliferation of new bachelor degree programs at Alfred State College in the following areas: Library Resources

plan_33i

		Frequency	Percent	Valid Percent
Valid	1	8	4.1	5.0
	2	36	18.7	22.5
	3	61	31.6	38.1
	4	49	25.4	30.6
	5	6	3.1	3.8
	Total		160	82.9
Missing	System	33	17.1	
Total		193	100.0	

Only 28.5% of surveyed faculty agreed or strongly agreed with the statement that the College is allocating sufficient resources to the Library to support four-year programs; 22.8% disagreed or strongly disagreed with this statement.

Note. From the *Middle States Faculty/Staff Survey Results, 2003*, Planning and Renewal section.

Appendix O

Center for Community Education and Training (CCET): Accreditations, Collaborations, Memberships and Grants

CCET Accreditations and Collaborations	CCET Memberships
<ul style="list-style-type: none"> • CASAC (Credentialed Alcohol & Substance Abuse Counselor) Training Program; certified by the NYS Office of Alcoholism & Substance Abuse (OASAS). Syllabi must be approved by these agencies; instructors must be credentialed and approved. • AHIMA (American Health Information Management Association) accredits the non-credit Health Information Technology courses. • NYS Construction Materials Association Certification accredits the “Quality Control/Quality Assurance Technician Certificate” through the NYS DOT. • Buffalo/Niagara Frontier National Safety Council accredits all defensive driving courses. • National Humane Society of the United States has approved CCET’s non-credit Veterinary Technician courses (Summer 2003) • The University of Rochester’s Strong Memorial Hospital is collaborating with CCET to offer autism spectrum disorder training. 	<ul style="list-style-type: none"> • RACCE (Rochester Area Consortium of College’s Continuing Education) • ACHE (American Council on Higher Education) continuing education section • ASTD (American Society of Training & Development) • UCEA (University Continuing Education Association)

Note. From Center for Community Education and Training (CCET) data.

Grants and Related Awards

- \$78,000 grant from Department of Health for workforce training and retraining.
- \$15,000 Federal Workforce Investment Act Grant for p to \$15,000 to upgrade professional skills of employees in business and industry in Allegany and Steuben counties.
- Statewide CSEA (Civil Service Employees Association) contracts with CCET to provide labor/management training opportunities to members across the State.

Note. Wendy Dresser-Recktenwald and Delores Ackerman (CCET), personal communication, May 1, 2003.

Chapter 5. General Education Appendixes

Appendix A

General Education Curriculum Expectations

Below is an excerpt from the Program Assessment Plan for Curriculum 429, AA degree in Liberal Arts and Sciences – Social Sciences:

- Apply critical thinking skills to the analysis of topical issues in the social sciences as measured by the successful completion of the course-specific learning objectives of SOCI 1163 (General Sociology), PSYC 1013 (General Psychology), SOCI 1223 (Minority Cultures) and SOCI 1183 (Contemporary Social Problems).
- Responsibly use the library, e-mail and the Internet for the collection of information as measured by successful completion of the course-specific learning objectives of COMP 1503 (Freshman Composition), SOCI 1183 (Contemporary Social Problems) and SOCI 1223 (Minority Cultures).
- Communicate effectively and appropriately in oral and written forms as measured by the successful completion of the course-specific learning objectives of COMP 1503 (Freshman Composition), SOCI 1183 (Contemporary Social Problems) and SOCI 1223 (Minority Cultures).
- Demonstrate understanding and respect for the value of diversity as measured by successful completion of the course-specific learning objectives of SOCI 1163 (General Sociology) and SOCI 1223 (Minority Cultures).
- Identify the steps of the scientific method and discuss the research methods employed by social scientists as measured by the course-specific learning objectives of PSYC 1013 (General Psychology) and SOCI 1163 (General Sociology) and by successful completion of the Social Sciences Assessment Test.
- Recognize the effects of globalization on individuals, groups and societies as measured by successful completion of the course-specific learning objectives of SOCI 1163 (General Sociology), HIST 1113 (History of Western Civilization Since 1648) and by successful completion of the Social Sciences Assessment Test.
- Demonstrate knowledge of the basic terminology related to the theories and research of history, psychology and sociology, as measured by successful completion of the course-specific learning objectives of SOCI 1163 (General Sociology), PSYC 1013 (General Psychology), and one of the following: HIST 1143 (Survey of American History I), HIST 2153 (Survey of American History II) and PLSC 1043 (American Government), and as measured by successful completion of the Social Sciences Assessment Test.

Note. From *Program: Curriculum 429 (AA Degree in Liberal Arts & Sciences – Social Sciences)*, 2004.

Below is an excerpt from the Program Assessment Plan for Curriculum 230, AAS degree in Computer Information Systems:

Program Purpose: The purpose of this program is twofold: First, the program provides graduates with a comprehensive foundation in computer information systems for the purpose of employment and continual growth in technical expertise; second, the program provides graduates with the skills to critically analyze and improve their own lives through General Education components.

Program Objectives

- Identify issues of professional ethics including copyright laws, plagiarism, and professional etiquette as measured by successful completion of CISY 1023
- Communicate effectively through written and oral methods as measured by successful completion of the General Education communication component (COMP 1503 & SPCH 1083 or COMP 1503 & SPCH 5083)
- Solve applied mathematical problems as measured by successful completion of two mathematics courses (MATH 1033 & MATH 1123 or MATH 1033 & MATH 2153)
- Critically analyze written work of others as measured by the successful completion of the General Education literature component (LITR 2603)
- Demonstrate problem solving and critical thinking as measured by successful completion of CISY 4103
- Demonstrate information literacy as measured by successful completion of CISY 1023

Computer Information Systems - Specific

- Solve basic problems with descriptive and inferential statistics as measured by successful completion of MATH 1123
- Demonstrate knowledge of multiple areas within the liberal arts arena as measured by the completion of six courses within the General Education Requirements (As listed in the Alfred State College SUNY General Education Requirements--Courses that fulfill General Education SUNY Learning Outcomes)

Note. From *Program: Curriculum 230 (AAS Degree in Computer Information Systems)*, 2004.

Appendix B

Middle States Faculty/Staff Survey Results General Education Requirements

The following selections from the *Middle States Faculty/Staff Survey Results* (2003) reveal respondents' knowledge of General Education at the College:

Survey Statement	N	Min.	Max.	Mean	St. Dev.
Gen Ed 30. Knowledge and skills imparted in General Education courses are an important component of an Alfred State Education.	176	1	5	4.05	.874
Gen Ed. 31 I have a clear understanding of the General Education requirements for my program.	132	1	5	3.54	1.115
Gen Ed. 32 a. I receive information regarding General Education requirements for my program by: Curriculum requirement checklist	121	1	5	3.59	.937
Gen Ed 32 b. I receive information regarding General Education requirements for my program by: Adviser	103	1	5	3.49	.778
Gen Ed 32 c. I receive information regarding General Education requirements for my program by: Web site	115	1	5	3.16	.904
Gen Ed 32 d. I receive information regarding General Education requirements for my program by: Students	105	1	5	2.89	.858

Note. From *Middle States Faculty/ Staff Survey Results*, 2003, p. 14.

Appendix C

Middle States Student Survey Results General Education Requirements

The following selections from the *Middle States Student Survey Results* (2003) illustrate respondents' answers:

Survey Statement	N	Min.	Max.	Mean	St. Dev.
Gen Ed 6. I have a clear understanding of the General Education requirements for my program.	341	1	5	3.97	.947

Note. From *Middle States Student Survey Results*, 2003, p. 3.

Appendix D

Responses from ASC Faculty and Public Two-Year Faculty—Compared

Faculty Involvement in General Education	ASC Faculty	Public Two-Year Colleges
Very involved	45.5%	43.2%
Minimally involved	40.0%	42.2%
Not involved	14.5%	14.5%

Note. From the *Higher Education Research Institute (HERI) Faculty Survey, 2001-2002.*

Appendix E

Responses from ASC Faculty and Statewide Technical College Faculty—Compared

How informed are you about SUNY General Education requirements?	ASC Faculty	Technical Colleges
Extremely	18.5%	22.5%
Moderately	61.1%	50.6%
Minimally	16.7%	24.0%
Not at all	3.7%	3.0%

Note. From the *Higher Education Research Institute (HERI) Faculty Survey, 2001-2002.*

Do SUNY General Education requirements result in better educated students?	ASC Faculty	Technical Colleges
Agree strongly	7.3%	6.7%
Agree somewhat	27.3%	29.1%
Neither agree or disagree	10.9%	15.7%
Disagree somewhat	30.9%	23.9%
Disagree strongly	23.6%	24.6%

Note. From the *Higher Education Research Institute (HERI) Faculty Survey, 2001-2002.*

Appendix F

General Education and Upper Level Liberal Arts Courses

SLO	Course Number	Course Name	Semester First Offered
Social Sciences	PSYC 5103 SOC 5213	Industrial Psychology Science, Technology, & Society	Spring 1997 Fall 1997
Basic Communications	SPCH 5083	Communication in the Workplace	Fall 2002
Other World Civilizations	ANTH 3113	Cross-Cultural Encounters	Spring 2003
Mathematics	MATH 7113 MATH 7123	Economic Analysis for Engineering Tech Statistics for Engineering Tech	Spring 1998
Natural Sciences	PHYS 8012	Modern Physics	Summer 1995

Note. From *Alfred State College SUNY General Education Requirements*, 2004.

Chapter 6. Faculty Appendixes

Appendix A

Hiring Right Guidelines

Hiring Right (Table of Contents)

- Hire Right the First Time – Cost of Poor Selection
- Search, Selection & Hiring – Agenda for Success
- Affirmative Action – Equal Employment Opportunity
- ASC Policy on Affirmative Action Searches and Waivers
- Pre-Search Process
 - Analyze Job and Prepare Position Description
 - Authorization to Search
- Establish Search Committee
- Decisive Dozen – 12 Key Areas to Evaluate Candidates
- Search Process
- Identify Recruitment Sources – Advertising
 - Develop Screening Tools
 - Review Applications/Resumes
 - Reference Checking
- Interview Approved Candidates
- Interview Questions
- Illegal Questions
- Common Rating Errors
 - Identify Recruitment Sources – Advertising
 - Select Most Suitable Candidate
 - Post-Search Process
 - Complete Recommendation Memo and AA Report
 - Send Rejection Letters
 - Close Search
- Post-Hire Process – Orientation, I9 Form, Payroll Forms
- Forms

Appendix B

Faculty Diversity Data

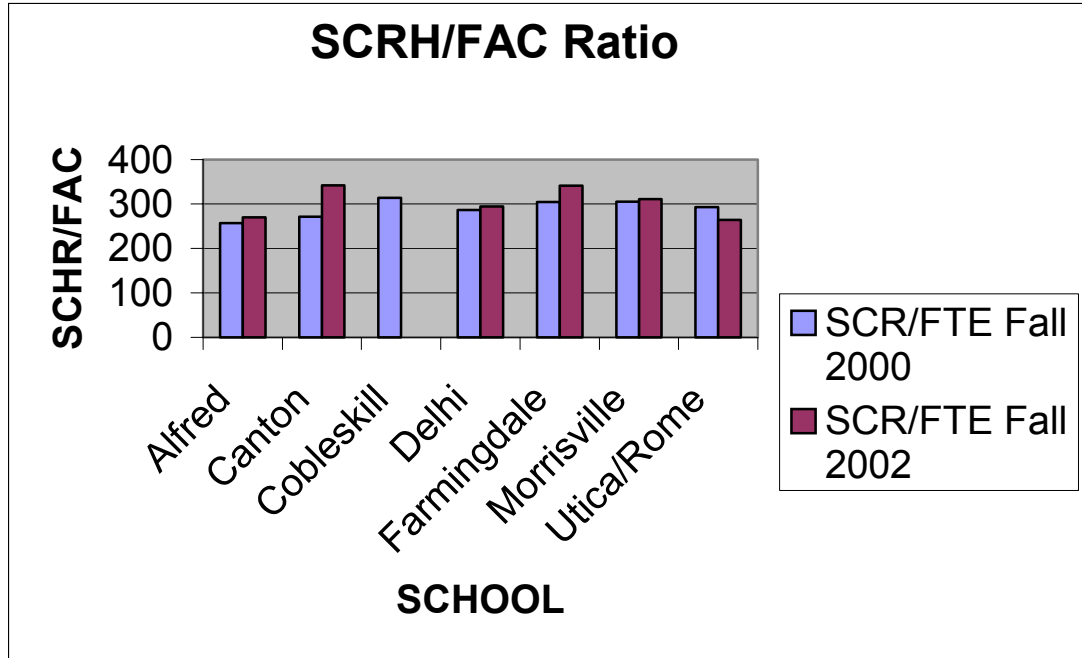
Year %	1998	%	1999	%	2000	%	2001	%	2002	%	2003	%	2004	%
Black Male	0	0	1	1	2	2	1	1	1	1	1	1	2	1
Nat.Am.Fe.	0	0	0	0	1	1	1	1	1	1	0	0	0	0
Asian/Pac.Is Male	4	3	4	3	4	3	5	4	5	3	7	5	5	3
Hispanic Male	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Hispanic Female	0	0	0	0	0	0	1	1	2	1	2	1	2	1
NonRes/Ali. Male	0	0	0	0	0	0	0	0	0	0	0	0	3	2
White Male	98	75	102	76	95	71	95	72	104	72	102	72	110	72
White Fem.	28	22	27	20	30	23	28	21	30	21	28	20	30	20
Total	130	100	135	100	133	100	132	100	144	100	141	100	153	100
Total Fem.	28	22	27	20	31	23	30	23	33	23	30	21	32	21
Total Male	102	78	108	80	102	77	102	77	111	77	111	79	121	79

Note. From Alfred State College Human Resources data, 1998-2004.

Appendix C

SCRH/FAC Data CASA

SCRH/FAC Ratio



Note. From SCRH/FAC ASC CASA Reports, 2000, 2002.

Appendix D
Number of Support Staff (1998-2004)

Year	Instructional Support	Secretarial
1998	13.5	18.5
1999	14	15.5
2000	23.5	13.5
2001	21	13.5
2002	18.5	14.5
2003	24.5	14
2004	24	14

Note. From ASC Human Resources data, 1998-2004.

Appendix E

Summary of Adjunct Statistics: ASC Instructional Workload Reports

Semester/Year	Headcount	Adjunct FTE	% of Total Dept. # Fac.	% of Total Dept. Cr. Hrs.
Spring 1998	28	12.50	8.6	8.6
Fall 1998	33	12.25	8.2	9.5
Spring 1999	26	8.00	5.6	6.3
Fall 1999	34	9.75	6.6	8.5
Spring 2000	37	7.95	5.6	7.2
Fall 2000	36	11.75	8.0	10.1
Spring 2001	37	7.95	5.6	8.4
Fall 2001	67	18.61	12.3	14.9
Spring 2002	59	17.80	11.5	13.2
Fall 2002	52	16.25	9.9	11.1
Spring 2003	59	17.80	11.5	13.2
Fall 2003	52	19.15	11.7	11.5
Spring 2004	46	21.48	11.8	12.1

Note. From ASC Enrollment Services, 1998-2004.

Appendix F

Evidence of Excellence in Teaching and Engagement in Scholarly Activities

Document Type	Who Uses It and How
Student evaluations	All teaching faculty and staff including learning assistance and librarians
Grade distributions	Teaching faculty, School of Management and Engineering Technology, non-tenured faculty
Teaching portfolios	Some teaching faculty in some schools
Course Exhibit Notebooks	SMET faculty
Dean / Chairperson evaluations (class observation)	All teaching faculty and staff including learning assistance
Recognition by SUNY	All teaching faculty and staff and librarians
Recognition by outside professional associations	All faculty
Personal development plans	Most non-tenured teaching faculty
Maintain a professional certification in the field	Some faculty, depending on the field of study

Note. From SMET, SAT, and SAS information, 2003.

Appendix G

Professional Development Activities

Source	Number of Requests	Total \$ Requested	Number of Requests Funded	Total \$ Funded
AA Spring 2001	35	\$26,231	5	\$5,703
AA Fall 2001	27	\$20,195	14	\$9,324
AA Spring 2002	31	\$21,077	18	\$10,164
AA Fall 2002	24	\$18,378	13	\$8,700
AA Spring 2003	23	\$13,913	12	\$5,740
AA Fall 2003	27	\$18,246	26	\$14,074
AA Spring 2004	35	\$23,015	9	\$2,255
UUP Spring 2001	28	\$39,519	19	\$12,825
UUP Spring 2002	40	\$26,975	21	\$13,372
UUP Spring 2003	26	\$17,430	20	\$12,119
UUP Spring 2004	No contract	-----	-----	-----
Totals	296	\$224,979	157	\$94,276

Note. From Academic Affairs and United University Professionals sources, 2004.

Appendix H

Professional Development Activities by Department

Business:

One member has attended the NASSM convention in 2001 & 2002, 2001 on department funds, 2002 on PDF. The same individual has also attended Florida State SM Conference (with students) 2001; Georgia Southern SM Conference (with students) 2002 & 2003; SUNY Cortland SM conference (with students) 2001 & 2002, Cal. University of PA SM Conference (with students) 2002 & 2003. All of these conferences were attended with no support, other than time and College vehicles. Another faculty member attended ten in-house professional development activities. One other member in the past two years attended one state and two Monroe County Business Educators meetings.

Nursing:

Department has used funds to support going to NYS Associate Degree Nursing Council meetings in Albany. There are fall and spring meetings each year. The department has paid for at least one of those meetings each year (use of a state car if there is one available, the department pays for lodging for one night and per diem). Department funds may have been used for one or two faculty to attend the ADN faculty workshop when UUP or PDF would not pay or would only pay for one person. This is an annual day in Albany in the spring and the total cost is around \$160. Generally the Nursing Department needs their S&E for other things and does not have enough to use it for professional development.

Computer:

Department has partially sponsored one faculty member professional development activity in the past two years. The department contributed approximately \$500.00 for one individual to attend a hydraulics seminar in Pittsburgh, PA.

Computer Repair:

Department has partially sponsored one faculty member professional development activity in the past two years. The department contributed approximately \$500.00 dollars for one individual to attend a hydraulics seminar in Pittsburgh, PA.

Culinary:

Faculty have taken three weeklong professional development courses at the Culinary Institute. The Professional Development Fund covered most of the cost with the small balance paid by the Department.

Social and Behavioral Sciences:

Over the past two years, the Department of Social and Behavioral Sciences has helped fund three professional development activities for our faculty. All have involved attendance at conferences. The department will fund at least two activities spring 2004; both involve attendance at conferences. At one, a faculty member will present a paper.

Math and Physics:

Department chair attended two for AMATYC (American Mathematical Association of Two Year College Conference (Toronto, Phoenix - presented) over and above PDFs. One member attended the AMATYC (Toronto) conference over and above PDF allowance. Another faculty member attended an assessment activity fall 2003. An

additional faculty member attended AMATYC conference, and one for statistics software training. Math had many more requests though. Funds are too limited to send all department members to a conference, so those who teach overloads, and summer school, and those who attempt to get money from other sources are rewarded.

Physical and Life Sciences:

Each year, one or two members of the department use departmental funds to pay expenses to attend a professional conference. They are told they will get \$200 from the department. Money comes either from departmental SUTRA (generated by summer school), or from the regular departmental account.

Athletics:

Track & Field Coaches Clinic, funded through Athletic IFR Budget. National Lacrosse Coaches Convention, funded through Prof Staff Development Funds. Soccer Coaches Clinic, funded through Prof Staff Development Funds. Softball Coaches Clinic, funded through Prof Staff Development Funds. Sports Information Directors, funded through Prof Staff Development Funds. National Athletic Trainers Association, funded through Prof Dev Staff Development Funds. Basketball Coaches Clinic - funded through Athletic IFR Budget.

Automotive:

No monies available with the 5% reduction of S&E and no increase in OTPS. All monies are put into the shops for the students' benefit. Professional activities are funded with "Faculty Development Funds," and they are limited. Funds out of the department are not used for faculty professional activities.

TechSET:

All TechSET personnel attended the mandated sexual harassment workshop on campus. One member attended New Faculty Orientation and the Travel Procedures workshop during Professional Development Week at the start of the school year. One faculty is also enrolled in the Microcomputer Systems course and another is enrolled in the Scientific Programming in C and C++ course.

English and Humanities:

There is funding for a faculty member to attend the SUNY Writing Council every year. (The faculty member is the treasurer for that organization.) Also, our department's participation in the First Year Experience and Allegany Reads involved our purchasing the texts for faculty to read and to use in classes.

Mechanical:

MET funds have been used to pay for one professional organization membership/dues for each faculty member. All ETA conferences/travel is taken from MET funds. Department funds may have been used for two faculty members to attend conferences.

Note. From personal communication with Department Chairs, 2004.

Appendix I

Example of an eMinder

eMinders

Weekly teaching tips, plus reminders of academic deadlines

No. 27

April 14, 2003

REMINDER: Web registration for fall semester classes begins this week. Meet with your advisees to go over prerequisites and correct course sequences. Provide each advisee with the necessary Registration Authorization Code after you review his/her Course Selection Request Form.

Strategies to deal with student weakness

In an ideal teaching environment, students would come to us as eager, skilled learners. Unfortunately, most arrive instead with a relatively low level of motivation to learn, and also lack essential study and learning skills. A large number of our students, especially in lower-level courses, share the following profile:

- Do only what they are required to do
- Put off work on assignments until the deadline is near
- Are weak listeners, readers, writers, and oral communicators
- Do not know how to assess their own work, thinking, or emotions

Many of these characteristics, if present, can be dealt with by designing instructional strategies that "correct" for them. For example, the first two can be accommodated by designing frequent requirements and deadlines into the course schedule. Many shorter assignments force students to do more regular work than a few long assignments, and thereby produce a higher quality of learning.

As you refine your courses and teaching strategies, look for additional ways to target weaknesses exhibited by students in your subject area.

Adapted from:

Paul, Richard and Elder, Linda. How to Improve Student Learning: 30 Practical Ideas. The Foundation for Critical Thinking, www.criticalthinking.org

eMinders are archived on Alfred State's Intranet site. Find back issues at <http://web.alfredstate.edu/eminders/>

Appendix J

Formalized Orientation Programs for Individual Academic Schools

School of Applied Technologies

Dean meets with new employees to discuss teaching and classroom activities. Materials are handed out, including the publications “The Professor and the Classroom” and “Motivating Teaching Education in Higher Education: A manual for Faculty Development” by Edwin G. Ralph. The Dean also discusses the promotion and continuing appointment process and the academic calendar.

School of Arts and Sciences

Department Chairs meet regularly with probationary faculty members, especially in the initial year of appointment. The focus of these meetings includes Board of Trustees Policies, professional development plans, classroom observations and information that will be used for renewal decisions. Professional development plans are forwarded to the Dean for review. Dean observes every probationary faculty member each semester and meets to discuss that observation, professional development plans and portfolio development.

School of Management and Engineering Technology

Chairs have packet of materials titled “SMET Faculty Development Guidelines,” which are provided to inform new faculty in that School about: Board of Trustees Criteria for Evaluation and Promotion, SMET Expectations of Faculty, ASC Professional Development Record, Teaching Portfolio Development, and Tips for New faculty. Other SMET initiatives that enhance the communication of roles and responsibilities are informal "ice breaker" lunches, where first year faculty are encouraged to have a free lunch with a senior faculty member, the Faculty Portfolio Development workshop, Development of Course Exhibit Notebook, and observation by dean of all non-tenured faculty during fall semester and all first year faculty during spring semester. During the first school meeting the dean spends a great deal of time discussing faculty responsibilities and expectations covering the criteria (teaching excellence, mastery of subject matter, scholarly ability, continued growth and effectiveness of university service) used for promotion and continuing appointment consideration. Examples are provided that show what is expected, as well as outstanding behavior, for each criterion.

Note. From SAT, SAS, and SMET sources, 2003.

Appendix K

Departmental Adjunct Statistics Spring 1998

Department	Head Count	Adjunct FTE	% of Total Dept. # Faculty	% of Total Dept. Credit Hrs.
Business Technology	5	2.25	19.3	21.3
Civil Engineering Technology	2	0.75	11.7	6.2
Computer Imaging/Arch Engineering Tech	1	1.0	16.8	17.0
Electrical Engineering Technology	1	0.25	3.9	2.2
Information Technology	NA	NA	NA	NA
Mechanical Engineering Technology	0	0.00	0.0	0.0
Agriculture and Horticulture	3	2.50	35.7	24.0
Nursing	1	0.50	5.9	0.0
Physical and Life Sciences	0	0.00	0.0	0.0
English and Humanities	4	0.75	7.9	11.1
Math and Physics	1	0.50	4.2	5.4
Social and Behavioral Sciences	7	1.75	17.1	24.4
Learning Assistance	1	0.25	100.0	54.5
Auto Trades	1	1.00	6.3	6.3
Building Trades	0	0.00	0.0	0.0
Culinary Arts	0	0.00	0.0	0.0
Computer Design and Manufacturing	0	0.00	0.0	0.0
Electrical/Electronics	1	1.00	11.8	6.3
Health and Physical Education	0	0.00	0.0	0.0
College Total	28	12.50	8.6	8.6

Note. From Human Resources data, 1998.

Departmental Adjunct Statistics Fall 2004

Department	Head Count	Adjunct FTE	% of Total Dept. # Faculty	% of Total Dept. Credit Hrs.
Business Technology	4	2.60	19.70	19.70
Civil Engineering Technology	0	0.00	0.00	0.00
Computer Imaging/Arch Engineering Tech	1	0.20	1.70	2.50
Electrical Engineering Technology	0	0.00	0.00	0.00
Information Technology	4	2.00	13.90	12.90
Mechanical Engineering Technology	0	0.00	0.00	0.0
Agriculture and Horticulture	2	0.50	6.90	9.50
Nursing	5	2.30	13.20	0.00
Physical and Life Sciences	5	2.08	26.30	30.40
English and Humanities	11	5.87	41.10	41.60
Math and Physics	3	1.18	7.10	6.30
Social and Behavioral Sciences	8	2.00	16.00	16.70
Learning Assistance	1	0.75	97.40	75.00
Auto Trades	0	0.00	0.00	0.00
Building Trades	1	1.00	9.10	9.40
Culinary Arts	0	0.00	0.00	0.00
Computer Design and Manufacturing	1	1.00	11.80	12.00
Electrical/Electronics	0	0.00	0.00	0.00
Health and Physical Education	0	0.00	0.00	0.00
College Total	46	21.48	11.80	12.10

Note. From ASC Enrollment Services Reports, 2004.

Appendix L

Adjunct Pay at Various Local Colleges

College	Adjunct Pay Per Credit Hour (Lecture)	Adjunct Pay per Contact Hour (Usually Lab)
Alfred State College	\$650 per lecture credit hour (Increased from \$550 July 2003)	Labs \$350 per contact hour
St Bonaventure University	\$505/credit hour	
Jamestown Community College (JCC)	\$ 525-705/credit hour	
Monroe Community College (MCC)	\$797-1016/credit hour	
Corning Community College (CCC)*	\$713-748 /credit hour	\$597-632 per contact hour
Houghton College*	>6 hours \$1,239-1975/hr <6 hours \$930-1482	
Alfred University*	as much as \$1333/credit hour	
Finger Lakes Community College (FLCC)		\$675 per contact hour (lab or lecture)

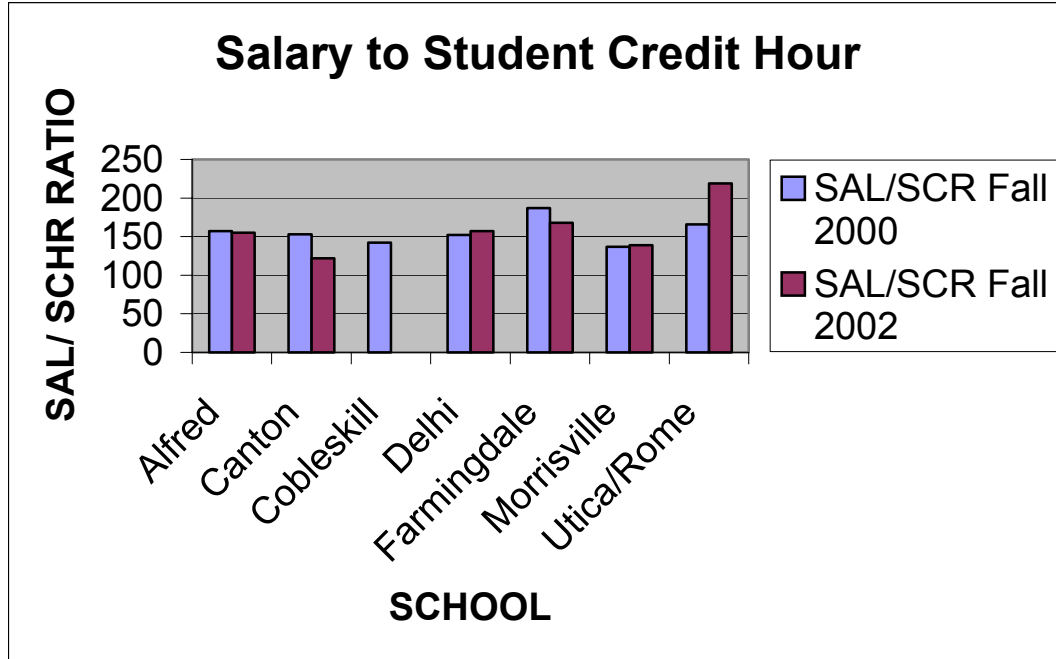
*ASC's biggest competitors for adjuncts.

Note. From phone conversations with the institutions, July 2004.

Appendix M

Salary/Student per Credit Hour

SAL/SCHR Ratio



Note. From SAL/SCHR data 2000 and 2002 CASA report.

Chapter 7. Institutional Integrity Appendixes

Appendix A

Middle States Faculty Staff Survey Results

Descriptive Statistics

	N	min	max	Mean	stdev
Integrity 9a. I have easy access to the following information related to my position at Alfred State College: Job responsibilities (description, expectations, etc.)	192	1	5	3.90	1.111
Integrity 9b. I have easy access to the following information related to my position at Alfred State College: Employee benefits	190	1	5	3.81	.975
Integrity 9c. I have easy access to the following information related to my position at Alfred State College: Organizational Policies	193	1	5	3.68	.995
Integrity 10a. There is adequate information about : organizational policies on-line	188	1	5	3.38	.873
Integrity 10b. There is adequate information about employee benefits on-line	187	1	5	3.07	1.068
Integrity 11a. Supervisors assist employees in providing access to employee information regarding : policies	187	1	5	3.50	1.142
Integrity 11b. Supervisors assist employees in providing access to employee information regarding: benefits	187	1	5	3.28	1.086
Integrity 11c. Supervisors assist employees in providing access to employee information regarding: job description	188	1	5	3.59	1.132
Integrity 12 a. The following employee information is generally kept up-to-date policies	192	1	5	3.45	1.042
Integrity 12 b. The following employee information is generally kept up-to-date benefits .	190	1	5	3.47	1.001
Integrity 12 c. The following employee information is generally kept up-to-date job descriptions .	191	1	5	3.41	1.011
Valid N (listwise)	179				

Note. From *Middle States Faculty/Staff Survey Results*, 2003, p. 4.

Appendix B

Section 460 Purchasing- Services or Commodities

Employees of the College who also own a business should be aware of Section 73.4 Public Officers Law:

Business or professional activities by state officers or employees. No officer or employee of a state agency, member of a legislature or legislative employee or firm or association of which such person is a member, or corporation, ten per centum or more of the stock of which is owned or controlled directly or indirectly by such person (such as being a spouse), shall sell any goods or services having a value in excess of \$25.00 twenty-five dollars to any state agency unless pursuant to an award or contract let after public notice and competitive bidding. (*Policies and Procedures Manual*, 2001, p. 231)

State Finance Law states, “No purchase liability shall be incurred without the issuance of a purchase order” (*Policies and Procedures Manual*, 2001, p. 231).

Appendix C

Section 50 Affirmative Action—Nepotism

For the purpose of maintaining a policy regarding nepotism, a family member is defined as any relative or relative in-law of an employee regardless of residence or any persons with whom an employee has been making his or her home. The College prohibits family members from participating in employment decisions regarding each other.

General Procedure – On the occasion when an employee is in a supervisory position to another employee (or to a person seeking employment) and that person meets the definition of “family member,” any employment decisions must be delegated to someone else or to a committee.

Employment Decisions – are personnel actions having to do with hiring, performance, evaluation, promotion, tenure, demotion, transfer, layoff, condition of work, rates of pay, and other terms of compensation and selection for training. (*Policies and Procedures Manual*, 2001, p. 74)

Appendix D

Patents, Inventions and Copyright Policy

SUNY *Policies of the Board of Trustees* (2001), Article XI, Title J., Patents, Inventions and Copyright Policy, 1(b) states:

All inventions made by faculty members, employees, students, and all others utilizing University facilities at any of the State-operated institutions of State University shall belong to State University and should be voluntarily disclosed or shall be disclosed to State University upon request of the University (p. 18).” The policy also states, “An invention made by an individual wholly on such individual’s own time and without the use of such University facilities shall belong to the individual even though it falls within the field of competence relating to the individual’s University position. (*Policies of the Board of Trustees*, 2001, pp.18-19)

Appendix E

Students Rights and Responsibilities

Student Handbook:

- Residential Policies, pp. 13-18
- Personal Safety, pp. 18-20
- Campus Safety and Individual Rights-Policies and Procedures, pp. 77-80
- Student Conduct Code, pp. 98-110
- Orientation Residence-The Administration of the Conduct Code, pp. 110-118.

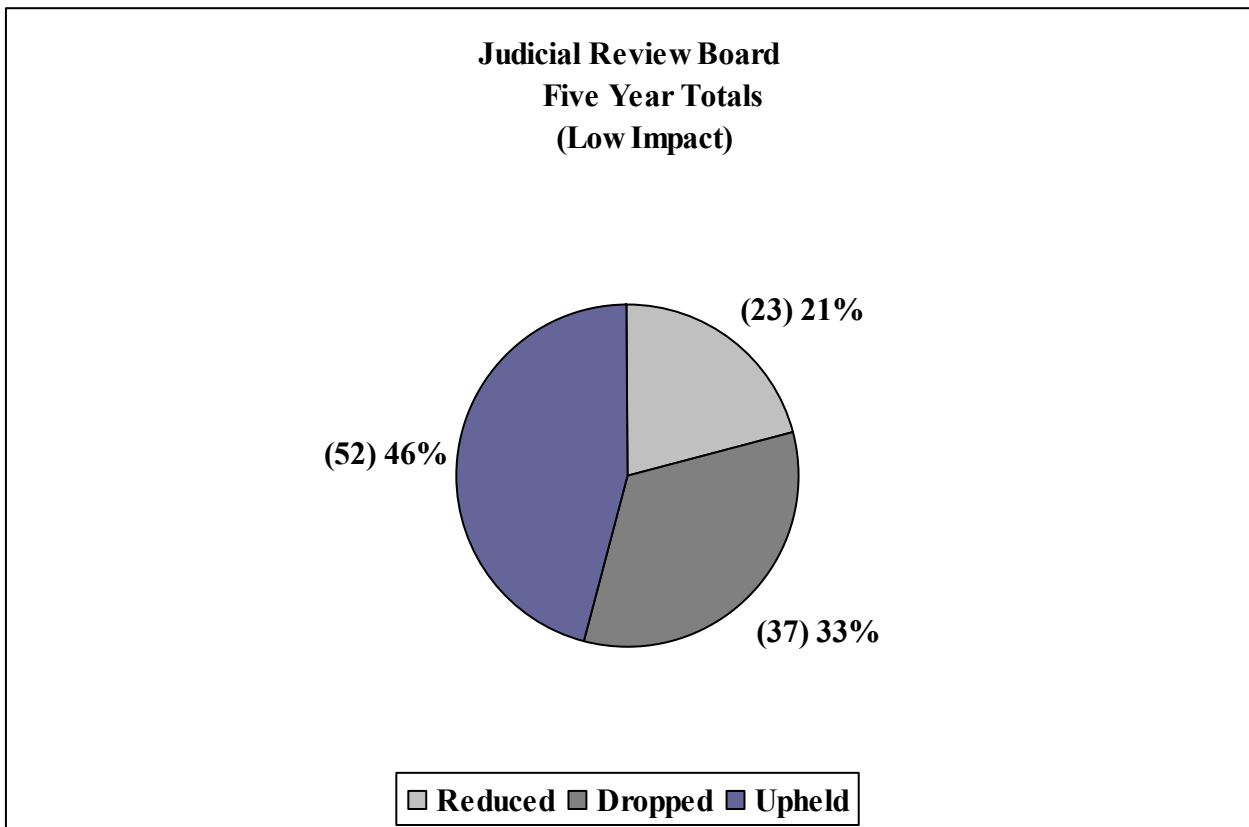
Other:

- Hall Meeting: verbal explanation of the community regulations; students sign a document.
- License for Residence: student signature required.
- Statement of Students' Rights and Responsibilities: posted in each living area on campus.
- Principles of Community
- Residence Hall Living Condition Standards
- Morgue Hours Notice

Appendix F

Results of Low Impact Appeals

Academic Year	Total	Upheld	Reduced	Dropped
Fall 99-Spring 00	27	13	7	7
Fall 00-Spring 01	31	10	5	16
Fall 01-Spring 02	18	8	7	3
Fall 02-Spring 03	22	15	4	3
Fall 03-Spring 04	14	6	0	8
Five Year Totals	112	52	23	37



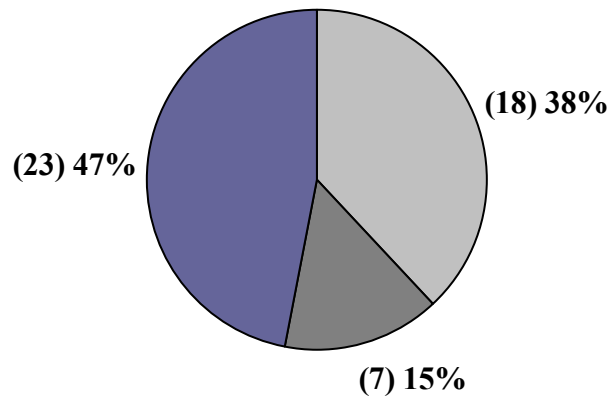
Appendix G

Results of Medium Impact Appeals

Academic Year	Total Number of Phase III Hearings	Did Not Appeal Student Accepted Sanction	Appealed to the Vice President
Fall 99-Spring 00	43	34	9
Fall 00-Spring 01	27	12	15
Fall 01-Spring 02	26	21	5
Fall 02-Spring 03	19	7	12
Fall 03-Spring 04	17	10	7
Five Year Totals	132	84	48

Academic Year	Appealed to Vice President	Upheld	Reduced	Dropped
Fall 99-Spring 00	9	5	4	0
Fall 00-Spring 01	15	5	3	7
Fall 01-Spring 02	5	1	4	0
Fall 02-Spring 03	12	9	3	0
Fall 03-Spring 04	7	3	4	0
Five Year Totals	48	23	18	7

**Appeals to Vice President
Five Year Totals
(Medium Impact)**

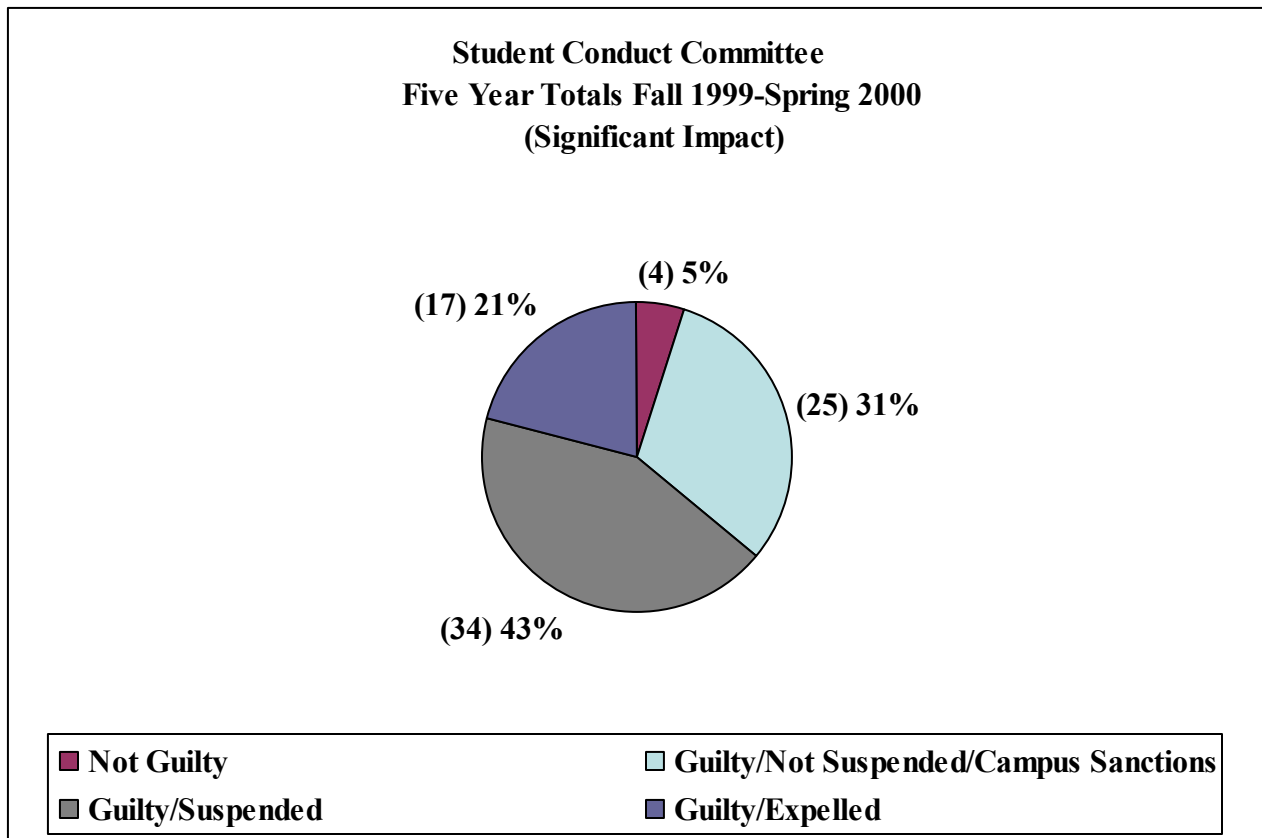


■ Reduced ■ Dropped ■ Upheld

Appendix H

Results of Significant Impact Appeals

Academic Year	Total SCC Hearings	WD or Other	Not Guilty	Guilty/Not Suspended Campus Sanctions	Guilty/Suspended	Guilty/Expelled
Fall 99-Spring 00	3	0	0	2	1	0
Fall 00-Spring 01	26	3	2	8	14	2
Fall 01-Spring 02	15	0	0	6	4	5
Fall 02-Spring 03	16	1	1	3	9	3
Fall 03-Spring 04	20	0	1	6	6	7
Five Year Totals	80	2	4	25	34	17



Appendix I

Conduct Codes

The Alfred State College *Principles of Community* (1997) recognize the right of every individual to pursue a quality education without hindrance. Furthermore, the principles define the manner in which we show one another respect and dignity and maintain an environment that promotes personal and professional growth.

Alfred State College Principles of Community

As members of Alfred State College, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.

We strive toward lives of personal integrity and academic excellence - We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment and useful citizenship in an increasingly interdependent world.

We commit to treat one another with civility – Recognizing that there will be differences of opinion, we will explore these differences in a courteous and forthright manner, always acknowledging individual rights to freedom of expression and association.

We support tolerance - We encourage those of all cultures, orientations and backgrounds to understand and respect one another in a safe and supportive educational environment. This set of principles set forth by the College is supported by policies including the Codes of Student Conduct and Academic Integrity.

Adopted by the Alfred State College Faculty Senate - 4/8/97

Adopted by the Alfred State College Student Senate - 4/8/97

For these reasons, the College has developed the following addendum of policies regulating classroom demeanor. These classroom regulations are a part of every course syllabus by the action of the Faculty Senate:

1. **ATTENDANCE POLICY:** The College requires that students attend all regularly scheduled classes and laboratories for which the student is registered. The meeting times of these classes are advertised in the master schedule and students should make the appropriate arrangements to be available for all such classes. Students should consult the College catalog for the policy governing religious observations and Academic Regulation 503 regarding the College attendance policy. The instructor may make appropriate allowances for students who are absent because of illness or other unanticipated problems, providing the student contacts the instructor as soon as possible and before the absence. These absences will be dealt with at the instructor's discretion. Students should assume in general that absenteeism would have consequences reflected in their grades.

LATENESS: As a rule, students should assume that classes will begin at the advertised hour and that lateness may be treated by the instructor in the same manner as an absence. Correspondingly, instructors will exercise due diligence to begin and end class on time so that students can get to their next class or scheduled activity.

2. Learning cannot occur in an environment that tolerates physical or psychological intimidation. The College exercises zero tolerance with regard to acts of violence and intimidation. Any such behavior will be immediately followed by appropriate action to remove the offending individuals from the College community. Acts of physical intimidation that occur in a classroom will result in the instructor's direction to the responsible parties that they leave the classroom immediately. Failure to comply will result in the summoning of a University Police officer to enforce the directive.

3. Civilized discourse can support exchange of ideas and verbal disagreement without resort to obscene, harassing or intimidating language. Tenets of academic freedom do not extend to acts of intimidation or harassment. The gratuitous use of language constituting intimidation or harassment in Alfred State College classrooms will not be tolerated. Students cannot learn in an environment in which there is disruption. For that reason, students who disrupt class, arrive late, or leave early, without the instructor's prior consent or for reasons other than illness, may be deemed as absent from class without excuse.

4. **APPROPRIATE DRESS:** Certain types of dress show disrespect to the academic enterprise. Teaching faculty may choose to support learning in their classes by requiring certain types of dress (i.e., safety equipment, shoes, shirts, and prohibition of wearing hats during class). In addition, use of headphones that are not part of the instruction process is not permitted in scheduled classes and laboratories.

5. **ACADEMIC INTEGRITY:** Absolute academic integrity is expected of all students at Alfred State College. Students will perform independently on all tests and written assignments. Students must not misrepresent their work or fraudulently or unfairly advance their academic status. Attempting to cheat or cheating will not be tolerated. Plagiarism, misrepresenting another's work as one's own, is not acceptable. Students are responsible for all academic work submitted and, if knowingly misrepresent the work of others as their own, shall be guilty of dishonesty. Students who knowingly collaborate in cheating or other breaches of the Integrity Code will be held equally responsible.

6. **STUDENTS WITH DISABILITIES:** Students who request accommodations in academic coursework for their documented disabilities are advised that this process begins by contacting the Office of Disability Services, Learning Assistance.

Adopted by Alfred State College Faculty Senate – 4/8/97; amended – 5/13/03

Adopted by Alfred State College Student Senate – 4/8/97

Appendix J

Student Diversity Survey

One hundred students were asked “What do you define as diversity on campus?” The following results were noted:

- Having a student population that represents different ethnicities and races.
- Having an equal gender population among the students.
- Having people who are differently-abled on campus.
- Having different religious organizations on campus.
- Having an active and visible philosophy of tolerance for sexual orientation and lifestyles.
- Campus sponsored events that highlight different cultures.
- Classes that focus on diversity, cultural explorations, religious belief systems, etc.
- Having students on campus that are from states other than New York.
- Having students from all different economic levels.

These students were asked “What events have you attended since you’ve been at ASC that you believe increased your understanding of diversity?” The following results were noted:

- International Dinner
- Black Student Union Formal
- Community Service Day
- AIDS Speaker
- Prayer Service for Sept. 11 Victims
- Women’s History Month Panel Discussion
- Musical Bands (Various Were Named)

They were asked “What suggestions would you like to make to increase diversity at ASC?” The following results were noted:

- More music and concerts that aren’t just rock or metal.
- More speakers on controversial topics.
- Offer better classes—not just a week or two on something, but a whole class.
- Get more female students to come here.

Appendix K

Diversity Programs Targeted to Faculty/Staff of ASC

- “A Campus of Difference” professional development workshop hosted by Alfred State College (six other SUNY campuses sent participants) and facilitated by Anti-Defamation League trainers. (2000-01)
- “Partnership Approach to Diversity,” grant of \$9,475 from UUP. (2000-02, consecutive annual grants)
- “Gender Roles Today: Reality vs. Stereotypes,” grant of \$1,000 from Alumni Association. (2000-01)
- Membership in “stophate.org.”
- “Step Afrika” grant from African American Research Foundation (2000-01)
- “Gender Enrollments at the Two Year College” workshop from the NYS Nontraditional Training and Development Office (2000-01)
- “Diversity Programming” grant of \$30,000 from UUP (this grant supported speakers, film series and Anti-Defamation League training 2000-01).
- “A Difference, Power and Discrimination” workshop (summer 2002, summer 2003).

Chapter 8. Outcomes Assessment Appendixes

Appendix A

Certifications by Programs

School of Applied Technology

Automotive-

ASE (American Service Excellence) Certifications available in 10 areas

New York State Inspection Certifications available

ADS (Association of Diesel Specialists) Certification

Building Trades-

National Refrigerant Handling Certification course and competency testing

OSHA (Occupational Safety and Health Administration) certifications required

Computer Electronic System Technician-

A+

Network +

MOUS Word Core

MOUS Excel Core Certification

Computerized Design and Manufacturing Department-

American Design Drafting Association (ADDA)

Culinary Arts-

National Restaurant Association Sanitation Certification

Electrical/Electronic-

Advanced placement toward apprentice status of graduates awarded by the International Brotherhood of Electrical Workers (IBEW) WNY Locals

Machine Tool-

National Institute of Metal working Skills (NIMS) various areas

Welding-

Level I and II Certifications exams available through the AWS (American Welding Society); Department of Transportation (DOT) welders' certifications available

School of Arts and Sciences

Nursing-

Education Resource Incorporated test

School of Management and Engineering Technology

Civil Engineering Technology-
30 hour OSHA card
American Concrete Institute (Certification)

Mechanical Engineering Technology-
EPA Section 608 Technician Certification (Type I, II, III and Universal
certification)

Appendix B

Assessment Plan Summaries by School

School of Applied Technology

All departments in the School of Applied Technology have developed and implemented assessment plans. The departments, having identified outcomes to be assessed, use the following strategies:

- Skill Level Testing
- Evaluation of Application Areas to Work (Applied Skills)
- Certification at Both the National and Local Levels
- Placement Rates
- Testing (Other)
- Lab Evaluations
- Lab Sampling Statistics
- Computer-assisted Sampling Collections
- Portfolio Reviews
- Pre- and Post-testing

1) Analyzing Assessment Plans-

a) Each department develops its own assessment plan for each curriculum in the department.

b) Other means of assessment include job placement and transfer statistics, student course evaluation forms, and external review by advisory committee.

c) All curriculums with a published assessment plan have stated specific program objectives the students need to achieve. Curriculums have centered their plans on assessing student work. Departments have stated program objectives and are collecting student work to evaluate.

d) Departments will have an external five-year review.

2) Support and Encouragement of Assessment-

Professional staff is supportive by helping work of assessment.

School of Management and Engineering Technology

1) Analyzing Assessment Plans-

a) Each department develops its own assessment plan for each curriculum in the department.

- b) Most departments will sample student work and assess that work with the use of a committee made up of faculty in the department.
 - i) Curriculum 650 – evaluate existing student work; standing department committee; 60% of students must meet objectives of curriculum. Other means of assessment include job placement and transfer statistics, student course evaluation forms, external review by advisory committee.
 - ii) Curriculums 211, 212, 213, 214, 216, 218, 220, 224, 225 – evaluate student work with respect to one objective selected at the end of the preceding year. 75% of students must meet objectives.
 - iii) Curriculum 331, 600 – evaluation of student work, placement surveys, discussions with industrial advisory committee, job placement and transfer rates.
 - iv) Curriculums 630, 631, 632, 320, 321– collect student work, advisory committee review of curriculum.
 - c) The stage at which the School of Management and Engineering Technology is implementing an assessment plan varies by department. All curriculums with a published assessment plan have stated specific program objectives the students need to achieve. The electrical and application software development curriculums have detailed assessment plans covering a wide range of factors that determine a successful curriculum. Other curriculums have centered their plans on assessing student work. Overall, departments within SMET have stated program objectives and are collecting student work to evaluate.
- 2) Support and Encouragement of Assessment-
- a) The administration within SMET supports assessment through monthly SMET meetings stating best practices (Paul and Moore Architectural Rubric) and overview of TAC/ABET accrediting priorities with respect to assessment.
 - b) Support staff shoulder much of the burden of assessment at the department level.
 - c) Students are supportive of assessment in allowing professors to keep work or return work. Students in Civil Engineering understand that a record of student work is an integral part of accreditation and support these efforts.

School of Arts and Sciences

- 1) Analyzing Assessment Plans-
 - a) Each department develops its own assessment plan for each curriculum in the department.

- b) Most departments will have an external five-year review. For some programs this review is part of their degree accreditation (Health Information Technology and Vet Tech)
 - c) Vet Tech uses Veterinary Technician National Exam
 - d) Student, Alumni, and Employer Surveys were a common assessment tool.
 - e) Some departments use pre- and post-testing (Liberal Arts and Humanities).
 - f) The stage at which the School of Arts and Sciences is implementing an assessment plan varies by department. All curriculums with a published assessment plan listed student objectives and specific ways to assess whether these objectives have been met.
- 2) Support and Encouragement of Assessment-

The plans enjoy support among the faculty; though much of the burden of assessment falls on the departments' support staffs.

Appendix C

Assessment Timeline History at the College

Fall 1997/Spring 1998

SUNY Provost Salins indicates that the assessment of student learning outcomes is a top priority of his efforts to raise academic aspirations and standards. Provost Salins addresses the fall 1997 plenary of the University Faculty Senate, making the case for University-wide assessment in the face of considerable opposition.

In spring of 1998, the Provost revisits the issue and reaches an agreement to establish a Task Force, with Faculty Senate participation.

June 1997

Selected faculty, along with Vice President for Academic Affairs Carol Lucey, attend Asheville (NC) Institute for General Education.

April 1999

Alfred State College General Education Plan with assessment component passes Faculty Senate. Plan is made available (<http://web.alfredstate.edu/facsenate/senateweb.htm>).

September 1999

Provost Salins establishes an Advisory Task Force on the Assessment of Student Learning Outcomes as a broadly representative committee including faculty, the presidents of the University Faculty Senate and the Faculty Council of Community Colleges, senior campus academic leadership and administrative staff, and students from across the University.

Provost Salins charges the committee with the responsibility to make recommendations regarding: “A process for assessing student learning outcomes and intellectual growth in General Education and the Major that will provide the faculty and academic leadership with an important and effective way of improving the quality of undergraduate education, and the University with a coherent and meaningful longitudinal database with which to be accountable to its stakeholders.”

April 2000

The University Faculty Senate unanimously urges the SUNY Assessment Task Force to embrace its principles for undergraduate assessment, including a) that it be “primarily campus-based” and b) that University-wide assessment “be designed to support and complement written campus assessment plans.”

September 2000

The SUNY Assessment Task Force completes its *Report on the Assessment of Student Learning Outcomes*. Provost Salins accepts the Task Force recommendations and issues *Implementation Guidelines* for campus-based assessment of General Education and the Major (with external review), including a description of the process and the timelines.

January 2001

Chancellor King, in response to a University Senate motion of October 2000 reaffirming “its historic support for campus-based assessment and its strenuous opposition to any form of system-wide assessment,” indicates that it his understanding that the April 2000 Senate resolution seemed to share the Task Force view that the SUNY Assessment Initiative should consist of both campus-based and University-wide strategies.

January 2001

Draft of Alfred State College General Education Assessment Plan is reviewed by SUNY GEAR group and rejected. Substantial modifications are requested in almost all areas, and most point to a lack of detail in the original draft.

Campus-wide Alfred State Assessment Committee is formed, convened by Vice President for Student Affairs Dan Neverett.

May 2001

Alfred State Campus-wide Assessment Plan is endorsed by Faculty Senate. Cornerstone of plan is departmental control of the assessment process. Plan is posted on the Web (<http://web.alfredstate.edu/assessment/campusassessplan.htm>).

August 2001

Interim Assessment Coordinator named.

September 2001

University-wide, campus-based assessment of the major begins. At the College, this first stage primarily involves: (1) faculty orientation regarding assessment, (2) a campus-wide dialogue regarding assessment, and (3) the creation of individual academic program assessment plans.

September 2001

Vice President for Academic Affairs John Anderson incorporates “improvement of teaching and learning through outcomes-based assessment” into the College’s *Strategic Plan*.

February 2002

Second draft of General Education Assessment Plan is reviewed by SUNY GEAR group and rejected. The primary reason given for the rejection is that the plan does not include sufficient information about the standards for each SLO (student learning outcome).

July 2002

Chancellor King, in response to a University Senate motion of May 2002 indicating its continued opposition “to any system-wide standardized assessment measures,” indicates that he supports the recommendations of the Task Force. King notes that the recommendations were developed with significant faculty input, including the leadership of both the Senate and the Faculty Council of Community Colleges.

August 2002

University-wide campus-based assessment of General Education begins. Alfred State is among the approximately 45 SUNY campuses without approved assessment plans.

December 2002

All College academic program plans completed except General Education. All plans available (<http://web.alfredstate.edu/assessment/Pick%20a%20school.htm>).

January 2003

ABET-accredited programs submit assessment report to ABET.

Orientation session for new faculty conducted at the College. Session, led by Interim Coordinator of Assessment, offers overviews of both the history of assessment as well as College assessment policy.

February 2003

College Faculty Senate Executive Committee approves plan to insert assessment language into promotion criteria.

March 2003

College Faculty Senate General Education Committee identifies SLOs to be assessed in current semester. Silos identified are Written Communication, Critical Thinking, History and Mathematics.

General Educational plan approved by Alfred State Faculty Senate. Plan is posted on the Web (<http://web.alfredstate.edu/facsenate/senateweb.htm>).

May 2003

Third draft of Alfred State General Education Assessment Plan is reviewed by SUNY GEAR group and rejected. Minor modifications requested include explanation of assignments to be sampled and sampling technique.

April 2003

Alfred State Faculty Senate votes to accept General Education Assessment Plan.

September 2003

General Education Committee revises Alfred State General Education Assessment Plan.

November 2003

Faculty Senate approves revised Alfred State General Education Assessment Plan. The Vice President of Academic Affairs resubmits Plan to SUNY Central for approval.

August 2004

General Education Plan approved by SUNY GEAR.

Chapter 9. Campus Educational Evolution Appendixes

Appendix A

The College's Plan to Increase Student Diversity

In January 2000, the College established the Division of Marketing and Enrollment Management under the Vice President for Administration and Enrollment Management. Admissions, Financial Aid, Recruitment, and Communications were placed within the division, with the Director of Admissions and Enrollment Management reporting directly to the Vice President.

1. The director develops an annual *Admissions Office Operational Plan* (2002-2003) outlining recruitment goals and activities, including recruitment plans for international and minority students. The *Admissions Office Operational Plan* calls for promotional materials, scholarships, student communication, marketing activities and help with applications and student visas.
2. The College's *International Student Brochure*, first developed in 1996, includes information about the College and its programs, College costs and the application process.
3. The College advertises in publications promoting higher education in the U.S. for international students.
4. The College Web site now includes a page for prospective international student, facilitating e-mail communications and applications.
5. Two new scholarships were created for international students, the International Excellence Scholarship and the International Merit Scholarship.
6. An articulation agreement was signed between the College and Human International University in Japan.
7. The *Admissions Office Operational Plan* seeks to identify and recruit the stronger applicants from the inner-cities of Buffalo, Niagara Falls, Rochester, and Syracuse and calls for continued promotion of the College in Metro New York City as well as participation in the "Big Apple College Fair" and the "New York City National Fair." Geographic reality, however, dictates that the emphasis for minority student recruitment is and will continue to be on the cities of Western New York.

Appendix B

Student Diversity

Year %	1998	%	1999	%	2000	%	2001	%	2002	%	2003	%	2004	%
Am. Ind./Native Alaskan Female	6	0	1	0	4	0	7	0	7	0	2	0	5	0
Am. Ind./Native Alaskan Male	11	0	16	1	19	1	18	1	20	1	9	0	15	0
Asian/Pacific Islander Female	7	0	4	0	5	0	8	0	12	0	18	1	24	1
Asian/Pacific Islander Male	20	1	10	0	15	1	24	1	21	1	31	1	43	1
Black non-Hispanic Female	32	1	34	1	30	1	34	1	53	2	65	2	73	2
Black non-Hispanic Male	102	4	101	4	111	4	141	5	109	3	118	3	133	4
Hispanic Female	14	0	8	0	12	0	20	1	30	1	31	1	29	1
Hispanic Male	26	1	45	2	31	1	46	2	49	1	60	2	64	2
Non-resident Alien Female	1	0	1	0	4	0	10	0	19	1	19	1	4	0
Non-resident Alien Male	4	0	4	0	12	0	16	1	27	1	23	1	20	1
White non-Hispanic Female	836	29	789	28	794	29	921	30	997	30	1070	31	1060	30
White non-Hispanic Male	1781	63	1822	64	1698	62	1796	59	1952	59	2025	58	2016	58
Total	2840		2835		2735		3041		3296		3471		3486*	
Percent Female		32		30		31		33		34		35		34

Note. Student Diversity data retrieved from ASC Administrative Database 6/24/03 and Registrar 10/1/03 and 11/22/04.

*Does not include part-time, high school registrants.

Percentages rounded to nearest whole number; because of rounding, column percentages may not sum to 100%.

Appendix C

Faculty Diversity

Year %	1998	%	1999	%	2000	%	2001	%	2002	%	2003	%	2004	%
Black Male	0	0	1	1	2	2	1	1	1	1	1	1	2	1
Nat. Am. Fem.	0	0	0	0	1	1	1	1	1	1	0	0	0	0
Asian/Pac. Is. Male	4	3	4	3	4	3	5	4	5	3	7	5	5	3
Hispanic Male	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Hispanic Female	0	0	0	0	0	0	1	1	2	1	2	1	2	1
Non-resident Alien Male	0	0	0	0	0	0	0	0	0	0	0	0	3	2
White Male	98	75	102	76	95	71	95	72	104	72	102	72	10	72
White Female	28	22	27	20	30	23	28	21	30	21	28	20	30	20
Total	130	100	135	100	133	100	132	100	144	100	141	100	153	100
Total Female	28	22	27	20	31	23	30	23	33	23	30	21	32	21
Total Male	102	78	108	80	102	77	102	77	111	77	111	79	121	79

Note. From Full-Time Faculty Diversity Data, Director of Human Resources, 3/18/03, 02/16/04, and 11/22/04.

Appendix D

Employee and Executive Diversity

Employee Diversity Data

Employee Diversity Data Year %	1998	%	1999	%	2001	%	2002	%	2003	%	2004	%
Black Male	6	1%	5	1%	6	1%	6	1%	8	1%	8	1%
Black Female	5	1%	5	1%	4	1%	4	1%	2	0%	2	0%
Native American Male	1	0%	1	0%	0	0%	1	0%	2	0%	2	0%
Native American Female	1	0%	1	0%	2	0%	2	0%	2	0%	2	0%
Asian/Pacific Islander Male	5	1%	5	1%	7	1%	6	1%	7	1%	8	1%
Asian/Pacific Islander Female	1	0%	1	0%	0	0%	0	0%	1	0%	1	0%
Hispanic Male	1	0%	1	0%	2	0%	2	0%	2	0%	3	0%
Hispanic Female	3	1%	2	0%	3	1%	4	1%	4	1%	4	.5%
White Male	256	51%	272	53%	273	50%	284	51%	279	50%	286	49%
White Female	226	45%	223	43%	249	46%	245	44%	253	45%	271	46%
Female total	235	46%	232	45%	258	47%	255	46%	262	47%	280	47%
Total Employees (Full/Part)	505		516		546		554		560		587	

Note. From Director of Human Resources, 3/8/04 and 1/10/05. Data is for all employees of the College, both part-time and full-time, and includes adjunct instructors. Data for 2000 was not available. Percentages are rounded to the nearest whole number. Because of rounding, column percentages may not sum to 100%.

Executive Diversity Data

Executive Diversity Data Year %	1998	%	1999	%	2001	%	2002	%	2003	%	2004	%
Black Male	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%
Black Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native American Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native American Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pac. Is. Female	0	0%	0	0%	0	0%	0	0%	1	3%	1	3%
Asian/Pac. Is. Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic Female	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic Male	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White Male	15	54%	14	52%	13	45%	12	52%	13	45%	12	39%
White Female	12	43%	13	48%	16	55%	11	48%	15	52%	18	58%
Total	28		27		29		23		29		31	

Note. From Director of Human Resources, 8/5/03, 2/16/04, and 1/10/05. Executives consist of senior administration (President and Vice Presidents), Deans, and those positions classified in the Management Confidential categories. Data for 2000 was not available. Percentages are rounded to the nearest whole number.

Appendix E

Comparison of Programs and Enrollment by School

Comparison of Programs by School

CERTIFICATE, TWO-YEAR, & FOUR-YEAR PROGRAMS BY SCHOOL			
	Fall 1998	Spring 2004	% of CHANGE
SCHOOL OF ARTS AND SCIENCES			
CERTIFICATE & TWO-YEAR PROGRAMS	22	18	-18%
FOUR-YEAR PROGRAMS	0	0	0%
SCHOOL OF MANAGEMENT & ENGINEERING TECHNOLOGY			
CERTIFICATE & TWO-YEAR PROGRAMS	25	22	-12%
FOUR-YEAR PROGRAMS	6	12	100%
SCHOOL OF APPLIED TECHNOLOGY			
CERTIFICATE & TWO-YEAR PROGRAMS	18	21	17%
FOUR-YEAR PROGRAMS	0	0	0%
TOTAL CERTIFICATE & TWO-YEAR PROGRAMS			
	65	61	-6%
TOTAL FOUR-YEAR PROGRAMS			
	6	12	100%

Note. From Office of Records and Institutional Research, 7/1/03. Does not include EOP or programs with “0” enrollment. Percentages rounded to the nearest whole number.

Appendix F

Comparison of Enrollment by School

STUDENT ENROLLMENT/CERTIFICATE & TWO-YEAR VS. FOUR-YEAR PROGRAMS			
	1998/1999 YEAR	2003/2004 YEAR	% of CHANGE
SCHOOL OF ARTS AND SCIENCES			
STUDENTS ENROLLED IN TWO-YEAR & CERTIFICATE PROGRAMS	1447	1747	21%
STUDENTS ENROLLED IN FOUR-YEAR PROGRAMS	0	0	0%
SCHOOL OF MANAGEMENT & ENGINEERING TECH			
STUDENTS ENROLLED IN TWO-YEAR & CERTIFICATE PROGRAMS	1787	1580	-12%
STUDENTS ENROLLED IN FOUR-YEAR PROGRAMS	205	1309	538%
SCHOOL OF APPLIED TECH			
STUDENTS ENROLLED IN TWO-YEAR & CERTIFICATE PROGRAMS	1523	1408	-8%
STUDENTS ENROLLED IN FOUR-YEAR PROGRAMS	0	0	0%
TOTAL STUDENTS ENROLLED IN TWO-YEAR & CERTIFICATE PROGRAMS	4757	4735	-.5%
TOTAL STUDENTS ENROLLED IN FOUR-YEAR PROGRAMS	205	1309	538%

Note. From Office of Records and Institutional Research, 7/1/03, and 3/1/04. Does not include EOP, Continuing Education, or programs with “0” enrollment. Percentages rounded to the nearest whole number.

Appendix G

Library Acquisition Budget (1994-2003)

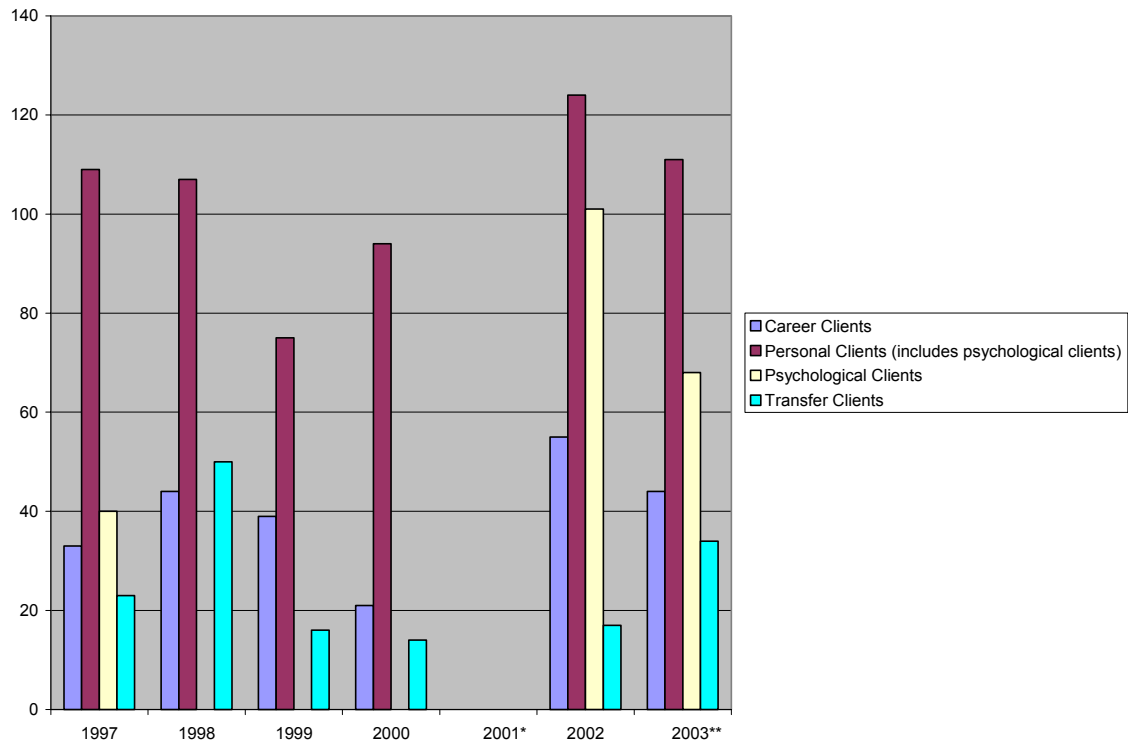
Year	Budget
1994-95	\$114,200
1995-96	\$113,600
1996-97	\$134,550
1997-98	\$134,600
1998-99	\$100,000
1999-2000	\$75,000
2000-01	\$86,800
2001-02	\$91,800
2002-03	\$87,210
2003-04	\$80,057

Note. From Alfred State College, Hinkle Library, Administrative files.

Appendix H

Counseling Services

Six Year Comparison of Counseling Presenting Problems—All Students

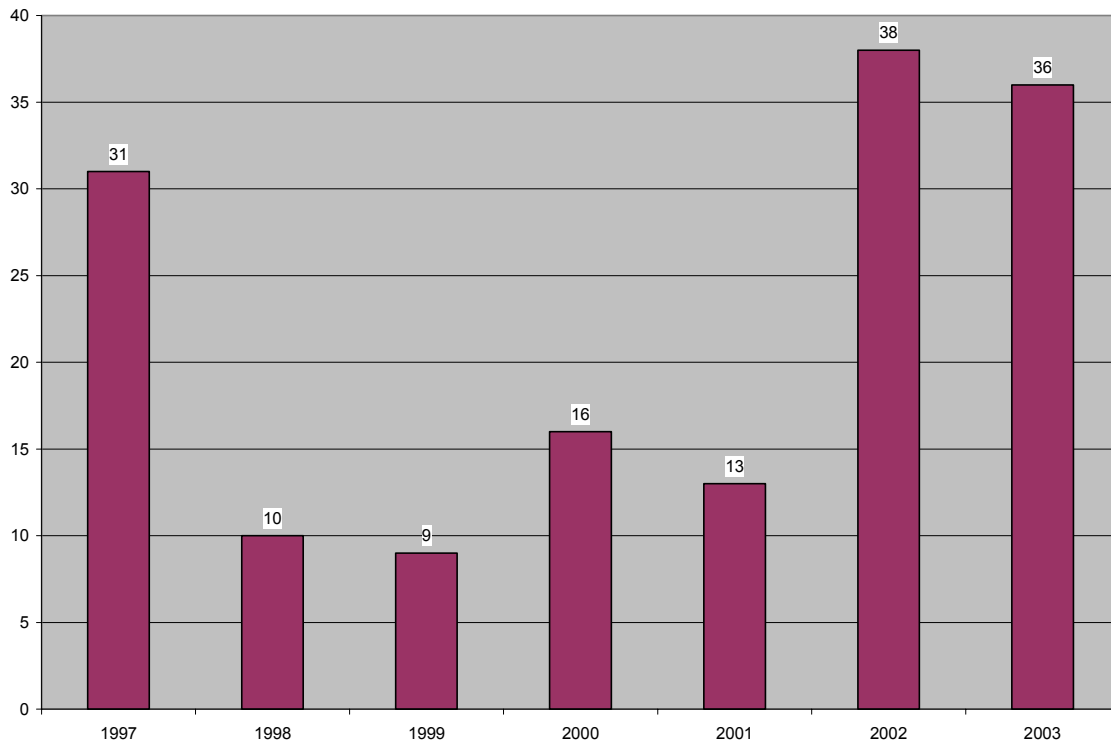


Note. From the Office of Counseling and Career Services data. No data available for 2001. Data for 2003 incomplete; counselor left in mid-semester. Aggregate data for psychological clients indivisible for 1998, 1999, and 2000.

Appendix I

Counseling Services

Seven Year Comparison of Students Taking Medications



Note. From the Office of Counseling and Career Services data. Data for 2003 incomplete; counselor left in mid-semester.

Appendix J

Intra-SUNY Transfer Plan

Committee members: Merry Coburn, Chair; Douglas Barber, Nancy Shearer, and Kandi Geibel.

Alfred State College offers terminal associate degrees, associate transfer degrees, and baccalaureate degrees. Since the College both accepts students as transfers from community colleges into its baccalaureate programs and prepares graduates for transfer to other four-year institutions, this document addresses both “transfer in” and “transfer out.”

Student Advising

Issue: Insure that transfer-in advisement begins prior to first registration.

Status: Admissions counselors refer new transfer students to faculty for advisement, but faculty advising is not available during the summer months.

Recommendations: Department chairs or designated faculty should be compensated to provide summer advisement for incoming transfer students who have been accepted later than the end of the academic calendar year.

Designate an individual who can provide academic advisement for transfer-in students when faculty are unavailable, e.g. during College vacation periods.

Issue: Make it clear to students that AAS programs are designed to prepare them for immediate entry into the workforce.

Status: ASC catalog information is explicit about the nature of AAS programs providing workforce readiness.

AAS programs transfer seamlessly to their respective baccalaureate programs at Alfred State.

Recommendations: Make explicit in the College catalog that Alfred State College’s AAS transfer to its corresponding bachelor program is guaranteed to be a seamless process only at Alfred State and not necessarily at other bachelor degree institutions.

Academic Issues

Issue: Develop common templates for associate programs in disciplines with large number of transfers-in.

Status: ASC is a member of a consortium of engineering science programs that subscribe to a common core of courses for transfers-out to engineering programs.

Appendix K

Testing Accommodation Statistics

Testing Accommodations	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Total number of disabled students on the Alfred campus who used testing accommodations	43	74	64	66	58	77	59
Number of baccalaureate students on Alfred campus who used testing accommodations	8	6	8	10	8	13	14
% of baccalaureate students on the Alfred campus who used testing accommodations	18.6%	8.1%	12.5%	15.2%	13.8%	16.9%	23.7%

Baccalaureate Students with Documented Disabilities/Testing Accommodations

Baccalaureate Students	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Number of students	6	8	10	8	13	14
Number of tests taken	58	71	89	61	111	152

All Students with Documented Disabilities/Testing Accommodations

All Students	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Number of students	50	43	74	64	66	58	77	59
Number of tests	292	239	467	431	462	446	571	465
Tests read	74	54	47	49	65	53	54	30
Hours for tests	350.6	336.6	599.03	566.10	641.87	603.13	730.73	637.93

Note. From the Office of Services for Students with Disabilities, Coordinator of Student Disability Services, 2004.

Appendix L

Course Outlines Reviewed for Student Outcomes Using Bloom's Taxonomy

1	ACCT	1124	Financial Accounting
2	ACCT	2224	Managerial Accounting
3	ACCT	2243	Record Keeping for a Small Business
4	ACCT	3033	Administrative Cost Controls
5	ACCT	3043	Accounting Foundation
6	ACCT	3243	Managerial Finance
7	ACCT	3423	Intermediate Accounting I
8	ACCT	3433	Cost Accounting I
9	ACCT	3453	Tax Accounting I
10	ACCT	4043	Accounting Perspectives
11	ACCT	4523	Intermediate Accounting II
12	ACCT	4533	Cost Accounting II
13	ACCT	4553	Tax Accounting II
14	ACCT	4663	Accounting Systems and Computer Application
15	BSET	5393	Engineering Technology Problem Solving
16	BSET	6023	Semester in Industry
17	BSET	7001	Senior Seminar and Project Design
18	BSET	8003	Senior Technical Projects
19	BTST	5104	Geological Engineering Technology
20	BTST	7104	Land Development and Design
21	BTST	8104	Satellite and Geodetic Surveying
22	BUAD	1103	Keyboarding
23	BUAD	1543	Grammar
24	BUAD	2033	Business Communication
25	BUAD	2203	Introduction to Document Processing
26	BUAD	3043	Business Law I
27	BUAD	3153	Fundamentals of Management
28	BUAD	3304	Intermediate Document Processing
29	BUAD	3603	Ethic and Leadership in Management
30	BUAD	3613	Retirement Planning
31	BUAD	4053	Business Law II
32	BUAD	4133	Investments
33	BUAD	4173	Organizational Behavior
34	BUAD	4193	Risk Management And Insurance
35	BUAD	4203	Personal Finance
36	BUAD	4243	Introduction to Entrepreneurship
37	BUAD	4404	Advanced Document Processing
38	BUAD	4443	Advanced Entrepreneurship
39	BUAD	4503	Introduction to Desktop Publishing
40	BUAD	4703	Management Policies and Issues
41	BUAD	5003	Management Communication
42	BUAD	6103	Human Resources Management
43	BUAD	6203	Principles of Leadership
44	CIAT	1001	Freshman Seminar (FYE)
45	CIAT	1023	Construction Material and Application

46	CIAT	1184	Architectural Graphics
47	CIAT	1303	Architectural History and Theory
48	CIAT	1403	Computer Arts I
49	CIAT	1413	Foundation of Drawing
50	CIAT	2123	Mechanical systems
51	CIAT	2201	Architectural Computer Graphics Application
52	CIAT	2394	Architectural Communication
53	CIAT	2403	Computer Arts II
54	CIAT	2433	Figure Drawing
55	CIAT	3104	Architectural Design Methods
56	CIAT	3304	Commercial Building
57	CIAT	3403	Computer Arts III
58	CIAT	3413	2 D Computer Animation
59	CIAT	3503	Green Design
60	CIAT	4003	Architectural Professional Practice
61	CIAT	4004	Architectural Professional Practices
62	CIAT	4303	Architectural Problems
63	CIAT	4304	Architectural Problems
64	CIAT	4403	Advanced Architect Computer Graphics
65	CIAT	4413	Interactive Authoring
66	CIAT	4414	Computer Arts IV
67	CIAT	4422	Portfolios/Career Preparation
68	CIAT	5303	Architectural History II
69	CIAT	5306	Studio I
70	CIAT	6306	Studio II
71	CIAT	7306	Studio III
72	CIAT	7404	Structural Design II
73	CIAT	8306	Studio IV
74	CISY	1003	Introduction to Microcomputer Application
75	CISY	1013	Problem Solving Approaches for Programming
76	CISY	1023	Introduction to Information Technology
77	CISY	1111	IT Freshman Seminar (FYE)
78	CISY	1113	Introduction to Computer
79	CISY	1123	Introduction to Programming for IT
80	CISY	2023	Designing Integrated Microsoft Office Application
81	CISY	2063	Microcomputer Database
82	CISY	2133	Computer Programming II
83	CISY	2143	Microcomputer Systems I
84	CISY	2153	Database Application and Programming I
85	CISY	3023	Advanced Microcomputer Spreadsheets
86	CISY	3123	Scientific Programming in C and C+
87	CISY	3153	Database Application and Programming II
88	CISY	3223	Introduction to Web Page Development
89	CISY	3233	Human Computer Interaction
90	CISY	3283	Internetworking I
91	CISY	3723	Essential of Information Security
92	CISY	4003	Introduction to Data Structures
93	CISY	4023	Accounting/Computer Information Systems
94	CISY	4033	Networking I

95	CISY	4043	Networking II
96	CISY	4063	System Analysis and Design
97	CISY	4103	Visual Programming and Development
98	CISY	4106	Information Technology Internship
99	CISY	4116	Information Technology Internship
100	CISY	4283	Internetworking II
101	CISY	5203	Network Administration
102	CISY	5303	Web Publishing
103	CISY	5403	Database Concepts
104	CISY	6103	Web Server Administration
105	CISY	6503	Object Oriental Programming
106	CISY	6703	Network Design Concepts
107	CISY	7003	Project Management
108	CISY	7103	Multi-media Computing
109	CISY	7203	Programming for the Web
110	CISY	8303	Software Integration and Interoperability
111	CISY	8403	Web Applications
112	CISY	8503	Applied Database Management
113	CISY	8603	Seminar in Critical Issues in Information Technology
114	CIVL	1011	Civil CAD
115	CIVL	1013	Portland Cement Concrete
116	CIVL	1053	Introduction to Engineering Measurements
117	CIVL	1183	Civil Technology Graphics
118	CIVL	1202	Computer Applications
119	CIVL	1204	Surveying I
120	CIVL	1423	Two Dimensional Design/Color
121	CIVL	2154	Quality Control of construction Materials
122	CIVL	2204	Surveying II
123	CIVL	3204	Legal Aspects and the Practice of Land Surveying
124	CIVL	3214	Control Surveying
125	CIVL	3554	Commercial Building Construction Methods & Practice
126	CIVL	4104	Structural Design
127	CIVL	4113	Environmental Engineering Technology
128	CIVL	4143	Contract Specification and estimating
129	CIVL	4144	Construction Management
130	CIVL	4164	Hydraulics and Drainage
131	CIVL	4204	Subdivision Theory and Application
132	CIVL	4214	Surveying Practicum
133	CIVL	4243	Surveying Computer Application
134	CIVL	4273	Photogrammetry
135	CIVL	4293	Transportation Engineering Technology
136	CIVL	5114	Land Surveying
137	CIVL	5213	Foundations and Concrete Construction
138	CIVL	6104	Analysis and Adjustment of Surveying Measurements
139	CIVL	6123	Mechanical Systems
140	CIVL	6214	Advanced Estimating
141	CIVL	7213	Construction Systems
142	CIVL	7223	Construction Project Planning
143	CIVL	8123	Construction Project Administration

144	CIVL	8223	Construction Law
145	CTRP	1174	Realtime Writing Theory I
146	CTRP	2274	Realtime Writing Theory II
147	CTRP	3163	Court and Realtime Reporting I
148	CTRP	3373	Computer Aided Transcription
149	CTRP	4602	Realtime and Realtime Reporting Internship
150	CTRP	4625	Court and Realtime Reporting II
151	CTRP	4634	Court and Realtime Reporting Procedures
152	CTRP	5365	Court and Realtime Reporting III
153	ECON	1013	Macroeconomics
154	ECON	2023	Microeconomics
155	ELET	1103	Circuit Theory I
156	ELET	1111	Digital Logic Lab
157	ELET	1133	Digital Logic
158	ELET	1143	Electronic Fabrication
159	ELET	1152	Circuit Theory Lab
160	ELET	2103	Electronic Theory I
161	ELET	2111	Circuit Analysis with Visual Basic
162	ELET	2123	Circuit Theory II
163	ELET	2143	Embedded controller Fundamental
164	ELET	2151	Electronic Lab I
165	ELET	3101	Seminar
166	ELET	3144	Embedded Controller Application
167	ELET	3151	Electronic Lab II
168	ELET	3444	Electronic communications I
169	ELET	4154	Microelectronics
170	ELET	5093	C Programming
171	ELET	5224	Advanced Microprocessor Systems
172	ELET	5401	Certification Seminar
173	ELET	5404	Networking Technologies
174	ELET	6224	Switching and Power Electronics
175	ELET	7214	Linear Circuits
176	ELET	7224	Microwave and Fiber Optic Fundamentals
177	ELET	7424	Signal Processing
178	ELET	8224	Communications System
179	ELET	8234	Local Area Network System
180	ENGR	1493	Engineering Computer Fundamentals
181	ENGR	2343	Engineering Computer Application
182	ENGR	3254	Dynamics I
183	FNAT	3513	Visual Foundations of Computer Art
184	FSMA	5003	Investment Planning
185	FSMA	5103	Tax Planning
186	FSMA	6003	Employee Benefit Planning
187	IDIS	7153	Principles of Management
188	MECH	1001	Freshman Year Experience
189	MECH	1004	Mechanical Systems Application
190	MECH	1053	Introduction to Engineering Measurements
191	MECH	1203	Material Science
192	MECH	1343	Computer Problems

193	MECH	1423	Introduction to Solid Manufacturing
194	MECH	1493	Engineering Computer Fundamentals
195	MECH	1502	Graphics
196	MECH	1504	Graphics/CAD
197	MECH	1523	PC/Micro CAD
198	MECH	1533	Computer Application and BASIC
199	MECH	1641	Manufacturing Processes Lab
200	MECH	1643	Manufacturing Processes
201	MECH	2043	CAD/CAM Application
202	MECH	2121	Thermofluid Mechanics Lab
203	MECH	2123	Thermofluid Mechanics
204	MECH	2204	Energy Conversion Systems
205	MECH	2433	Computer Aided Design and Drafting
206	MECH	2501	Mechanics of Material Lab
207	MECH	2503	Materials Sciences
208	MECH	2543	Advanced CAD Applications
209	MECH	3101	CAD/CAM Practicum I
210	MECH	3204	Computer Aided Manufacturing
211	MECH	3224	Mechanical Design Principles
212	MECH	3304	Engine Characteristics Theory
213	MECH	3445	CAD/CAM Technologies
214	MECH	3643	Manufacturing Management
215	MECH	4101	CAD/CAM Practicum II
216	MECH	4104	Air conditioning systems Design
217	MECH	4203	CAD/CAM Facilities Management
218	MECH	4224	Mechanical Systems Design
219	MECH	4333	Advanced CAM/Pro-E Manufacturing
220	MECH	4354	Process Equipment
221	MECH	4423	Robotics
222	MECH	4433	Advanced Solid Modeling
223	MECH	4454	CAD/CAM Application II
224	MECH	4523	Control Systems
225	MECH	5334	Mechanics of Materials
226	MECH	6334	Fluid Mechanics
227	MECH	7114	Applied Thermodynamics
228	MECH	7333	Automation in Manufacturing
229	MECH	7334	Heat Transfer
230	MECH	8323	Design of Machine Elements
231	MECH	8333	Turbomachinery
232	MECH	8334	Theory of Machines
233	MKTG	1033	Advertising Principles
234	MKTG	1063	Salesmanship
235	MKTG	2073	Principle of Marketing
236	MKTG	3153	Web Design and Marketing
237	MKTG	4113	Small Business Management and Operations
238	SPMG	1123	Introduction of Sports Management
239	SPMG	2123	History of Sport
240	SPMG	4002	Sports Management Field Experience
241	SPMG	4123	Sports Facility Management

Appendix M

Bloom's Taxonomy and Application of Bloom's Taxonomy to Identified Courses

Bloom's Taxonomy

- Level 1: Knowledge – students recall specific information (define, identify, list).
- Level 2: Comprehension – students have the lowest level of understanding (describe, explain, interpret).
- Level 3: Application – students apply a rule or principle (apply, compute, demonstrate).
- Level 4: Analysis – students break an idea into component parts and describe the relationships (analyze, categorize, deduct, diagnose).
- Level 5: Synthesis – students put the parts together to form a new whole (construct, create, design, produce).
- Level 6: Evaluation – students make a judgment about materials and methods (appraise, compare, evaluate justify).

Application of Bloom's Taxonomy to Identified Courses

Bloom's level	Lower level courses	Upper level courses
1	292 (32.6%)	88 (22.6%)
2	114 (12.7%)	36 (9.3%)
3	335 (37.5%)	123 (31.5%)
4	46 (5.1%)	38 (9.8%)
5	82 (9.2%)	68 (17.5%)
6	26 (2.9%)	36 (9.3%)

Note. For lower-level courses, 82.8% of the course objectives were from Bloom's lowest 3 levels, and 17.2 % of the courses were from the highest 3 levels. For upper-level courses, 63.4% of the course objectives were from the lowest three levels of Bloom's Taxonomy, and 36.6% were from the highest three levels.