



FREDONIA

STATE UNIVERSITY OF NEW YORK

Academic Affairs Annual Report

2015-2016

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PREFACE

I am pleased to publish the 2015-2016 Academic Affairs Annual Report. This report collates numerous annual reports from various departments, offices, and units within Academic Affairs. It is an impressive summary of the work of our faculty and students in a single academic year to fulfill our mission and goals. I am grateful to everyone who contributed to this document.

As you peruse this document, you will be impressed as I am with the commitment of our faculty and staff to do our best to help our students learn. You will see assessment of student learning outcomes in departments and offices, evidence-based revision of existing academic programs, development of new curriculum in response to changing student demand and societal need, and explorations of new pedagogies and delivery methods to reach a differentiated student body. You will also be impressed with the engagement of our faculty as scholars, researchers, and creative artists and the engagement of our faculty and staff in service to the institution and the broader community and region. The Table of Contents is designed to link you directly to each section of the document, making it easier to focus on an individual area or department. I realize that the size of this annual report may seem excessively long. *Je n'ai fait celle-ci plus longue que parce que je n'ai pas eu le loisir de la faire plus courte.* If I had more time, I would have written a shorter letter, said the philosopher. The same is true for dissertations and annual reports. In the future, we hope to have specific guidelines about how we might publish a more compact and readable annual report from Academic Affairs.

Thank you to everyone in Academic Affairs for your contribution to the success of the 2015-2016 academic year.

Terry Brown
Provost and Vice President of Academic Affairs

College of Education

Christine Givner, Dean

Power of Fredonia

The College of Education had an exciting and productive year in 2015-2016. The most significant unit accomplishment was the successful completion of the national accreditation visit for the College of Education-Professional Education Unit (COE-PEU) in early Fall 2015. The COE-PEU recently had official word that we have received full accreditation for seven years through the Council for the Accreditation of Educator Preparation (CAEP) as the first institution of higher education in the State of New York to meet all five of the 2013 Council for the Accreditation of Educator Preparation Standards. It is also one of the first institutions in the nation to be fully accredited through CAEP, the single specialized accreditor for educator preparation in the United States.

Our CAEP accreditation is a seal of national approval that assures that educator preparation at Fredonia is of the highest quality. This external accountability ensures that Fredonia continues its long history of rigorously preparing the very best teachers and educational leaders. This accreditation also provides a framework in which our educator preparation programs enact a continuous improvement cycle – continually self-assessing and conducting evidence-based analysis of their programs and efficacy

Progress on 2015-2016 Unit Goals

The COE accomplished the following related to its annual unit action plan for 2015-2016:

- We successfully completed our CAEP accreditation visit and received full national accreditation through Fall 2022.
- We fully implemented the new state-mandated admissions requirement beginning Fall 2015, including new admissions procedures and communication protocols and new progress monitoring criteria for all undergraduate and graduate COE-PEU programs.
- We continued to provide ongoing communication, advisement, and support to all of our initial certification program candidates related to transitioning to the new NYSTCE exams being required during the 2015-2016 academic year.

- We continued to implement the edTPA corrective action plan to increase our graduates' submission rate and pass rate for the edTPA teacher certification exam.
 - Overall PEU edTPA pass rate increased from 64% (2014-2015) to 81% (2015-2016).
- We continued our collaborative Seneca Language certification program planning group with the Seneca Nation, local school districts, and relevant Fredonia faculty.
- We expanded International Education/Study Abroad opportunities for COE-PEU teacher education students.

Curricular Changes

Concentration Reduction Initiative:

The Concentration Reduction Task Force in the COE worked the entire academic year to reduce the number of concentrations for the four initial certification programs (EC, EC-CE, CIE, EC) from ten to five as part of the Academic Affairs Program Array initiatives.

Technology Innovation:

The COE implemented the use of iPads in EDU 295, *Introduction to Assessment* and purchased an additional classroom set for a total of two cases each of 15 iPads to introduce candidates to how to use these for assessment of their P-12 pupils.

Enrollment Planning

The COE-PEU continued to implement and revise our strategic enrollment management (SEM) plans as part of our action plan implementation. The following are a few of the activities that were enacted during the 2015-2016 academic year.

During the 2015-2016 academic year, the COE department chairs and the Coordinator of Office of Student Services (OSS) participated in all scheduled University-wide Open Houses. The COE team presented pertinent information concerning our educator preparation programs to all groups of interested prospective students. The COE collaborated with the Admissions Office in marketing initiatives to actively encourage education applicants to SUNY Fredonia to decide on Fredonia and pay their deposits.

The COE developed new recruitment flyers for the following graduate programs: MA in Language & Learning, School Building/District Leadership, and the Bilingual CAS.

Undergraduate Degree Maps, Side 2 was created and printed for each initial certification program to share with prospective students to clearly define the courses needed to degree completion.

The COE continues to expand and revise its website to more effectively communicate with our prospective, current, and past student constituents. This year we transferred all of our web pages from Omni Update to DRUPAL. This was a major endeavor by the entire COE leadership team!

The COE leadership team met with the Admissions and Public Relations personnel to revise and update our recruitment action plan that reflects the new state adopted admissions requirements and that will allow us to grow the COE-PEU student enrollment.

Assessment

As described previously, the COE-PEU successfully completed its national accreditation visit and received full CAEP accreditation through Fall 2022. In order to prepare for this national accreditation review, it was necessary to fully describe our quality assurance system in order to demonstrate our use of data informed decision making for continuous improvement.

Unit's Top Goals for 2016-2017

- Develop and implement program and unit level action plans that integrate appropriate goals, strategies, and tactics from the university's strategic enrollment management plan.
- Program Credit Reduction: Initiate and complete the Program Credit Reduction proposals for EC-CE, CIE, and EC programs — design and complete internal and external curriculum approval process.
- Concentration Reduction Initiative: Complete the internal and external curriculum approval process for the new five concentrations and removal of the previous ten concentrations. Also, develop/revise the operational procedures and materials

for the implementation of the new concentrations.

- Develop and implement the Continuous Improvement Plan for our only accreditation AFI (Area for Improvement) —CAEP Standard 5.5.
- Implementation of new CAEP Advanced Standards across all PEU graduate programs
 - Continue to ensure comprehensive implementation of undergraduate and graduate teacher education assessment system and progress monitoring across all 29 programs.
 - Initiate the strategic automation of the Quality Assurance System, working in close coordination with ITS programming staff.
 - Continue the Mental Health Counseling Program Development:
 - Continue the Sino (Fujian University)-Fredonia Collaborative Early Childhood Education Program initiative Development.
 - Full implementation of the edTPA Corrective Action Plan to ensure an overall institutional edTPA pass rate of 85%.
 - Actively pursue potential donors and scholarships for COE initiatives with Office of Advancement.

College of Education

Curriculum & Instruction

Submitted by Robert L. Dahlgren

Power of Fredonia:

The College of Education conducted a successful Council for the Accreditation of Educator Preparation (CAEP) accreditation visit in September 2015. In the aftermath of this visit, the Department of Curriculum has initiated a number of curricular revisions and innovations in its undergraduate programs.

1. In Fall 2015, the department chair – Dr. Robert Dahlgren – led a task force that developed a proposal for a new Minor program in Education. This proposal was approved by both College of Education departments and by the Professional Education Council (PEC). The proposal was not approved by the Academic Affairs Committee.
2. In Spring 2016, the department chair – Dr. Robert Dahlgren – led a task force that developed a proposal to reduce our College of Education concentration areas from the current 10 to five – Fine Arts and Humanities, Mathematics, Science, Social Science and World Languages. Task force members met with department chairs to get their input. A final proposal was approved by the Task Force in May 2016 and will be proposed to academic departments in Fall 2016.

Progress on last year's goals:

1. Full CAEP accreditation and national recognition of undergraduate and graduate programs gained in May 2016.
2. Meetings held between Chair and OFE to craft language syllabi; email sent to instructors with recommended language.
3. Four full-time faculty members recruited to teach Methods courses in Fall 2015.
4. Sections of required courses (e.g., EDU 105) reduced to 2 in AY 2015/2016.
5. Monthly meetings held with program coordinators in order to facilitate more consistent communication across the programs.
6. COE candidates (undergraduate and graduate) participated in OSCAR events.
7. Regular meetings between Chair and OFE in order to refine the placement process.
8. Undergraduate and graduate admissions criteria revised and implemented in AY 2015/2016.

9. 72 new undergraduate and 12 new graduate students recruited.
10. Severing EDU 305/313 and EDU 355/356 implemented in AY 2015/2016.
11. NDA for edTPA information distributed throughout EDU 105 sections; new EDU 416 course coordinator identified.
12. Contingent faculty observed by Chair in Fall 2015 and Spring 2016 semesters.
13. Full-time lecturers in Early Childhood Education (Dawn Cross) and Special Education (Jessica Gugino) retained for AY 2016/2017.
14. One faculty member (Dr. Guangyu Tan) promoted to Associate Professor.

Curricular changes:

Course revisions included:

1. A new field experience course for EDU 355 – Assessment and Instruction of Students with Disabilities: EDU 356 was first offered in Fall 2015. Dr. Laura Geraci has been conducting EDU 356 at a local BOCES center.
2. As a result of decreasing enrollments, the department has become more intentional about offering fewer sections of required courses through stronger advisement efforts.
3. The number of sections of some courses offered for 2015/2016 were reduced. (2 sections/year of CIE sections of EDU 305/313, instead of 3 in previous years, for example).
4. Due to new state mandates, candidates beginning with the Fall 2015 semester are now required to have a 3.0 GPA in order to enroll, to remain, and to complete teacher education programs within the COE.

Enrollment planning:

As department chair, Dr. Robert Dahlgren attended several Open Houses for both prospective and accepted students. Our programs offering multiple certifications (EC/CH and CIE) continue to be especially attractive to those attending Open Houses. Dr. Ana Maria supplemented Dr. Dahlgren's efforts when he was away on conference duty. The department chair attended group advisement sessions for both undergraduate and graduate students in Fall 2015 and Spring 2016 semesters. When students attend undergraduate group advisement sessions, a notation is made on advisement folders. Students who did not attend individual advisement sessions for course selection were sent reminders. Letters were sent to some accepted students from current students.

Assessment:

In an on-going effort to improve candidate performance on the new NYS edTPA performance assessment for teacher candidates, the three undergraduate program coordinators implemented an eight-point edTPA Corrective Action Plan in AY 2015/2016. As a result, the College of Education now has a 71% pass rate. An updated Corrective Action Plan has been developed for AY 2016/2017.

All programs within the department were assessed in AY 2015-2016, as part of our on-going assessment for CAEP accreditation purposes. In each of our required early field based courses in our undergraduate programs, students are required to submit a teacher work sample based on the NYS edTPA assessment. The results of these assessments are archived in the CAEP documents room and on our Google site. In our graduate program, students are required to submit portfolios in Technology Integration and Cultural Responsiveness, as required by CAEP accreditation. These assessments support the Baccalaureate goals that our candidates are “skilled,” “connected,” “creative” and “responsible.”

All assessments submitted by undergraduate and graduate students in Department of Curriculum & Instruction programs are assessed by qualified faculty members in each course. The department has established metrics based on and aligned with the intended learning outcomes developed professional associations in a variety of disciplines.

All students enrolled in early field based courses and student teaching in the College of Education were assessed on their teacher work sample and edTPA portfolios using the metrics developed and aligned with the standards produced by professional associations in each discipline.

The results of the assessments referenced above indicate that candidates in the department’s various programs are performing well. We do not anticipate any changes in assessment procedures in AY 2016-2017.

There are no general education courses administered by the Department of Curriculum & Instruction.

1. Provide support for increased admission and program requirements for incoming teacher candidates.
2. Implementation of new admissions requirements (e.g., 3.0 GPA for undergraduate candidates; GRE submission for graduate candidates).
3. Provide support for candidates for Dignity for All Students (DASA) federal requirement.
4. Provide on-going support to undergraduate candidates for edTPA submissions.
5. Embedded materials for Childhood Education Task 4 – Mathematics in EDU 402 – Teaching Mathematics in Inclusive Education sections.

Unit's top goals for next academic year:

1. Revise strategic enrollment plan in order to involve more department faculty.
2. Department faculty invited to participate in Open House sessions.
3. Gain approval for new proposal to revise and realign COE concentration areas.
4. Curriculum mapping and revision of undergraduate programs in order to conform to new NYS requirements (e.g., 126 credit limit).
5. Continue to refine graduate program offerings in order to accommodate smaller cohort of graduate students.
6. Development new graduate programs that can build on existing programs and offer prospective students new opportunities (e.g., non-certification programs).

Other:

College of Education

Educational Leadership Program

Submitted by Janeil C. Rey and Charles L. Stoddart

Power of Fredonia:

- **Learning Community:** Offered ten 3-credit hour courses in Educational Leadership and one 3-credit independent study for a total of 103 students X 3 credit hours = 309 student hours generated. Students learned about educational leadership from multiple perspectives, produced authentic assessments of their learning, engaged in group projects, held intense course discussions and prepared for their future careers as school leaders
- **Engaged Community:** Participated in two Call to Leadership programs. Attended meetings of the Far West Council of Superintendents. Supervised the administrative internships and field projects of educational leadership candidates in both school building and school district leadership in school settings across our region. Dr. Stoddart presented on School Board and Superintendent Relations to the Superintendents of Erie 2 BOCES and presented on the topic of quality music and arts programs in the public schools as part of the Buffalo Philharmonic Education Program.
- **Sustainable community:** Increased enrollment in the CAS program significantly. Developed program brochure which was sent to 27 regional superintendents.
- **Global community:** Dr. Rey a faculty member of the program was involved in study abroad and the hosting of international students and their placements in local schools and visits to the surrounding communities.

Progress on last year's goals:

Our main goals last year were to increase enrollment, pass CAEP accreditation, and address the criteria of Lead Evaluator in EDU 616: Supervision I. All of these goals were accomplished.

Curricular changes:

We included addressing the criteria of LEAD evaluator in EDU 616: Supervision I. Additionally we were able to pilot synchronous distant learning in EDU 662 by bringing students virtually into the class through Google Hangouts in Thompson E335. This positions us to move to offering courses to candidates outside our region through virtual classrooms as well as online learning. Dr. Rey completed the training for teaching on line and taught EDU 624 for the first time as an online course.

Enrollment planning:

- Developed a program brochure.
- Sent packets to the regional Superintendents including the brochure, which outlined the program.
- Attended two Call to Leadership presentations designed to encourage teachers to enroll in school leadership programs.
- Contacted students who had not finished and not continued the program to reenroll. Two students did return and finished their certificate
- Contact all SBL graduates who were eligible to enroll in the SDL program to encourage their enrollment.
- Have responded by email and phone to potential candidates considering the program and notably to candidates who were accepted, but all encountered difficulty in registering. We were with the Grad studies office to enroll students.

Assessment:

Our students have a 100% passing rate on the NYSED state exam for school building leader, school district leaders, and Educating All Students test. We have been consistently responsive to changes in NYSED requirements, addressing these in our course work.

Students were assessed using the assessments approved by the CAEP accreditation review. These can be uploaded for your review. Our students are post masters degree candidates preparing for advanced professional certification, so their program outcomes are not aligned with the Baccalaureate Goals.

Student learning was assessed using the CAEP approved assessments for the SBL and SDL programs.

The assessment rubrics are included in the descriptions of the assessments. All students met the assessment criteria and earned course grades between B+ and A.

Because students indicate that the assessments are authentic and prepare them well for the job search, we do not intend to change the assessments. The course work changes primarily based on changes to expectations of school leaders enacted through NYSED mandates and state and federal legislation.

As a Certificate of Advanced Study Program for advanced professional certification, our program does not address general education courses or categories.

We plan to continue to use the assessments approved through the accreditation process as noted above.

Unit's top goals for next academic year:

Increase enrollment.

Investigate shared course offerings with other SUNY institutions.

Keep the program open and accepting students to fulfill the regional need for effective and committed school leaders.

Other:

On May 6, Dr. Stoddart and Dr. Rey were informed by the department chair, Dr. Bird that the school leadership program would be closing. On May 9, Dr. Stoddart spoke informally with the Dean about the program and later that day requested by email to Dean Givner a meeting with the Chair, Dean, Assoc. Provost, and Provost to discuss this issue. The Dean responded that the meeting would be scheduled, but not for two weeks as the Provost was out of town. On May 13, Dr. Rey spoke informally with the Dean about the program closing and was told that the decision had not been made. This was in direct contradiction of what the program coordinators had been told by the Chair a week before. On approximately, May 18, Dr. Bird told Drs. Stoddart and Rey that their schedules, which had been changed to accommodate the projected closing of the program, were to revert back to the schedule they were originally sent in March. Dr. Bird indicated she did not know if the program would continue or be suspended, who would make that decision, when the decision would be made or on what criteria it would be made. Both the Chair and the coordinators expressed frustration at the lack of clarity on this issue. To date, a meeting has not been scheduled and no further information about the future of this program has been shared.

College of Education

Graduate Literacy

Submitted by Susan Sturm

Power of Fredonia:

Learning: In May 2016, the first cohort of Literacy candidates graduated from the Birth-Grade12 program. All graduate Literacy courses have been updated and aligned to IRA and CAEP standards in both the course ILOs and the major assignments. Students presented at the Science & Literacy Conference, the Student Research and Creativity Exposition, and the Chautauqua County Reading Council Annual Meeting.

Engaged: All students in the Literacy programs completed 25-hour practicum placements, 2 placements for the Grades 5-12 program, and 4 placements for B-12 program. These placements have had candidates working one-on-one with struggling readers and writers in local schools. Strong partnerships with school administrators, reading specialists, and classroom teachers have grown as a result.

Sustainable: Much effort has gone into recruitment. The program coordinator attended multiple events in and out of the COE to recruit new students. A total of 15 students are enrolled for 2016-2017, an increase from the previous year. To retain students, graduate advisement was moved online, giving both candidate and advisor access to an individualized course plan at all times. Personalized advisement was held with every candidate.

Global: Discussions have occurred about a new non-certification Literacy program that would target international applicants and those who want to know more about literacy without obtaining NYS Reading Certification, potentially in the growing area of adult literacy.

Progress on last year's goals:

Review data from first year of B-12 graduate literacy program and make changes

Progress: All IRA SPA assessments have been revised based on SPA Review data and all 8 candidates graduating in Spring 2016 completed a digital portfolio of assessments; all literacy course syllabi have been updated and aligned to IRA and CAEP standards in course ILOs & assignments

Increase the number of applicants

Progress: Much effort has gone into recruitment. See full SEM Plan submitted to COE

Greater public exposure of Candidates

Progress: Candidates involved in experiences and events (both in and outside of class) that build their Diversity Awareness and Literacy Coaching; Literacy candidates presented at the Science & Literacy Conference on campus, as well as the OSCAR Exposition and the CCRC Annual Meeting

Increased input from all faculty on curriculum development and implementation of programs

Progress: Faculty have met throughout the year to discuss continued revisions to B-12 program and course syllabi

Two more tenure-track faculty to fill all open lines

Progress: Request to approve a search in 2017-18 for a new tenure-track Assistant Professor to start Fall 2018 has been made

Professional development for all contingent faculty

Progress: Contingent faculty were trained on standard-aligned rubric structure, CCSS, and edTPA lesson plan format; program coordinator taught edTPA workshops in undergraduate literacy methods courses taught by contingent faculty in Fall 2015

Curricular changes:

This year the first cohort of students in the Birth to Grade 12 Graduate Literacy Program graduated. All graduate Literacy courses have been updated and aligned to IRA and CAEP standards in both the course ILOs and the major assignments. The IRA SPA assessments were revised based on SPA Review data and all 8 candidates graduating in Spring 2016 completed and submitted a digital portfolio of the required assessments.

Candidates' feedback helped the Chair of the Department and Program Coordinator to reconsider the curriculum sequence of the first year of Literacy courses. In 2016-17, Candidates in the first year of the B-12 program will take only one practicum course in Spring, EDU 583 Literacy Interventionist Practicum I. EDU 576, Literacy Practicum for All Students will no longer be a co-requisite with EDU 579 Social Foundations, and will instead be taken during Fall 2017, the Candidates' third semester in the program. The intent is to run EDU 613 with EDU 576 so that the 50 hours of concurrent field experiences take place in Fall rather than Spring, which tends to be a difficult time to maintain a consistent schedule (Spring breaks, State testing, poor weather conditions). Likewise, this change will require Candidates to complete only 25 hours in their first semester in the field rather than 50 hours.

Enrollment planning:

See full SEM plan submitted to COE for more detailed descriptions. The program coordinator attended multiple events in and out of the College of Education to recruit new students, including Fredonia's Graduate Fair and both the Fall and Spring Professional Development Seminar for student teachers. Two graduate Literacy

students were part of a panel of speakers at a Post-Undergraduate Preparation Club event in April about applying to graduate school, and two more spoke at a Literacy Open House that was held in the Fall in conjunction with the Office of Graduate Studies. The program coordinator spoke in the Literacy methods and Classroom Management classes, and held multiple in-person and phone appointments with many potential new students, taking time to answer questions and describe the program in detail. Select students from the undergraduate Literacy methods courses were contacted personally and invited to apply to the program.

For program retention, graduate advisement was moved to GoogleSheets this year, giving both the candidate and the academic advisor access to an individualized course plan at all time. This made possible virtual or telephone advisement, which accommodated commuter students. Personalized advisement sessions were held with every candidate, during which a detailed course plan was designed and discussed.

Assessment:

Candidate progress was monitored using the Assessment Plan and Transition Grid which tracks Candidates' performance in courses to ensure their successful completion of the program using faculty pre-determined rubrics and measures consistent with ILA and CAEP Standards and with NYSED program and certification requirements.

This year, the SPA assessments for the B-12 Program were revised and updated to align to CAEP and ILA standards. The final 3 Assessments (6, 7, & 8) were compiled into an electronic portfolio that was submitted via GoogleDrive to the Program Coordinator by each Candidate at the end of the program. Candidates were asked to reflect upon their portfolio during their exit interview. The following list contains descriptions of the revised and updated Assessments for the Literacy Programs, based on previous feedback:

Assessment #1: Content Specialty Test in Literacy (NYS-CST Literacy)

Assessment #2: Program Content (Thesis Proposal)

Assessment #3: Instruction Planning (Practicum Intervention Plans)

Assessment #4: Practicum Experience (Practicum Course Grading Rubrics)

Assessment #5: Case Study (Case Study Assignment in EDU 613)

Assessment #6: Literacy Coaching Portfolio (ePortfolio submitted at end of program)

Assessment #7: Diversity Notebook (eNotebook submitted at end of program)

Assessment #8: Literacy Program Leaders Portfolio (ePortfolio submitted at end of program)

Discipline-Specific Work:

Candidates were assessed through the completion of a Master's Thesis Proposal, and through the sequence of two, 25-hour Practicum courses.

Research & Creative Activities:

Candidates were assessed through the completion of a Master's Thesis or Project and a presentation of their research to professionals in the field.

Interdisciplinary Collaboration:

Candidates were assessed through the completion of the Literacy in the Content Areas course.

Experiential Learning:

Candidates were assessed through the completion of a sequence of two, 25-hour Practicum courses and through the IRA-SPA Assessment Literacy Coaching Portfolio that was submitted and presented to the Program Coordinator during the Candidates' exit interviews.

Professionalism and Ethics:

Candidates were assessed through the completion of coaching, diversity, and literacy program leadership experiences. Embedded into the coursework were experiences to interact with school leaders, classroom teachers, and parents in a professional manner.

International Awareness and Engagement:

Candidates completed courses that lead to a global awareness of issues in literacy and the approaches educators can take to teaching reading and writing to diverse learners.

Critical Citizenship and Applied Learning:

Candidates were assessed through completion of the Practicum courses where they applied theories and models learned in the classroom in a real-world setting.

Discipline-Specific Work:

Assessed by the International Reading Association (IRA) SPA Assessment #2: Program Content, IRA SPA Assessment #3: Instruction Planning, and IRA SPA Assessment #4: Practicum Experience

Research & Creative Activities:

Assessed by the successful completion (B or higher) of EDU 659 Master's Thesis/Project in Literacy and IRA SPA Assessment #6: Literacy Coaching Portfolio

Interdisciplinary Collaboration:

Assessed by the completion of EDU 633 Literacy in the Content Areas. IRA standards-aligned rubrics were used to grade all assignments in EDU 633

Experiential Learning:

Assessed by successful completion (B or higher) of the Literacy Practicum courses, and IRA SPA Assessment #6: Literacy Coaching Portfolio

Professionalism and Ethics:

Assessed by the successful completion and presentation of the IRA SPA Assessment #6: Literacy Coaching Portfolio, Assessment #7: Diversity Notebook, and Assessment #8: Literacy Program Leaders Portfolio

International Awareness and Engagement:

Assessed by successful completion of EDU 579 Social Foundations of Literacy, EDU 627 Multicultural Children's Literature and Technology, and EDU 637 Psychological Foundations of Literacy and IRA SPA Assessment #7: Diversity Notebook

Critical Citizenship and Applied Learning:

Assessed by IRA SPA Assessment #3: Instruction Planning, and IRA SPA Assessment #4: Practicum Experience

Summary of the outcome of the IRA-SPA assessments for grad Literacy, 2015-2016:

Assessment #1: (Unknown #) Candidates taking Content Specialty Test in Literacy; (Unknown #) Candidates passing Content Specialty Test in Literacy

Assessment #2: 9 Candidates in EDU 651 in Fall 2015; 8/9 rating Acceptable to Target on Program Content Assessment; 1 rating Unacceptable (Candidate did not complete course by end of semester)

Assessment #3: 0 Candidates enrolled in EDU 583 during 2015-2016

Assessment #4: 11 Candidates in EDU 613 in Fall 2015; 11/11 rating Acceptable to Target on Practicum Experience

Assessment #5: 11 Candidates in EDU 613 in Fall 2015; 11/11 rating Acceptable to Target on Case Study Assessment

Assessment #6: 8 Candidates submitted Literacy Coaching Portfolio Spring 2016; 8/8 Candidates rating Acceptable or Target

Assessment #7: 8 Candidates submitted Diversity Notebook in Spring 2016; 8/8 Candidates rating Acceptable or Target

Assessment #8: 8 Candidates submitted Literacy Program Leader Portfolio Spring 2016; 8/8 Candidates rating Acceptable or Target

The Revised B-12 IRA SPA Assessments are suitable for the "grandfathered" Candidates and for the first B-12 cohort. However, Assessments 6, 7 and 8 will need to be furthered revised in order to reflect more accurately the type of activities actually

conducted in the field-based practicum, including increasing actual coaching and program leading opportunities for Candidates. Additionally, in 2016-2017, increased efforts will be made to improve the graduate Literacy programs in the areas of Interdisciplinary Collaboration and Critical Citizenship.

Gen. Ed. not applicable. Intentional efforts were made toward the COE's Continuous Improvement Plan, particularly in the areas of candidate recruitment and retention, curriculum review, and faculty recruitment. Though the search for a new tenure-track Literacy faculty did not result in the hiring of new faculty, it enabled the faculty to develop a succinct picture of the role and responsibilities of the needed tenure-track faculty, as well as the current role of contingent faculty. Effectiveness of efforts in these areas were examined by reviewing the work of all faculty, contingent and tenure-track, at both the undergraduate and graduate levels. At the undergraduate level, the goal of improving support in teacher certification, particularly for the edTPA, was addressed. All contingent faculty were trained on how to implement the newly revised edTPA lesson plan template for Elementary Education, and the Program Coordinator visited the Literacy methods courses to teach an edTPA workshop. A new edTPA lesson plan template for Early Childhood Education has been developed and will be used in EDU 405 beginning Fall 2016. At the graduate level, intervention and support was provided for two students who were struggling with program completion. Personalized advisement was provided to all students, often involving course plan development for students who attend part-time.

Revisions of the eight IRA-SPA Assessments noted above will continue in order to incorporate the stated goals and learning outcomes for Graduate Literacy, as well as to further refine how Candidates are assessed on their ability to meet the professional standards of the field of Literacy. All Literacy Candidates will continue to be assessed according to the IRA-aligned grading rubrics that can be found in each course syllabus.

Unit's top goals for next academic year:

- 1) Work to increase enrollment by continuing to promote the B-12 and Grades 5-12 Literacy programs
- 2) Continue to petition the Chair and Dean for approval to search for at least one new hire to replace former Literacy faculty
- 3) Continue to have Literacy Candidates involved in experiences and events (both in and outside of class) that build their Diversity Awareness and Literacy Coaching
- 4) Increase awareness of all potential applicants to the changes to the application process (GRE scores, etc.)
- 5) Incorporate new research from Literacy field into courses (New Literacies, emerging educational technology, new research-based strategies for reading and writing instruction)

5) Continue to develop strong working relationships with local K-12 schools for site-based practicum partnerships

6) Remain actively involved in any undergraduate teacher-preparation curriculum discussions involving any literacy undergraduate courses

7) Encourage literacy faculty and contingent faculty to participate in training and workshops related to teacher preparation issues, including edTPA and Common Core

Other:

College of Education

Language, Learning, and Leadership

Submitted by Cindy M Bird

Power of Fredonia:

Unit has maintained a high retention rate and a high graduation rate, and tried to be global by recruiting international students.

Progress on last year's goals:

I do not have last year's report, but whatever the goals were, this department's progress toward achieving those goals was steadfast and determined because that's the type of department we are.

Curricular changes:

Department added 2 new programs to capture a previously identified target market.

Enrollment planning:

Efforts are increased faculty involvement in the process.

Assessment:

What assessment results would those be? Assessment of student learning outcomes? Assessment of meeting Unit standards? of meeting accreditation standards? Assessment of student perceptions of faculty (i.e. Course Evaluations)? Perhaps a more telling question might be, which assessment data from the previous academic year did your academic unit use as a basis for unit change this academic year, and what were those specific changes?

The five degree programs in my department are all graduate degrees and therefore not related to Baccalaureate Goals. These programs were previously assessed by completion of Specialized Professional Area (SPA) Standards, and each Program achieved national recognition. The student learning outcomes (SLOs) assessed in 2015-16 were those designed specifically for each course and based on SPA and NY State Standards.

It was assessed through collection of performance-based data and measured against carefully and thoughtfully designed rubrics.

Results were that all students reached the required benchmark B grade for all core courses.

Loop closed through faculty review of the assessment data and determining whether any modifications in the programs should be made. Because these programs have all achieved national recognition in their Specialized Professional Areas (SPA), no immediate changes are planned.

None.

Same as for 2015-16.

Unit's top goals for next academic year:

Goals are increased enrollment through recruitment and improved faculty morale.

Other:

The Department of Language, Learning and Leadership is an amazing groups of faculty who strive with all effort to comply with whatever various and assorted requirements come from Academic Affairs and its affiliates.

College of Education

MSEd. Curriculum & Instruction

Submitted by Ana Maria Klein

Power of Fredonia:

Our program has added courses that lead to global understandings these are indicated as "Issues Trends & Research" where we offer courses in understanding Autism Spectrum disorders, Spanish culture and language for teachers, studies of educational problems, philosophy, etc. We have also introduced courses that explore our environment and its sustainability. We have also added summer offerings that are interesting, important and amenable to students' time-tables.

Progress on last year's goals:

Our main goal was to continue growing our program, which we have done. We also wanted to streamline course offerings ensuring the sequence of inclusion courses (508.514.529,530) was offered fall/spring semesters without interruption to students banking on a two-year program plan. We also ensured that our adolescent education course-takers had enough courses to support their areas of concentration (math, social studies, literacy). As well, we continued offering group advisement with one-on-one support to students seeking advice.

Curricular changes:

Our curricular design has been aligned with the general education program at the under-graduate level. Our program was re-registered in 2010 and we continue to follow that design. As well, we worked closely with all departments and instructors to sustain our CAEP responsibilities.

Enrollment planning:

We have participated in ongoing group advisement (fall and spring) we have attended recruitment events off campus (Rochester & Niagara Falls) we have re-surfaced "dead files" of students and contacted them with our program flyers. We have also visited sophomore, junior and senior group advisement sessions to promote our program. We have worked diligently one-on one with students providing feedback and information to retain them within our program.

Assessment:

We work with state-mandated constructs that are not negotiable. We are also aligned with our re-registered program and with our CAEP commitments.

At the graduate level, again, we work with our CAEP accreditation and state-mandated commitments.

Graduating students are assessed in cultural responsiveness and technology integration through an exit portfolio that is a graduation requirement. Student work is evaluated via a CAEP approved rubric.

We assess all of our students when they take EDU 570, a research methods course that is assessed via a CAEP-approved rubric.

We are working on such a plan.

We assess student growth using a CAEP approved rubric for EDU 570, a research methods course that all students are required to take.

We plan to continue using said rubric for EDU 570.

Unit's top goals for next academic year:

Our program goals are to continue to satisfy CAEP requirements and state-mandated commitments.

Other:

College of Education

Office of Field Experience

Submitted by Ann Marie Loughlin

Power of Fredonia

Worked with University of Plymouth, England; University of Sunshine Coast, Australia; Puebla Mexico; and Aldine District in Houston, Texas for student teaching placements.

Engagement with the community- Percent of high need Student Teaching placements, based on 45% free/reduced lunch.

80 % Adolescence + MAT

64% Childhood

66% Childhood Inclusive

56% Early Childhood

73% Early Childhood/Childhood

50% Music

65% Speech

84% TESOL

In 2015-2016, 398 teacher candidates in early field experience courses provided more than 11,000 hours of time to 17 school districts.

Progress on last year's goals:

2015-2016 Annual Goals:

Database Maintenance & Improvements

Included EDU 221, 215 and 356 placement data for Student Placement Profile spreadsheet

Early Field Experiences &: Student Teaching

Improved early field experience use of File Maker Pro

Created Observation Rubric specific to special education for EDU 356

Revised Observation Rubric for EDU 221

Increased number of Fredonia-Hamburg participants

Office of Field Experiences

Completed Graduate Assistant Handbook related to OFE

Redistributed duties among staff and graduate students to assist during Assistant Director's maternity leave.

Partnerships & Communication with the Schools

Sustaining C-TEN partnerships

Semester Partnership Newsletter featuring different schools.

Candidate Enrichment

Continued Topics in Education workshops

Program Improvements

Worked on Education Minor committee

Worked on committee to reduce the number of concentrations.

Salary Increase for College Supervisors:

Supervisors have received \$200 per student placement since before 1996. We are the cheapest SUNY campus

Unfulfilled goals

Due to maternity leave of Assistant Director we did not create EDU 356 rubric, organize Topics in Ed, create OFE newsletter featuring partnership with schools.

The following goal was not met. They are not under OFE's control:

Increase salary for college supervisors.

Organizational structure:

My Assistant Director was unable to do field observations in the fall due to her pregnancy complications and was on maternity leave starting February 11. Therefore Field Representatives, our 2 BELA Graduate Assistants, my Administrative Assistant and I reassigned her duties. I also had the 4 COE Graduate Assistants assist us for field observations. Observing early field candidates twice and meeting with each candidate three times during the semester makes our program unique and intentional.

Continuous improvement:

Database Maintenance & Improvements:

Assistant Director worked with Administrative Assistant once a month during the fall semester to examine the Early Field Experience Data base layouts and develop fields

that linked with student teaching. This improved sharing data to create the Candidate Profile Spreadsheet Data.

Upgraded File Maker Pro to 14.0.

Installed File Maker Pro on the Field Representative's desktop computer and Assistant Director's laptop.

- Included EDU 221, 215 and 356 placement data for Student Placement Profile spreadsheet
- Administrative Assistant improved Early Field Experience database and created documents for schools similar to student teaching documents for clarity and continuity. Administrative Assistant and Director collaborated with Field Representatives creating electronic correspondence, using less paper and redundancy. Streamlined the early field experience process.
- Examined effectiveness and validity of Early Field Experience Observation Rubric.
- Revised for 2016-2017 the Student Teaching Evaluation form based on cooperating teacher and college supervisor assessment of the present document

Assessment:

No ILO's changed for student teaching.

na

For the student teaching evaluation form, a survey was sent to cooperating teachers and college supervisors assessing the present form, which used InTASC standard statements. The survey indicated while it is essential to use these standards, which are written for teachers, the verbiage needed to be more beneficial to student teachers.

Measurement tools used in Early Field Experiences and Student Teaching are unit measures that effect all certification programs. Updating these measures based on school input improves community relations and candidate performance.

- Creating Observation Rubric specific to special education for EDU 356.
- Piloting the new Student Teaching Evaluation Form.

Unit's top goals for next academic year:

- Each staff member will prepare a Standard Operational Procedures and sample of work binder including monthly checklists.
- Accuracy of information, improved use of FileMaker Pro and to streamline early field experience process.

- Continue updating Early Field Experience database with new layouts.
- Create EDU 356 Observation Rubric
- Revise EDU 221 Observation Rubric & Cooperating Teacher evaluation.
- Collect Cooperating Teacher data for EDU 251 from Dr. Magiera and Mrs. Gugino.
- Share Cooperating Teacher Evaluation data with instructors using new technology.
- Use Chrome Books for early field observations, using less paper.
- Work with Aldine District in Houston Texas for student teaching.
- Maintaining an Assistant Director and 2 Field Representatives. Duties and supervision is now well defined and constantly reevaluated. A consistent team can improve partnerships, allowed for higher expectations of our candidates and continuity.
- Sustaining partnerships and plan Partnership meetings.
- Continue planning Topics in Education as enrichment for teacher candidates.
- Work on a committee to create an Education minor

Other:

- Provided data and documents for CAEP reports.
- Organized successful visitation to Partnership Schools for the CAEP visit.
- Continued with Initial, Mid-point and Final Conversations between Early Field Experience Candidates and Field Representatives.
- Recruitment efforts for the 2016-2017 Fredonia-Hamburg Program successfully resulted in securing 12 students.
- All full-time faculty who taught methods in Hamburg.
- Graduate Assistant completed the Graduate Assistant Handbook.
- Shared the Early Field Experiences Cooperating Teacher Evaluation form with course instructors through google.
- Director continued meeting schedule with OFE staff, developed in fall 2014.
- Memorandums of Understanding (MOU) were sent new schools.
- Organized the June 30, 2015 Educator Preparation Counsel, (EPC) meeting.
- Continued supporting and enhancing school partnerships with on-site education courses.

- For the 2nd year, worked with the Chairs of Theatre and PE and offered cooperating teachers and college supervisors 2 tickets to a Theatre Production and 2 tickets to a sports event.
- Provided Letter of Verification to cooperating teachers who mentored a student teacher and to those who took early field experience candidates.
- OFE was approved for the FSA Grant in collaboration with CDO.
- Worked with TEC president and local teacher to organize a Dress for Success event, giving students donated clothing from teachers.

College of Education

Office of Student Services

Submitted by Nicole Hohenstein

Power of Fredonia

- Regularly assist alumni who reside inside New York State as well as around the world with their Teacher Certification questions and concerns
- Work with the Office of Admission and other academic departments to coordinate programs as outreach to the community in order to increase recruitment.
- Met with potential students and family members regarding the benefits of an education at Fredonia and programs in the College of Education – a total of 10 prospective freshmen and transfer students and 12 potential athletic recruits
- Presented to multiple Teacher Education Clubs from Western New York high schools on the majors in the field of education that are available at Fredonia

Progress on last year's goals:

The Office of Student Services has a number of annual goals based on four main areas of emphasis: Recruitment/Retention, Certification Advisement, Academic Advisement, and Professional Development. The Office has been (and continues to be) a necessary center of support for all undergraduates and graduates who are preparing to become teachers. Every year, student contacts are increasing as more and more current teacher candidates and alumni find the help they need within the Office of Student Services.

Organizational structure:

There were no staffing changes in 2015-2016.

Continuous improvement:

- Due to the discontinuation of ANGEL, all previous ANGEL Community Groups used for communication with faculty and students had to be transitioned to another format. The coordinator created Google Groups and Google Sites to take the place of all of the ANGEL Community Groups. By attending a number of transitioning events scheduled by the PDC to better understand how to use this technology in the most efficient way, the Coordinator was able to restructure the communication process for 2016-17.
- Though the Coordinator and Graduate Assistant will continue to hold edTPA information sessions, easy to follow "Quick Tips" were also created and posted on the

SUNY Fredonia edTPA Google Site for quick and helpful answers to questions that students often have about the edTPA.

- Databases were streamlined to maximize efficiency and reduce redundant materials.

Faculty made a number of requests of the office, due to pass rates of Program Completes on the edTPA. The Coordinator and Graduate Assistant held a number of information sessions and workshops during classes and in the evenings to answer questions that could not be answered by faculty.

Assessment:

N/A

N/A

N/A

N/A

N/A

Unit's top goals for next academic year:

- Continue workshops for all teacher candidates on the topics of Teacher Certification, edTPA, and academic advisement
- Greater involvement with graduate level candidates to give additional information about future certification concerns (professional certificates, Continuing Teacher and Leaders Education (CTLE) requirements, out of state certifications, etc.)
- Continue to attend meetings in Albany with NYSED and SUNY representatives to be abreast of all changes to New York State certification requirements and responsibilities
- Continue to work within the College of Education, other academic departments, and offices of support to best assist our students with their varied campus-wide needs
- Continue with all of the office's current Retention and Recruitment efforts as well as work collaboratively with any other departments/groups to develop new ideas for future incoming classes

Other:

- Provided data and documents for CAEP reports.
- Member of the Search Committee for the Associate Dean of the College of Education
- Created and maintained the "Application to Candidacy" Google form
- Assisted with creating a process for faculty to follow during advisement week to remind freshmen about their responsibility to Apply to Candidacy

- Assisted the COE Honors and Awards Committee by collecting, organizing, and disseminating all student applications
- Assisted the Registrar's Office in the ongoing updating of DegreeWorks
- Member of the Concentration Reduction Task Force
- Secured a \$2000 grant from FSA to use towards implementation of the Professionalism Award, and gifts for prospective students and guest speakers
- Organized a calling campaign for accepted students interested in the COE
- Assisted the Registrar with updating four transfer articulation agreements with local community colleges and met with education faculty at JCC to discuss transfer issues & concerns
- Created schedules for all transfer students who deposited before March 30 (Priority Registration) and was available for consultation with these students as needed

Reviewed transcripts and loaded all schedules for incoming College of Education transfers and freshmen who will take part in Summer Orientation. Created schedules for all students attending In-Person Registration, which occurs each semester the day before classes begin

College of Education

TESOL

Submitted by Karen Lillie, TESOL Program Coordinator

Power of Fredonia:

We collaborate with a minimum of four different school districts (Jamestown, Dunkirk, Fredonia, Buffalo) in order to provide assistance to schools in the form of TESOL helpers in the classroom to work with English language learners. We have this as part of three of our early field experiences for three core courses in our program. They are required to do 25 hours minimum for each course (minimum 75 hours total).

All of our TESOL students are hired locally, nationally, and globally – thus bringing their knowledge and expertise learned at Fredonia to those spheres.

We ask students to participate as volunteers for parent/teacher conferences as translators

Progress on last year's goals:

This is an unclear question. Whose annual report? This specific program's for the College of Education? Or a higher level? If this was presented at Grad Council, it would need to be made more clear.

Curricular changes:

M.A. in Language & Learning degree began in Fall 2015 with 4 enrolled students (3 of whom graduated this May 2016)

New course ran in Spring 2016 for MA Language & Learning degree

EDU 592: EFL Grammar (online)

TESOL program implemented a new "TESOL lesson plan" format to be used across program in all classes where a lesson plan is required

CAS-BLE fully approved last year; began marketing and recruiting locally, nationally, and internationally

Official flyers were created with the support of the COE for all but the MS TESOL K-12 program – which are in process of being created.

New course ran in Fall 2015 for CAS-BLE (but is also an elective option for both the MA Language & Learning and MEd TESOL degrees)

EDU 555: Methods of Bilingual Education

Changed signature assignments (and piloted/implemented them) to better align with TESOL standards, goals of program, and more meaningful SPA assessment.
[Switched from using TWS to “TESOL Teaching Sample”(TTS)]

Piloted in EDU 519 and 569 in Fall 2015; Implemented in EDU 540 and EDU 671/673 in Spring 2016

This will affect SPA Assessment #3 and #5

This impacts EDU 519, 540, 569, and 671/673/674

Continued work on final TESOL Portfolio rubric (for SPA Assessment #6)

Created Facebook page for TESOL program to further our social media presence and recruitment intentions

Enrollment planning:

See the SEM plan submitted to the College of Education – too detailed to list here.

Assessment:

No. As an aside, 100% of our TESOL students have passed (with Mastery) the edTPA and other required tests for NYS certification.

The Graduate Goals & Learning Outcomes were approved in Spring 2015 and will be implemented in Fall 2016. Our required participation in Grad Council was not confirmed until 10/5/2015 – thus, we as new program coordinators were not aware this was something we had to work on in 2015-2016. Next direct mention of needing to implement these were in an email dated May 13, 2016 from Karry Kazial, GC President wherein it was stated “Please ask faculty in your graduate programs to evaluate their courses and include the learning outcomes that apply to their course on their syllabus for Fall 2016 graduate courses.” (emphasis as noted in original)– too late to have faculty work on this at that point in time. Therefore, we faculty will do a crosswalk and implement these for use in Fall 2016.

- Not applicable
- Not applicable
- Not applicable
- Not applicable
- As they have always been; we assess within each course and hold each course to our SPA signature assignments and assessments.

Unit’s top goals for next academic year:

Anything not addressed in SY 2015-2016 (see Action Plan report submitted to COE). Further, we will do the following in 2016-2017:

Add more writing assignments to courses (e.g., 10 page term paper) – in EDU 565 and 568

Field-site specific MOUs for CFE (in conjunction with OFE support) – consider having early field reps do field visits like they do in the undergraduate program

Revisit ILOs & course description for EDU 540 because they are outdated

Revisit ILOs for EDU 671/673/674

Add formative assessment (e.g., submit a draft philosophy) in TESOL classes (e.g., EDU 518, 568, 569) to better address SPA #6 in addition to the summative assessment (e.g., Portfolio)

Want to create a new TESOL Evaluation form to use (in addition to the COE evaluation that OFE sends out) for SPA #4

Other:

The TESOL program is and will be continuing to grow. There is a need for more full-time faculty (including a desired TT search in Fall 2016) so as to offer more courses, more course sections, and successfully implement not only the current program offerings but also the new M.A. in Language and Learning. Active recruitment for all program tracks (including the CAS-BLE) is ongoing and will continue in 2016-2017.

College of Liberal Arts and Sciences

Roger Byrne, Interim Dean

College of Liberal Arts and Sciences

Biology

Submitted by Patricia Astry

Power of Fredonia:

Learning Community – We offered our first Senior Capstone course in spring 2016. Taught by Dr. Ferguson, Designer Genetics was built around the theme of exploring the rapidly growing field of genome editing and how it is used to interrogate diverse biological questions. Students were required to read 24 primary research articles, formulate a novel research question based on literature review, develop a grant proposal with specific aims, experimental methodologies and anticipated outcomes. The grants were peer reviewed, revised and presented in class.

Engaged Community – Ten young alumni returned to Fredonia for Homecoming Weekend – 3 PhD students, 7 students in health profession programs (MD, DO, DDS, DVM, PA, DPT, NP). The alumni gave formal presentations to current students and faculty, participated in a panel discussion and networked with students.

Sustainable Community – Dr. Jon Titus makes contributions to land preservation through his work on the NSSWNY Board, local invasive species pulls (garlic mustard and non-native honeysuckle) and College Lodge advisory work.

Global Community – In Dr. Wigdahl-Perry's ESCI 105 Global Environmental Issues class, students participated in a 'mini-United Nations summit' where students worked in small groups each representing a different county, to discuss environmental problems from a global perspective.

Progress on last year's goals:

We had a large number of goals and this will be sent under separate cover as it exceeds 1500 characters

Curricular changes:

See changes cited under goals (sent separately) regarding freshman major courses. First capstone course offered, enrolling 8 students. Ten students enrolled in Capstone research and capstone internships.

Enrollment planning:

Recruitment - see information under goals (sent separately) regarding webpages, letters to students, Open Houses, Capstone opportunities. Retention – see information under goals (sent separately) regarding Freshman Year Experience.

Assessment:

No

We underwent our department/programs self-study.

N.A.

The External Evaluator's report was quite positive and suggested several activities:

Increase communication with administration to help improve understanding of our concerns regarding the need for more focus of science recruitment, emphasis on Fredonia as a strong science institution and concerns about minimum enrollment in UL courses.

The Health Professions Advisory program needs to be assessed and evaluated. - - - Assessment of SLOs will need to be conducted in the next couple of years after a year or two's worth of students have completed the Senior Capstone.

See our action list from our self-study (found in Strategic Plan, sent separately).

Department/programs underwent a self-study.

Increasing numbers of our freshmen are entering with deficient backgrounds in science, study skills and work ethics. We will be collecting data on the academic attributes of incoming students and assessing effectiveness of several pedagogical innovations.

Unit's top goals for next academic year:

As a result of the self-study, we have identified 27 action items for the next 6-7 years. We will be acting on all those items every year, some more than others. Our major focus for next year will be recruitment and retention, specific points are laid out in Phase II of our 2016 Strategic Plan which can be found in our 2015-16 Self-Study (Strategic Plan sent separately)

Other:

College of Liberal Arts and Sciences

Biology Graduate Program

Submitted by Karry Kazial

Power of Fredonia:

Please see Word Document provided to Associate Provost Horowitz and Wendy Dunst

Progress on last year's goals:

Please see Word Document provided to Associate Provost Horowitz and Wendy Dunst

Curricular changes:

New and trial graduate offerings in the past academic year included:

BIOL 550 – SpTp: Insect Behavioral Ecology (Bill Brown)

INDS 589 – SpTp: Personal Training Practicum (Todd Backes)

INDS 589 – SpTp: Skeletal Muscle Physiology (Todd Backes)

INDS 589 – SpTp: Advanced Exercise Physiology: Cardiology (Todd Backes)

BIOL 550 – SpTp: Designer Genetics (Scott Ferguson)

Faculty have been encouraged to submit any trial graduate courses as permanent course proposals for entry into the graduate catalog. Given the outcome of the recommendations and discussion on co-listed courses, the Biology Department expects to be able to bring forward co-listed courses for approval by Graduate Council.

Drs. Kazial and Brown submitted 2 new graduate-only course offerings to Chair Astry, Dean Byrne, and Assoc. Provost Horowitz. The 2 courses were a research design and methods course and a professional development course. These are valuable content courses for graduate students and move to address the need for additional graduate-only courses in our programs. These would be required courses for all of our graduate students; even so, they would need to be allowed to run at lower enrollments. These courses were denied at this time by Dean Byrne and Assoc. Provost Horowitz.

Enrollment planning:

Efforts to retain students include providing them with up-to-date reference materials relevant to their programs. Dawn and I revised and updated the Handbooks for GTAs, Thesis and Non-thesis Graduate Students in Biology including changes relevant to the Science Center. After concerns raised by graduate students regarding workload of our teaching GAs and further discussions, we have changed the workload to having them

provide instruction in 2 laboratory sections per semester. This was implemented in Spring 2016.

In order to recruit graduate students to our programs Dr. Kazial provided “selling points” to Graduate Studies for use in recruitment efforts. Dr. Kazial developed and disseminated a new flyer for promoting our graduate programs that emphasizes the opportunity for students to focus on what INTERESTS YOU in our Thesis program and to PREPARE FOR YOUR CAREER in our Non-thesis program. The flyer promotes our new Science Center well. Dr. Kazial attended the Fredonia graduate fair in order to recruit applicants to our programs as well as sent follow-up emails to interested students provided by Paul Starcher obtained from his attendance at other graduate fairs. Seminar presentations given by our graduate students are advertised in the building and undergraduate Biology majors are required to attend, or attend for extra credit giving them exposure to our graduate programs.

Assessment:

Our last formal graduate program assessment was in 2011. The Biology Department Self-Study was conducted this year 2015-2016 and we will be reviewing the graduate program information it for assessment purposes as we work to revise our Non-Thesis program.

We made changes to our Thesis program in 2013 and plan to assess the graduate programs on a 5 year cycle that will encompass two cohorts of students. Our planned formal assessment is in 2018 in order to capture a good number of students and those that have been in the Thesis program since the change.

Student Learning Outcomes – Graduate Programs in Biology

Learning outcomes for thesis students include:

- a) In-depth knowledge in area of research at graduate level
- b) Development of research skills
- c) Development of advanced scientific writing skills, and
- d) Development of advanced scientific speaking skills.

Learning outcomes for non-thesis students:

- a) Comprehensive knowledge of biology at graduate level
- b) Development of advanced scientific writing skills
- c) Development of advanced scientific speaking skills.

Biology programs will include the all programs Graduate Student Learning Goals on our graduate course syllabi for Fall 2016 courses as we work toward alignment and assessment of these graduate goals for all programs. The Biology Department Self-

Study was conducted this year 2015-2016 and we will be reviewing the graduate program information it for assessment purposes as we work to revise our Non-Thesis program.

The assessment piece(s) are in the bulleted list after each student learning outcome for Biology Graduate Programs.

Student Learning Outcomes – Graduate Programs in Biology

Learning outcomes for thesis students include:

- a) In-depth knowledge in area of research at graduate level
 - Proposal Defense, Thesis Research Course, Thesis Defense
- b) Development of research skills
 - Proposal Defense, Thesis Research Course
- c) Development of advanced scientific writing skills, and
 - Written Proposal, Graduate Courses, Written Thesis
- d) Development of advanced scientific speaking skills.
 - Seminar Course

Learning outcomes for non-thesis students:

- a) Comprehensive knowledge of biology at graduate level
 - Comprehensive Exam
- b) Development of advanced scientific writing skills
 - Graduate Courses and Comprehensive Exam
- c) Development of advanced scientific speaking skills.
 - Seminar Course

The Biology Department Self-Study was conducted this year 2015-2016 and we will be reviewing the graduate program information it for assessment purposes as we work to revise our Non-Thesis program.

The Biology Department Self-Study was conducted this year 2015-2016 and we will be reviewing the graduate program information it for assessment purposes as we work to revise our Non-Thesis program.

Not applicable

Our last formal graduate program assessment was in 2011. The Biology Department Self-Study was conducted this year 2015-2016 and we will be reviewing the graduate

program information it for assessment purposes as we work to revise our Non-Thesis program.

We made changes to our Thesis program in 2013 and plan to assess the graduate programs on a 5 year cycle that will encompass two cohorts of students. Our planned formal assessment is in 2018 in order to capture a good number of students and those that have been in the Thesis program since the change.

Unit's top goals for next academic year:

Please see Word Document provided to Associate Provost Horowitz and Wendy Dunst

Other:

College of Liberal Arts and Sciences

Communication

Submitted by Mark Kiyak

Power of Fredonia:

Public Relations: PR capstone course (COMM 422: Public Relations Campaigns) functions as a part of service learning. Our clients this year were the Jamestown Audubon Society, the Girl Scouts of Western New York, The Resource Center, and Chautauqua Works.

Video Production: The TV Studio capstone course (COMM 401: TV Studio II) produced a semester-long talk/variety show called “Fredonia Faces”. The purpose of the show was to highlight the advantages of a Fredonia education. Guests included President Virginia Horvath, Provost Terry Brown and Dr. Sherri Mason among others. Student groups featured included “The Riveters”, members of Arc Atlas, the student-run record label, representatives from Fredonia Radio Systems and WNYF-TV, student athletes, musical performers and many others. The students comprising the class wanted to help promote their school while learning their craft. All eleven shows are on YouTube, are available to any entity on campus that would like to use them for promotion and will also be made available to local cable access TV stations in Chautauqua County.

Journalism: Each student is required to complete an internship in order to graduate.

Unit: Helped to sponsor Western New York Student Press Association Media Day.

Unit: Organized a poetry conference open to the university and the community.

Unit: Helped to sponsor Earth Month.

Progress on last year’s goals:

Goals

- Recruiting – continue: open houses, individual tours, letter-writing, & hosting WNY Student Press Association Day.
- Staffing – conduct searches for two tenure track lines in Communication Studies to replace Akey and Brigance. Advocate for new search for PR.
- Curricular – recruit for new Non-Fiction Video Production minor. Work on on-line PR M.A. program.

Progress

Recruitment

- a. Open houses & private tours to prospective students & their families
- b. Update articulation agreements
- c. Redesign of the department website.
- d. CO-sponsor the Western New York Student Press Association Media Day.
- e. Production of a new departmental video to be embedded into our website.
- f. End-of-Term-Screenings enable current students to measure each other's progress & potential new students to see the quality of student work.

All completed and/or on-going.

Staffing

- a. Search for a replacement lines in Communication for Dr. Jessica Akey & Dr. Linda Brigance – successful.
- b. Advocate for a replacement line in Video production – one-year visiting professor search initiated.
- c. Advocate for a new line in Public Relations -one-year visiting Lecturer search initiated.

Retention

- a. We will continue to offer advising workshops and tip sheets to faculty. Our department has as large advising load (>40 students per faculty)

Curricular goals

- a. Deactivation of Documentary emphasis in Video production due to low enrollment. – Initiated.
- b. On-line PR masters program - ongoing

Curricular changes:

Video Production: The department has moved to deactivate the Documentary emphasis of the Video Production major due to low enrollment.

Journalism & Public Relations: To fulfill an increased need for journalism and public relations students to acquire better video production skills, an introductory video class will be initiated in the spring of 2017. In addition, a special topics in journalism course covering longer form non-fiction video production will be offered on a semi-regular basis.

Communication Studies: Revised the pre-requisites for:

- COMM 302: Rhetoric and Criticism (added ENGL 100) to better prepare students for the course.
- COMM 379: Persuasion (removed COMM 105) since it was not really needed.
- COMM 430: Communication Theory (added COMM 295) to better prepare students for the course.

Audio/Radio: Revised COMM 399: Radio News to Radio News and Podcasting to promote the course and make it more appealing to students.

Communication Studies: Began plans to revise COMM 105: Public Speaking to be in-line with the Oral Communication guidelines for Gen Ed.

Enrollment planning:

- Redesign of the departmental website.
- Completed production of a new departmental promotional video (To be uploaded ASAP).
- Establishment of a departmental Facebook page and a social media team to administer it.
- Planned co-sponsoring of the Western New York Student Press Association Media Day. This is a one-day conference of area high school journalists and broadcasters.
- Purchase of a state-of-the-art ultra-high definition video camera (Red “Scarlet”) to entice future video students to attend Fredonia.

Assessment:

There was no assessment study done in 2014-2015.

The department welcomed a new Chair and new secretary and there was no assessment done 2015-16

N/A

N/A

N/A

N/A

The department plans to form an assessment committee and to also begin strategies for a 5-year plan.

Unit’s top goals for next academic year:

- Lighting for McEwen Studio.
- Journalism lab: A lab was promised as part of the establishment of the Journalism program and was promised to the faculty who was hired (Ploetz).
- New faculty line for Public Relations.
- New faculty line for Video Production (Television Studio Production)
- Full-time, non-tenure track line for Public Speaking.

Other:

Departmental Strengths:

- A diverse group of faculty who are outstanding teachers, who are active contributors to their respective fields, and who contribute strongly to service at SUNY Fredonia, the local community, and their profession.
- Award winning faculty with significant professional experience.
- A comprehensive curriculum combining theory and practice.
- Continued popularity of our majors from new freshmen, transfers, and internal transfers.
- A strong interest in international and multi-cultural issues among faculty.
- A strong commitment to service learning, community-based research, internships, and other experiential learning.
- Continued commitment to student media organizations.

Departmental Weaknesses:

- Staffing – there is more uncertainty in staffing due to faculty leaving, retiring, and on medical leave than there has ever been. This is a shadow hanging over the department.
- Equipment – continued need for support for equipment maintenance and repair and purchase of new equipment.
- Office space – if we are fully staffed, we will need additional office space

College of Liberal Arts and Sciences
Communication Disorders and Sciences

Submitted by Kim Tillery

Power of Fredonia:

Fredonia had 4 undergraduate students to receive the SUNY Chancellor's Award for Student Success, of which three students were from our department. Our annual CEU professional conference, "Enhancing Communication in Individuals with Complex Needs" provided evidence-based practice content to 80 WNY speech-language pathologists. Graduate students provided 258 hearing and speech/language screenings to school-aged children at Seneca Nation, school districts, and on campus. Three G students and four UG students participated in the NIH funded bilingual language acquisition research. Three G students presented this research at the New York State Speech-Language Hearing Association's (NYSSLHA) annual convention. An UG student was awarded the 2016 UG NYSSLHA scholarship.

The Youngerman Clinic Annual Stroke Support Walk involved 20 community and campus citizens; and Fredonia students. Nine UG students presented community internship related projects at OSCAR. One such example is a CDO project that targeted structural organization for Chautauqua County Early Intervention Services. Our nationally (ASHA) registered CDS Student Association was awarded the Fredonia Volunteer award for accumulating MOST VOLUNTEER HOURS among all student associations. For three years in a row, the CDS Student Association and the Operation Smile Student Association forged together to win the MOST MONEY RAISED for RELAY OF LIFE.

Progress on last year's goals:

All of the below goals were completed, except for 1, 2, 4 (omitted due to earning funds at the CEU conference), and 9.

The members of the CDS department will:

- 1) successfully hire a Ph.D., CCC-SLP language specialist applicant for Dr. Anny Castilla's faculty line.
- 2) complete the renovation of the awarded physical space: clinic kitchen.
- 3) plan a spring CEU conference to be held on campus for SLP professionals in WNY.
- 4) implement an alumni gathering and/or Silent Auction to raise funds.

- 5) review the master's program curriculum to include audiology observation experiences.
- 6) research the curriculum and the bilingual certification at Fredonia State University.
- 7) develop the graduate Orientation Handbook as an electronic handbook.
- 8) continue to maintain the graduate and undergraduate enrollment.
- 9) research the development of a community outreach 'early literacy' program to under-privileged children, ages 2-3 years, in the Dunkirk area.
- 10) guide the UG student association to develop a mission statement.

Curricular changes:

The CDS 501: Pro Seminar course changes annually based on realized needs due to outcome measure data. For fall 2016 semester we will provide professional video simulation clinic cases with guided instruction to the entering graduate students. This training may assist the 1st year graduate students prior to being placed in the first clinic session in spring 2017. (Such simulated cases are the current national 'buzz' in SLP training).

The graduate students are receiving structured audiology training at the Youngerman Clinic rotation.

The graduate comprehensive exam process has changed: the time of the exam will be scheduled in the 2nd fall semester, rather than in January of the 2nd spring semester. This change is user-friendly for students who are placed in distant (e.g., NYC, Canada) externship clinic sites. Also, data indicate that the graduate students who fail the comprehensive exam will fail the Praxis exam. Thus, performing the comprehensive exam prior to the ASHA exam may assist with the graduate students' test taking skills and confidence. The students who fail the comprehensive exam will receive a case study exam to complete successfully for a passing grade on the comprehensive exam.

Enrollment planning:

The chair called 50% of the prospective UG applicants. The department members rotate in attending the UG Open House sessions. Also, 2-4 GAs who are Fredonia alumni accompany the department members and the GAs are provided with a script.

The department chair and UG coordinator provide one-to-one tours and meetings with prospective students and parents. The department gave a Graduate Open House in April 2016.

Assessment:

The department will revise one of our UG assessment quizzes and the graduate student 36 clinic skills tracking form. The external supervisors may receive less

paperwork than usual due to information from the 2016 employer surveys. The comprehensive exam is changed (discussed later). The Pro Seminar course changes annually based on realized needs due to outcome measure data. For fall 2016 semester we will provide professional video simulation clinic cases with guided instruction to the entering graduate students. A structured audiology clinic is being presented to all graduate students at the Youngerman Clinic rotation.

The MS and BS degree programs are assessed annually.

Graduate student outcome measures, an ASHA standard, remain at 93 -100%

<http://home.fredonia.edu/commdisorders/student-outcome-data>

All assessment goals have been provided in the below questions.

The Baccalaureate goal of measuring learned content - skilled - applies to the discussed two UG assessment measures. However - in review of the first question of this report - the reader will view the success of the UG students in meeting all Fredonia Baccalaureate Goals.

The graduate program has two annual assessment goals. The training takes two years and data are reviewed at the end of the two years at our annual assessment meeting: Thus, the 2014 goals were reviewed:

IV. B The student will demonstrate the ability to administer standardized and informal tests. Rating of M=3.8 (was 3.3).

IV. D The student will draw reasonable conclusions based on testing results. Rating of M=3.6 (was 3.4).

Note: All mean scores for the 36 clinical skills from 2011 to 2016 range within 3.2 – 4.0. The department members select the goals from the alumni, employers and the graduate student annual exit surveys.

The Outcome Assessment Clinical Skills Tracking Form is a clinical skill rating form provided to all clinic supervisors at all of our practicum sites. The supervisor rates the graduate student's 36 clinic skills. The final earned skill ratings from the capstone clinic experience (CDS 632 or CDS 605) are reviewed. The skills are rated by the final supervisor and a mean is achieved from the graduate students (N=27) who graduated in spring 2016. (The use of a 1-4 rating scale has 4 as an excellent skill in the targeted clinic skill.

Outcome 1: A 20 question quiz with content pertaining of two disorders is delivered to the students in the sophomore course (CDS 250) and the senior course (CDS 410). The sophomores have not received the targeted content prior to taking the quiz. The seniors received the content in the program's curriculum. The quiz was delivered to the students in the sophomore class (CDS 250) (N=39) and the exiting senior class (CDS 410) (N =31).

All data were reviewed at the annual May 18, 2016 formal assessment meeting with department members. This measure indicates that the groups of students being evaluated have learned the content being assessed. The sophomore students (90%) failed the quiz. The seniors (3%) failed the quiz. Thus, the majority of the students are retaining the learned content.

A. We would like to give this quiz to incoming graduate students to compare Fredonia verses non-Fredonia native students' knowledge base. This is our 5th year to collect this data comparing the test score of the sophomore students and the senior students.

Outcome 2: The department initiated a 2nd UG measure in tracking the students who require remediation due to failing a specified learning outcome. Remediation processes are regulated by the instructor. For one UG course (N= 34) only one UG student did not learn the outlined learning measures and received remediation.

The loop revolves annually due to our consistent data collection and discussion at our mandatory annual assessment meeting. Our selected goals are for the 2016 entering graduate students who graduate in 2018.

For the 2018 data, the department members selected IV. B and IV. E. based on 2016 employer and alumni exit surveys.

IV. B - The student will demonstrate the ability to administer standardized and informal tests.

IV. E. - The student will integrate evaluation outcomes with remediation goals.

The CDS UG program does not provide general education courses. All CDS courses are reviewed annually per the graduate exit survey (and other surveys) and UG exit survey at our annual May assessment meeting.

As stipulated in the looping question above:

The department members selected IV. B and IV. E. based on 2016 employer and alumni exit surveys.

IV. B - The student will demonstrate the ability to administer standardized and informal tests.

IV. E. - The student will integrate evaluation outcomes with remediation goals.

Unit's top goals for next academic year:

Members of the CDS department will:

1) successfully hire a Ph.D., CCC-SLP language specialist applicant for Dr. Anny Castilla's faculty line.

- 2) research the development of a community outreach 'early literacy' program to under-privileged children, ages 2-3 years, in the Dunkirk area.
- 3) continue to refurbish the teaching space in the department.
- 4) research the needs of the program with a possible increase of 3-5 graduate students.
- 5) implement 12 new CCC (ASHA) standards effective August 1, 2017.
- 6) map Fredonia's graduate student learning measures to CDS academic and clinic courses.
- 7) plan a spring CEU conference for SLP professionals in WNY and raise funds for the department's Foundation account.
- 8) research the means of simulated clinic hours in graduate student clinic training.
- 9) develop a new UG assessment quiz as described in this report.
- 10) revise the 36 clinic skill assessment rating form with employer and alumni survey data
- 11) design a grand rounds for UG and G students to share their research data

Other:

College of Liberal Arts and Sciences

Computer and Information Sciences

Submitted by Ziya Arnavut

Power of Fredonia:

LEARNING community: Several Faculty members attended conferences: Drs. Arnavut, Scialdone, Tsetse, Singh, Zubairi and Mr. Olson. These conferences activities help our faculty to be in touch with their field and keep learning new things, while several of them have published in national and international conferences and journals.

We had two invited speakers in the areas of Cloud Computing and Energy saving in Computations. These were well-received both by our students, and members of the community.

ENGAGED community: We developed several internship opportunities with ITS department. We met and decided to work with CDO to improve internship opportunities. Three of our alumni gave talks to our students. Seven students have obtained jobs with Lockheed-Martin this AY, where a former alumni was instrumental in helping them. CIS Department Hosted High School Competition. An article appeared in Observer Today Newspaper on May 28. The following schools attended: Chautauqua Lake, Dunkirk, Fredonia, Gowanda, BOCES – Hewes Center, and BOCES – Carrier Center

SUSTAINABLE community: We have applied for a NSF grant worth \$978,000. This year we hired two new faculty, who are Chinese and Albanian national.

GLOBAL Community: Two of our students attended Joing University. We finalized a dual-degree program with Anadolu University

Progress on last year's goals:

A. Assessment and Accreditation: We revised the program based on the assesment. We keep collecting data for ABET accreditation.

B. Faculty: We hired two new faculty, while we lost one.

C. Student Recruitment and Retention:

a. Dual Degree agreement has been made with the Anadolu University's Computer Science department. It is approved by the Senate. We expect about 10 students per year to be coming from Turkey in 2 years.

b. Continuing to enhance our departmental image and visibility through organizing the annual High School Contests.

c. Continuing giving talks at the Liberal Arts Seminar.

d. Strengthening the ties with Jiaotong University. Aiming to have a dual-degree program from them.

D. Facilities:

a. Participation: Participated in the renovation planning of Houghton Hall.

b. Collecting CIS faculty in one area; and having adequate department office spaces. English, Mathematics and CIS department chairs agreed exchanging offices. However, as of today, nothing has been done at the Dean's level

E. Community: I met with the VP of for Engagement and Economic Development Kevin Kearnes and Career Development Office. We will be working on developing CIS an internship program

F. Alumni: We invited our Alumni and 3 of them gave talks about their jobs. We will be sending our Newsletter to them very soon.

Curricular changes:

We have proposed three major tracks:

1. Web and Mobile Application track
2. Computer Engineering
3. Cyber Security

Also, we have proposed several new courses. All the tracks are in progress. We are hoping to offer these tracks in 2017-2018 Academic Year.

Enrollment planning:

a. A new dual degree program with Anadolu University in Turkey has been approved. We expect about 10 students per year starting 2018-2019 AY.

b. We establish a closer collaboration with Jiaotong University in China and looking into possibility of dual degree program.

c. We also continue serving Brazil Science Mobility Program students.

d. Every year, the SUNY Fredonia Department of Computer and Information Sciences Hosts High School Competition. This year students from Chautauqua Lake, Dunkirk, Fredonia, Gowanda, BOCES – Hewes Center, and BOCES – Carrier Center travelled to Fredonia State College on Monday, May 16th. There were 57 students who attended the competition.

e. To retain students we are offering courses that are in demand, such as security and ethics, and mobile programming.

Assessment:

No. The assessment outcomes were positive and our assessment is aligned for ABET accreditation. Therefore, we did not do any changes

Both Computer and Information Sciences degree programs were assessed. CIS department has adopted 11 learning outcomes (LO's) from ABET website. The learning outcomes (LO's), a-k, are available from: <http://www.abet.org/wp-content/uploads/2015/05/E001-15-16-EAC-Criteria-03-10-15.pdf>.

The three Program Educational Objectives (PEO's) for our department are:

- A. Be prepared for successful career in computer and information science or pursue graduate studies
- B. Utilize strong problem solving and communication skills
- C. Acquire life-long learning skills and engage in professional development

The LO's A through K are assessed on the basis of courses being taught in CIS department. Following is a depiction of the relationship between the PEO's and LO's and LO's to the campus baccalaureate goals as prepared by Dr. Zubairi. Table I shows mapping of PEO's to the corresponding LO's.

Table I: Mapping of PEO's with the corresponding LO's

| | A | B | C | D | E | F | G | H | I | J | K |
|------|---|---|---|---|---|---|---|---|---|--------|-------|
| PEO1 | | | X | | | | | | X | X [IS] | X[CS] |
| PEO2 | X | X | | X | | X | | | | X [CS] | |
| PEO3 | | | | | X | | X | X | | X [IS] | |

The programs are thoroughly reviewed and graded by the instructors. The instructors provide the Assessment Committee Chair with a graded portfolio of a number of assignments/Exam questions. The Instructors include specific exams questions in CSIT241, and CSIT341 as per the assessment plan

- B: Students are given programming assignments in which they analyze and solve a problem using appropriate paradigms and resources to arrive at its solution
- C: Students are assigned lab projects to develop a computer based system to meet the stated objectives.
- D: Done through project portfolio and peer evaluations.
- E: Specific questions are included in the assignments and tests for assessing this goal.

F: In oral communication courses, the students make a number of class presentations. Each presentation is evaluated.

Outcome G: Selected questions extracted from course examinations and assignments; selected components of course projects.

Outcome I: Selected questions extracted from course examinations and assignments; selected components of course projects.

Outcome J: Selected questions extracted from course examinations and assignments; selected components of course projects.

Outcome K: Based on project portfolio.

Outcome H: The department chair and Dr. Singh invite and encourage the graduating students to fill out a survey.

This report represents a systematic study of compiled results of assessment data collected for eight LOs: A, B, C, D, E, F, G, I, J and K during spring 2016 semester.

The results of assessment data are extremely positive. Our analysis shows that: We Meets and Exceeds Standard. Thus, the results are highly satisfactory.

For most of LOs, we obtain percentile performance in the range of 84-100%. However, there is one LO, e.g., A3 (CSIT241) that very low percentile performance (only 40%), which has to be improved in future data collection. Similarly LOs pairs, B1 (CSIT341), B4 (CSIT341) and C2 (CSIT425), C3 (CSIT425), LO, F2 (CSIT425) and triplet K1, K2, K3 (CSIT425) course for which percentile performance falls in range 63-75%. Consequently, these eight LOs also need some attention to improve them in future course offerings.

We conclude that more data collection is definitely required to improve upon the percentile performance of all eight LOs as listed above to close the loop. This important issue has to be discussed in the first meeting of the department during fall 2016.

Senior exit survey: When asked to rate their level of satisfaction with the CIS Department on a scale of 0 to 5, three seniors who responded gave perfect score of 5/5. We need more data to have a better analysis.

Last AY was my first year as chair. The department had several challenges, including not having a regular secretarial help, which has been an ongoing problem in this department. Priorities were given to:

1. Hiring 2 new CIS faculty
2. New program proposals, such as:
 - a. Computer Engineering,
 - b. Web and Mobile Applications,

c. Cyber Security.

3. Application to NSF grant.

This year, using the assessment results, I will setup a committee to make recommendations to update the course offerings in fall, for spring semester.

Being a new chair, I was not aware that we should asses any. However, we will assess CSIT 120 and CSIT 121 courses next year.

Our assessment is in-line with ABET. We will continue to follow the ABET assessment plans because we are aiming to be accredited in the next 3 years.

Unit's top goals for next academic year:

Curriculum:

- Starting new track or programs in:
- Web and Mobile Application.
- Computer Engineering.
- Cyber Security
- Developing courses for the new General Education Program. Since General Education Program will be changed, the department should develop new courses for it.

Assessment and Accreditation:

- Getting ABET pre-accreditation of Computer Information Systems Program. CIS program is aligned to ABET. In 2016-17 instead of regular 5-year review a consultant can be invited to perform evaluation of the preparedness.
- Keeping up with the program assessment and making the necessary improvements.
- Maintaining the course folders. Adding graded materials.

Faculty:

- Hiring two more tenure-track faculty.
- Applying for new faculty lines for 2017-18.
- Continuing faculty-development efforts. Ideally, for every course, there should be at least two faculty members with the experience to teach it.

Other:

The department is:

A. Under staff: We need more faculty. The department has the potential to grow. However, when we are under staff, the workload keeps growing.

B. Salary Compression: We lost Tony Tsetse due to salary issue. I expect similar problems. Unless we address salary compression, we may not have stable faculty to work with in the CIS department.

C. Secretary Issue: Several things cannot be achieved since we do not have a reliable secretary. This is a great handicap and need to be solved.

College of Liberal Arts and Sciences

English

Submitted by Bruce Simon

Power of Fredonia:

Learning Community: High-quality teaching + advising; continued support of students through independent studies, directed studies, mentoring, and directing of master's theses; active contributions to Interdisciplinary Studies; Teaching & Learning Conference; Professional Development Days; PDC Associates; Writers@Work; STD's Coffee Talks; English Works (alumni and professional development).

Engaged Community: English faculty served as advisors to a number of student organizations, played leadership roles in national journals and professional organizations, sat on a number of local boards, and participated in the Chautauqua Institution's Books@Work program—one was even a Pomfret Town Councilman. ENGL 300, 321, 374, 375, 400, 500, 521, 522, and 523 incorporated student engagement and applied learning. Student groups also contributed.

Sustainable Community: The department examined its own sustainability through strategic planning and conflict resolution facilitations. Christina Jarvis shared with various local and campus audiences her research on Vonnegut and sustainability and included involvement with campus garden and sustainability groups in ENGL 374. Terry Mosher led a nature walk at the College Lodge. Students Stephine Hunt and Zach Beaudoin made major contributions.

Global Community: We are hosting Visiting Scholar Siqu Cheng. Literary London: Summer 2015 completed, 2016 in process, and 2017 planned. Iclal Vanwesenbeeck was awarded a Fulbright.

Progress on last year's goals:

1. Revise new department learning outcomes and, if desired, learning outcomes for required courses + categories within new major: Ongoing, except for learning outcomes for ENGL 106, 213, 400.
2. Propose and adopt guidelines for new major, as well as map restructured revision, sending proposals through campus approval process, anticipating Fall 2016 rollout: Ongoing, except that program proposal + all associated course proposals were approved + Fall 2016 rollout is on schedule.
3. Pass policy language on time-shortened/online courses: Ongoing.

4. Support/promote new minors. Develop recruitment flyer and new advising checklists for 2 writing minors and English Ed minor: Completed, except that English Education minor is on hold.
5. Continue to rethink 2120 major. Continue investigating viability of offering an MATE as five-year plan: Ongoing.
6. Address atypical situation of over 1/2 of our senior English Adolescence majors student teaching in NYC. Plan effective ways of handling ENED 452, student teaching supervision, + student teaching awards: Completed.
7. CAS approval and launch: Completed + ongoing.
8. Record + compile video from ENGL 500: Ongoing.
9. Plan professional development + training with faculty teaching Composition, using assessment results and survey: Comp@Lunch completed. Survey pushed back.
10. With web intern, keep department Twitter feed + website dynamic: Completed + ongoing.

Curricular changes:

Restructured major: Revised and approved 106 and 400, developed and approved 213, deactivated 401 (for students entering the major Fall 2016 and after). Assigned courses to categories, facilitating parallel coursework for 120 and 323 majors by adding pinpointed ENED courses to relevant categories. Compiled all changes in catalog copy.

Removing major restrictions in ENED courses increased enrollments this year. We will continue to monitor. We see this as a recruitment strategy for the major or English Ed minor (when it's approved).

The department unofficially launched the CAS in Professional Writing this year, with four seminars: Ethics of Writing, Art of Grammar, Writing for Digital Media, and Grantwriting. We finalized the e-portfolio guidelines for ENGL 591 (approved) as well as the various recruitment pathways into the CAS program this year.

Cleaned up and updated requirements for our three minors.

New courses: ENGL 271 Rhetoric for Writers (Western Civ CCC), ENGL 377 Academic Writing, ENGL 525 Foundations of Editing.

Renamed/Revised courses: ENGL 387 American Film Directors, ENGL 425 Irish Literature, ENGL 690 Degree Project Research.

Enrollment planning:

Recruitment (incoming students): Upgraded department web and social media

Collaborated with Admission + Alumni Affairs: Wendy Corsi Staub @ Homecoming; Student + alumni profiles on web site; Writers@Work: Randy Cronk + Sean Kirst visits, profiles, videos, broadcast and social media; Sean Kirst at Accepted Student Reception; Alumni New Year's Card, blurb in Statement, web form, survey

Open Houses

Phone-a-thon: Two sessions, led by Susan Spangler and Heather McEntarfer, supported by Katie Szwejbka

Letters: Naomi Lynch, Ann Siegle Drege, Natalie Gerber and Bruce Simon

CAS Promotion: We advertised the CAS at various events during the year (including the Writers@Work alumni series featuring Randy Cronk and Sean Kirst) and continue to work with the Chautauqua Leadership Network as well as the VP for Engagement and Economic Development to help make the program visible. Faculty members Christina Jarvis, Heather McEntarfer, and Jeanette McVicker were on hand for a Graduate Open House event sponsored by the Office of Graduate Studies, organized by Wendy Dunst and Paul Starcher to promote the CAS in December 2015.

Recruitment (current students): All of the above, plus high-quality teaching in general education courses and other courses non-majors take; Bruce Simon at LART 151 and on Fredonia Faces; restructured English major and developed mission statement.

Retention: High-quality teaching and advising; participating in early warning processes for EDP and ENGL 100 students.

Assessment:

We closed the loop on the restructuring of the English major, drawing on new perspectives and analyses from the previous academic year.

We modified EDU 452 to incorporate Skype (to accommodate students teaching in WNY and NYC) and intensify links between instruction and assessment.

The ENGL 100 Team started a new professional development conversation forum called Comp@Lunch. Every 3-to-4 weeks throughout the year, faculty gathered to talk about their teaching techniques and challenges. This year the topics for those sessions came directly from the areas of concern and celebration in the assessment process. The six to eight faculty who gathered now have new ideas about how to address these areas and have additional peer resources to further the conversation.

Outside of English Adolescence Education, all our assessments were holistic or programmatic in nature:

CAEP assessed the English Adolescence Education major in Fall 2015.

Under the direction of Ann Siegle Drege, Graduate Assistant Katie Szwejbka researched local and out-of-state combined (4+1, 2+3) programs in English education.

Her work formed the basis for discussion on the future of Fredonia's English education program, specifically at the graduate school level.

Senior Exit Survey

Alumni Survey

Graduate Assistant Logs/Reflections

Strategic Planning Process

Conflict-Resolution and Peace-Building Process

Please see the English Adolescence Education Committee's annual report for detailed responses to this question.

Fredonia's Professional Education Unit was granted CAEP accreditation.

Under Ann Siegle Drege's direction, Katie Szwejbka researched local + out-of-state combined (4+1, 2+3) programs in English education. Her work formed the basis for discussion on the future of Fredonia's English education program, specifically at the graduate school level.

Senior Exit Survey: Students seem to be happy with our program and their experience in it. They're strongly aware of the value of the major + self-aware with regard to their own skills + limitations. Adding more theory courses to our new major seems to have been a good move, given the popularity of critical theory—as we move forward involved faculty should develop a set of core goals and skills so students get the rigor + analytical depth they're looking for in classes other than 345. They want as many opportunities to write as possible, + more practice with grammar and composition.

Alumni Survey: We see many opportunities to strengthen ties with alumni via recruitment, internships, mentoring, + Writers@Work residencies. We plan to start following through on them in 2016-2017.

Strategic Planning Process: Through Maureen Reddy's facilitation, the department developed a mission statement, a vision statement, + a draft strategic plan, which informs department goals for next AY + beyond.

Conflict-Resolution and Peace-Building Process: We have a better sense of our challenges + opportunities + are ready for next steps.

We focused on closing the loop in gaining approval for a restructured English major, kicking off the Writing and Rhetoric Minor, and unofficially launching the CAS in Professional Writing (after NYSED approved it in December 2015).

Through Maureen Reddy's facilitation, the department developed + approved a mission statement, a vision statement, + the outline of a strategic plan. We will make decisions about revisions to the English Adolescence Education major + graduate programs in Fall 2016. We expect to approve a 3+1+1 English Adolescence Education program that

would allow interested majors to attain initial + professional certification in 5 years (leaving Fredonia w/BA+MA).

Portfolio assessment is the method we use for the graduate program + we have used these extensively in the past to revise the graduate program + design the curriculum for the CAS. We are likely to make some additional changes to the MA program next year, such as the possible elimination of ENGL 695, which may be redundant for our students who are also completing a specialized research-based degree project in 696.

Based on student feedback this year, we have resurrected ENGL 580 for AY 2016-17 so that our graduate students can select more literature coursework as part of their program. We will assess when students complete their portfolios and exit surveys in Spring 2017.

In 2014-15, with a possible general education assessment on the horizon for spring 2015, the ENGL 100 Team worked collaboratively on a rubric we could use for the assessment as well as a data collection plan. We learned we wouldn't have to do the SUNY-reported assessment, but are still eager to learn how well our students are able to accomplish the new learning outcomes. KimMarie Cole asked all of the ENGL 100 instructors to use the rubric on one assignment in spring 2015 so we could calibrate the instrument and tease out any areas where it might not yet work as we need it to.

In late spring 2015, we received approval and funding for the assessment from the Associate Provost for Curriculum, Assessment and Academic Support. In late August, a team of instructors met, were normed and spent two days reviewing portfolios.

We assessed work from 20% of the enrolled students in ENGL 100 (approximately 60 portfolios). Following principles of assessment, each portfolio was read and rated by 2 readers. Because instructors wanted to maintain as much autonomy over their courses as possible, we have a list of required items for the portfolio rather than a common assignment.

We plan to continue to close the loop for assessment + program revision of both the English Adolescence Education program + the graduate program.

We plan to collect data to update SPA assessments. We also plan to obtain NYSTCE scores from COE.

We plan to continue revising ENED 452 to help candidates successfully complete the EdTPA and to discuss whether aligning course assignments throughout the program to edTPA formats is necessary.

We plan to conduct meetings with local cooperating teachers in Spring 2017. By reaching out to area teachers for input in the curricular revision, we expect that their feedback will inform both the undergraduate and graduate program proposals and implementations.

We plan to engage in a graduate portfolio assessment that will also include the CAS in Professional Writing. Graduate students will also complete exit surveys in their final semester.

We plan to review general education assessment results from recent years in order to help us decide how to contribute to Fredonia Foundations.

Composition Coordinator KimMarie Cole and the ENGL 100 Team will use the numbers, charts, and traits of the scoring bands in both Comp@Lunch and their team meetings to develop pedagogical strategies. They will also work to revise our assessment instrument slightly based on their experience with it, so that some of the areas of confusion that the assessment team had to resolve in the norming process can be avoided in the future.

Unit's top goals for next academic year:

Recruitment/Retention: increase majors in English + English Education, drawing from both inside + outside the university. Upgrade print, web, + social media promotions; improve event coordination, promotion, + reporting/archiving.

Programmatic/Curricular: continue assessing, reviewing, + preparing to make big decisions about future of English Adolescence Education major, English Education minor, and graduate program, while continuing to assess + tweak restructured major as it rolls out in Fall 2016 + starting to plan our approach to Fredonia Foundations.

Leadership/Governance: Review + consider revising department leadership/administrative/governance roles, duties, + structures. Continue discussions + consider policies re: time-shortened courses + online courses, as well as for fourth-credit courses.

Personnel/Interpersonal: Build on Lisa Rowe Fraustino's work with the department in Spring 2016 by developing an action plan for resolving department conflicts + building peace within the department, perhaps with the help of an outside facilitator assigned to the department. Survey English Department faculty about what materials, training and discussions would benefit them as we rotate more tenure-track faculty into ENGL 100. Continue to brainstorm new ways that Graduate Assistants can gain valuable experience across the field of English Studies.

Other:

The English Education minor will be a viable way to offer international + domestic students a program that will help them teach in other countries. They don't need NYS certification but would benefit from pedagogy coursework.

We are poised to begin offering professional development again to area teachers (such as "Energize Your Teaching of Writing" that we offered for 5 years.) Because we didn't receive a FSA grant to host the summer workshop, we need funding to be able to offer that opportunity for teachers, many of whom are our graduates. Teachers are a good

recruitment tool for our programs. One of our student teachers this year has said that she came to Fredonia because her English teacher was a graduate of the Fredonia English Ed program.

The NYC student teaching experience for our students was a profound experience. The students had an excellent opportunity to develop their breadth as teachers by doing the placement in urban schools. Because of the quality of our candidates and the job market in NYC, our students have the opportunity to get jobs for the fall. It was also a good experience to have a Fredonia faculty supervisor in NYC. The students regularly remarked on the ability to have a Fredonia supervisor with whom they already had a relationship. All four student teachers qualified for + received student teaching awards because of having a Fredonia supervisor. As a program, we also have a first-hand understanding now of the benefits of the SUTEC experience.

College of Liberal Arts and Sciences

English Dept Graduate Program

Submitted by Jeanette McVicker

Power of Fredonia:

a. The graduate program contributed to Fredonia as an engaged, sustainable learning community:

–by offering its students coursework and GA opportunities that spanned the field of English as a whole with an eye toward how English studies and the humanities broadly sustain our community

–through engagement with the annual Big Read, and in Grantwriting, Writing for Digital Media and Ethics of Writing, students interacted with community partners and studied national social/ethical issues involving the relationship between literacy and citizenship

–in Intro to Graduate Studies, students participated in readings and assignments that focused on the role of the humanities in supporting multiple kinds of reading communities in order to break down the barriers between academia and the wider public.

b. The department worked with Reed Library and the Robert H. Jackson Center to provide new Graduate Assistant opportunities this year. GA Margaret Drzewiecki worked with Reed's new archivist Kim Taylor in Fall 2015 helping write finding aids, organizing collections and doing other work as needed. This experience allowed Margaret to work with the Jackson Center in Spring 2016 to help archive work on Judge Jackson's early days as a local attorney.

c. The launch of the CAS in Professional Writing also brought attention to Fredonia's commitment as an engaged, sustainable learning community with two talks by English alumni for the department's new Writers@Work series

Progress on last year's goals:

a. Develop a strategic enrollment management (SEM) plan for the graduate program overall. (Recruitment): Progress: ongoing

b. Work closely with a departmental subcommittee to develop a Certificate in Writing for Fall 2015 rollout. (Recruitment): Progress: completed.

c. Increase publicity and online visibility of the program. (Recruitment): Progress: completed and ongoing. We will be engaged in a strong publicity and outreach campaign to recruit for this program in 2016-17.

- d. Continue assessment and data collection of current and past students in preparation for the CAEP accreditation visit in Fall 2015: Progress: completed
- e. Create clarity within stream designations by reviewing and proposing changes to existing course numbers/titles: Progress: completed and ongoing
- f. Compile a graduate alumni database: Progress: ongoing
- g. Continue to develop appropriate duties and mentorship for GATAs. Along with the Comp Coordinator, continue offering ways of enhancing students' preparation to teach composition including mentoring, handbooks, common syllabi, etc.: Progress: completed and ongoing
- h. Review graduate awards: Progress: completed and ongoing.
- i. Review applications for admission to the graduate program, in conjunction with dept chair, with attention to international students. Progress: completed and ongoing. Three students were accepted to the M.A. program for Fall 2016.

Curricular changes:

- a. The graduate program, based on feedback from students as well as faculty, revised ENGL 690 from “Advanced Research Seminar” to “Degree Project Research” and made it an independent study. Students will work one on one now with the faculty adviser selected by the student as mentor for the degree project, which is completed in ENGL 696, Degree Project Completion.
- b. The program unofficially launched the CAS in Professional Writing this year, with four seminars: Ethics of Writing, Art of Grammar, Writing for Digital Media, and Grantwriting. We finalized the E-portfolio guidelines for ENGL 591 (approved) as well as the various recruitment pathways into the CAS program this year.

Enrollment planning:

- a. Current graduate students spoke in several senior-level courses in English/English Ed about our graduate program.
- b. We advertised the CAS at various events during the year (including the Writers@Work alumni series featuring Randy Cronk and Sean Kirst) and continue to work with the Chautauqua Leadership Network as well as the VP for Engagement and Economic Development to help make the program visible. Faculty members Dr. Christina Jarvis, Dr. Heather McEntarfer and Dr. Jeanette McVicker were on hand for a Graduate Open House event sponsored by the Office of Graduate Studies, organized and attended by Wendy Dunst and Paul Starcher, to promote the CAS in December 2015.
- c. Initiated conversations with several local businesses about CAS internship partnerships.

d. Secured and offered a fourth graduate assistantship for the 2016-2017 year.

e. J. McVicker and Ann Siegle Drege attended the SEM forum hosted by the provost and a second one hosted by Graduate Council with SEM consultant Stan Henderson. We are using this information and the campus SEM report to help develop a plan for the English M.A. and CAS as well as our ongoing revision of English Education to develop a new model for combining undergraduate and graduate coursework and dual degrees.

Assessment:

a. We pursued the development of the CAS in Professional Writing based on assessment results of both the undergraduate and graduate program. This was successful and Fall 2016 will mark the official start date for the program. Assessment results in English Ed are also guiding our revisions to the M.A. certification program.

a. We did not engage in formal assessment this year (beyond instructor course evaluations and GA evaluations of their experiences) since all our students are first-year students in the program (they complete portfolios in their final - 4th - semester). Early next fall, we will align the newly adopted Graduate Program Goals to the departmental graduate goals and engage in a portfolio assessment that will also include the CAS in Professional Writing in Spring 2017.

N/A

N/A

a. Portfolio assessment is the method we use for the graduate program and we have used these extensively in the past to revise the graduate program, and to design the curriculum for the CAS in Professional Writing. We are likely to make some additional changes to the M.A. program next year, such as the possible elimination of the 3-credit ENGL 695 capstone seminar, which we informally believe may be redundant for our students who are also completing a specialized research-based degree project (ENGL 696) as their primary capstone.

b. Based on student feedback this year, we have resurrected in a limited way the ENGL 580 for the 2016-17 year so that our graduate students can select more literature coursework as part of their program. Because we've committed to offering primarily writing-based courses to support the CAS over the next couple years, we have not this year been able to offer graduate literature electives. We will definitely assess the impact of this when students complete their portfolios and exit surveys in Spring 2017.

N/A

a. Next year, we will align the newly adopted Graduate Studies Program Goals to the departmental graduate goals and engage in a portfolio assessment that will also include the CAS in Professional Writing. Graduate students also complete exit surveys in their final semester.

The M.A. program in English provides opportunities for students to:

- Broaden their understanding of English as a field and find their places within it;
- Think critically about language and the contexts in which it is produced and received
- Engage with and apply multiple research methodologies in order to express themselves in written and other media.

Tentative alignment of new Graduate Studies Program Goals with M.A. program required courses:

ENGL 500, Introduction to Graduate Studies: R, D, E

ENGL 502, Directed Study: R, D

ENGL 690, Degree Project Research: R, D

ENGL 696, Degree Project Completion: R, D, P, E

Plus at least one course each in Texts, Contexts, Theories streams

Optional experiences: Literary London (or other study abroad) = I; internship = AL

GA responsibilities = AL, R, E, possibly INDS

Key: R = research; I = international; INDS = interdisciplinary/collaborative; AL = applied learning; D = discipline specific content; E = ethical dimensions

Unit's top goals for next academic year:

- a. Align our newer graduate courses to the new Graduate Studies Program Goals and also with our departmental graduate learning outcomes.
- b. Solicit the help of the Associate Provost for Graduate Studies and VP for Engagement/Economic Development for help with recruitment for both the English M.A. and CAS in Professional Writing through viewbook, brochures, and outreach to the business/professional community as well as work with other organizations on campus (e.g., the Veterans Affairs coordinator, Career Development Office, etc.)
- c. Revise the graduate awards in our department to support recruitment and retention while recognizing outstanding work by our current graduate students
- d. Continue to brainstorm new ways that Graduate Assistants can gain valuable experience across the field of English Studies by developing opportunities for them to teach, tutor in the new Library Commons graduate writing center (launching Fall 2016), and participate in alumni outreach, while maintaining our relationship with the Reed Library archives.
- e. Contribute to the creation of new Graduate Assistant guidelines (subcommittee of Graduate Council).

f. Ensure that we develop Graduate Council support to have electronic course evaluations for ALL graduate courses, regardless of the enrollment or type of course (e.g., internship, study abroad).

Other:

Needs: External

- Much work needs to be done to improve the coordination of the new GA application system through HR. The department absolutely needs to be notified when a student submits an application AND applicants for English Dept GA positions must be made aware that these are ONLY for students who successfully apply to the English M.A. or CAS program.
- The Graduate Office needs to notify departments immediately when accepted students commit to attending Fredonia.
- We need dedicated support from the administration for recruitment to the graduate program to a wider audience and help with development of a SEM plan.

Achievements:

- Reviewed and decided on three graduate applications, each within ten days
- Reviewed applications for graduate assistant position—offered position to one candidate (who accepted for Spring 2016) and also made an offer for our vacant GA line to a new student for Fall 2016 (who also accepted)
- Held an English Department Graduate Assistant forum in May. The graduate assistants shared their experiences (work, research, etc.) from the 2015-2016 academic year, demonstrating the wide variety of learning taking place.
- Completed mid-program reviews for three first-year graduate students (all successfully moving through the program with above 3.5 GPAs)
- Stephine Hunt and Katie Szwejbka both had conference proposals accepted for off-campus professional conferences this year
- Our first CAS student will complete her program this summer (Naomi Lynch)

College of Liberal Arts and Sciences

Geosciences

Submitted by Gordon Baird

Power of Fredonia:

Service learning initiatives were made by four of our B.S. Geology Seniors utilizing ArcGIS skills to help our area community; establishing a web mapping start-up, digitizing sidewalk system in Tonawanda, developing a workflow for Chautauqua County septic mailings procedure, and developing an open-source GIS solution to conduct a graphic analysis of pipe sizing and route for the City of Dunkirk.

Fredonia Geosciences hosted three Brazilian students in AY 2015-2016. One student, Victor Salles, has secured a graduate post at Harvard University.

Randy Woodbury developed a new course (GEO 101: Geology of National Parks) as a GNED initiative to expose students to national and global geology.

Progress on last year's goals:

Our department planned to step up a letter-writing campaign to ACCEPTED but not yet PAID high school applicants (this effort led to a significant spike in PAID applicants for our programs over the previous year).

We anticipated a greater emphasis on outdoor, field-based geology activities in AY 2015-2016. Though there was no increase in course or club-based field activities, owing to the departmental building move during the better weather months of autumn, we were highly successful in placing students in field camps based in the western states.

Our website is being revised to enhance our department's visibility to potential applicants (the website has been updated and enhanced through the joint efforts of Ann Deakin and Jonathan Woolson - this may have contributed in the improvement in our spring 2016 recruitment numbers). An earlier response to applicants in spring 2016, coupled with follow-up letters to applicants and open house visitors certainly helped with our recruiting situation. As noted above, we did host the Brazilian students during AY 2015-2016.

Curricular changes:

Randy Woodbury developed a new GNED vehicle, GEO 101 Geology of National Parks, to raise our departmental profile among general curriculum students.

Enrollment planning:

As noted above, Baird wrote numerous letters to prospective high school applicants as well as follow-up letters to accepted students and open house student visitors. As of 05/16, we have 11 paid applicants, up from 1 student 12 months ago.

Retention remains a challenge. We are working to intercept at risk students early in the FDWU drop-out spiral. One idea being considered is have all failing majors report to respective advisors following their first failed exam of project.

Assessment:

The assessment results from 2014-2015 did not require any changes be made.

Student Learning Outcome 2 (Students will learn the basis of scientific laws and theories and where the Geosciences fit within that framework.) was to be assessed in 2015-2016. This SLO maps to goals 1 and 2, Skilled and connected, respectively.

Student learning Outcome 3 (Students will learn to effectively communicate scientific observations, analyses and arguments.) was assessed in 2015-2016. This SLO maps to Goals 2, 3 and 4, Connected, Creative, and Responsible, respectively.

SLO 2: Evaluation of targeted questions on the Geology I (GEO 165) Final Exam: "write a well-organized essay on Plate Tectonics. Your essay must include the theory of Plate Tectonics, how Plate Tectonics came to be the unifying theory in Geology, and the three types of Plate Boundaries and the features associated with each". These questions were asked in the final exam for GEO 165 at the end of each semester. The course instructor evaluates the the answers of the Geosciences majors to these questions based on a rubric ranging from "thorough understanding" to "no understanding at all".

SLO 3: Seminar in Geosciences (GEO 459), which is required of all majors and taken during the senior year. The faculty members complete an evaluation form rating the student's presentations in GEO 459. The evaluation form includes an assessment of the presentation's content and organization, the ability to communicate a sufficient level of knowledge of the discipline and critical analysis of source materials, the ability to answer questions, poise and self confidence, visual aids, and written abstract.

SLO 2: There were only two (2) students with declared majors in the Geosciences who took this course during the 2015-2016 academic year. One achieved a "thorough understanding" of the targeted question on the theory of Plate Tectonics. The other student did not complete the course.

SLO 3: Eight students were evaluated during the 2015-2016 academic year. Six students achieved "Excellent" proficiency in terms of content knowledge, communication of results, reasoning skills, and problem solving. Two students achieved "very good" proficiency.

The results of SLOs 2 and 3 are very good, thus, it is not necessary to "close the loop" or make improvements at this time. It is, of course, important to note that, given the low numbers of students assessed, it would not be prudent to draw any conclusions or

make any changes in the 2016-2017 academic year. The department will, however, remain vigilant regarding the progress of our majors.

None of the department's general education courses were evaluated this academic year.

We will, again, assess SLOs 2 and 3 as they have become part of our yearly efforts. We also plan to assess SLO 4 (critically evaluate the scientific merit of scholarly literature and lectures). This SLO maps to Goals 2, 3, and 4; Connected, Creative, and Responsible, respectively. Tentatively, we plan to assess SLO 4 through a journal article analysis assignment in GEO 330 (Geomorphology). Professors Deakin and Perry have begun formulating a rubric for assessing this assignment.

Unit's top goals for next academic year:

Department-wide participation in the National Association of Geology Teachers (NAGT) Traveling Workshop Program in October 2016. We have been accepted for a workshop directed to improving our overall curriculum for long-term departmental growth. This was one suggested initiative as advised by the two outside reviewers, linked to our seven-year Departmental review in 05/15.

Run early autumn field trips in good weather to department-wide student population as well as to student non-majors enrolled in our introductory courses. Destinations would be to top area geology attractions, so as to attract new majors.

Undertake extensive curricular retooling of one or two current CCC geoscience offerings (Geology of National Parks and/or Oceanography) to bring these courses up to the content standard of GEO 165 so that these courses can serve as GEO 165 curricular equivalents. So modified, these courses will enlarge the intake valve for new majors.

Expand student participation in Directed Study, Senior Thesis, and service-learning capstone course experiences. This is part of longer-term goal of making such experiences required for graduation, pending expansion of the department's staffing base. Capstone requirement was one of the key recommendations by the two reviewers linked to the seven-year departmental review.

Other:

College of Liberal Arts and Sciences

Mathematical Sciences

Submitted by Joseph Straight and Julia Wilson

Power of Fredonia:

The department adopted the following mission statement:

The department supports the university's mission by empowering students to:

- Develop critical thinking and problem solving skills, content knowledge, and the ability to communicate ideas effectively;
- Understand the connections within mathematics, as well as applications of mathematics and statistics to other disciplines; also, to develop connections to professional communities;
- Appreciate the creative nature of mathematics, statistics, and teaching, and have the opportunity to participate in the discovery of new results, novel approaches to problems, or innovative ways to engage students in the learning of mathematics and statistics;
- Cultivate academic responsibility and good standards of professional practice.

Progress on last year's goals:

Note: I've had to cut my response severely in light of the STUPID 1500-character limit, and it still doesn't fit. I'm going to move some of my response to the optional item at the end.

1. Regarding recruitment and retention:

We did make some progress on improving the website. The site has been moved to Drupal, and most faculty who maintain the site have received training.

We made more of an effort to contact accepted students, sending each one a personal note. At this point, it appears that the department met its frosh target.

One thing we tried was inviting accepted students to visit campus for a day, and several accepted our offer. This was quite a time commitment on our part, does it does appear to have been successful. (A couple of the visitors were current high school juniors, so we'll see)

We did get some data from the Office of Institutional Research, Planning, and Assessment on DFW rates in precalculus and calculus. A preliminary analysis led, of course, to more questions. Among others, we want to know what happens to those

students who don't "pass." Do they persist? Are they eventually successful (in calculus, in their chosen major, in a different major at Fredonia?)

Curricular changes:

The only major curriculum change this year was the implementation of a redesigned MATH 105 Precalculus. It was taught in a lecture/recitation format, led by Professor Kimberly Conti. She was assisted by two graduate students, Elizabeth Brion and Emily Tronolone.

Kim was responsible for the overall execution of the course, and led the "lectures." Ellie and Emily assisted students during the lectures, and ran the recitations, which were used mostly for "guided practice." In addition to Kim, Ellie and Emily also held office hours.

Kim reports a number of successes with the new format. For one thing, the students liked having the graduate students available for help, and consequently there was less frustration on the part of the students. It's too early to know whether the new format will improve student retention and success in the precalculus-calculus pipeline, but we intend to gather data on this going forward.

In general, we're happy with the way our major programs and courses are designed. Next year, however, we want to examine more closely several recent reports from the Mathematical Association of America, the American Statistical Association, and others, that look to the future design of mathematical sciences major programs.

Enrollment planning:

Refer to the section on goals above, as well as the information about MATH 105 in the answer to the previous question.

Assessment:

The decision to try something different with precalculus was based on assessment data. Refer to the question on curricular redesign.

All of them.

The student learning outcomes are assessed in MATH 405 Senior Seminar and MAED 410 Seminar: Mathematics for High School Teachers. This is done as part of rating student performance on an oral presentation.

Additional data is gathered as part of our assessment system for CAEP; e.g., candidate performance in student teaching.

Generally, students are performing "at standard," with some at or approaching "target."

Each year, there are one or two students who struggle to attain the 2.0 GPA in the major required for graduation, but these, fortunately, are the exception. By and large, we are proud of our majors and their accomplishments.

At this point, we believe that our programs are working well. As indicated above, we may decide to tweak our programs a bit based on recommendations from our various professional associations, but that is something we plan to look at this coming year.

The Mathematics/Quantitative Reasoning category was assessed this year.

We are engaged in a project to gather data on student success and retention in the calculus pipeline (calculus courses plus pre-calculus). We are working with Institutional Research to obtain these data, and we hope to identify where and why students struggle in or leave the pipeline, and appropriate interventions.

We will be reviewing and revising our assessment system for departmental major programs in light of recent recommendations from professional associations, particularly the 2015 CUPM report on curriculum within the major.

Unit's top goals for next academic year:

Develop and implement a plan for growth in our statistics program, including addressing future staffing needs.

Continue to improve the department website, particularly as it relates to student recruitment and alumni.

Work with Admissions and the SEM Steering Committee to improve our recruitment and retention.

Work with the administration to address space concerns in the south wing of Fenton Hall. It makes sense for the department to retain Fenton 227 and acquire Fenton 210, as these are embedded within the department's existing space. Fenton 242 and 243 should become "swing" offices, allocated to Mathematical Sciences or English on the basis of need.

Plan and implement a departmental Program Review.

Other:

Here is some additional information about goals that wouldn't fit above, due to the 1500-character limit:

2. Regarding facilities:

The move to a renovated Houghton is years away. Meanwhile, the Department of Mathematical Sciences - and, to an even larger extent, the Department of Computer and Information Sciences - needs a cohesive space in Fenton Hall.

To that end, we got Fenton 227 back when Dr. Ziya Arnavut became chair of C&IS. We hope to get back Fenton 210 when Professor Nazarenko (early) retires in spring 2016. In our opinion, English has a surplus of offices and should give up a couple to C&IS.

3. Regarding alumni:

Unfortunately, there is no progress to report. We do have quite a bit of contact and communication with alumni through the "Friends of the Fishbowl" Facebook page, but a dedicated page on the department website would be more intentional.

4. Regarding assessment:

We did adopt a department mission statement, but need to get it on the website. Revising our assessment system in light of recent guidelines from relevant professional associations is still in the "embryo" stage.

5. Regarding governance:

The department formally adopted a set of bylaws.

College of Liberal Arts and Sciences

Philosophy

Submitted by Stephen Kershner

Power of Fredonia:

The philosophy department has contributed to the campus as a learning community through the writing and publishing of books, book chapters, articles, book reviews, reading-group participation, and lectures to the academic community and the public.

It has contributed as an engaged community through involvement in various public conversations, debates, campus governance, UUP activity, and religious leadership.

It has contributed to a sustainable community by engaging in campus governance and policy discussions that ensure Fredonia's continued vitality. Also, the department has engaged in rigorous academic and public discussion of sustainability principles.

It has contributed to a global community by teaching and discussing various international philosophers and international issues in class, a panel, and formal and informal discussions (for example, a panel on European refugees).

Progress on last year's goals:

Please see Word document.

Curricular changes:

Please see Appendix #2.

Enrollment planning:

The department emails accepted students who indicate an interest in philosophy and asks them to reach out if the department can answer any questions or provide them with more information. Neil Feit also works with his colleagues to identify the best students in every class and he sends them an email inviting them to major in philosophy and take additional classes in philosophy.

On retention, the faculty monitor student performance and meet with students who are having academic difficulties and discuss ways to address these difficulties. It also contacts students who fail to enroll for an upcoming semester.

Assessment:

The overall department Zeitgeist suggested by our 2014-2016 assessment surveys were very positive. Our students performed quite well on the tasks by which we evaluate them and most of the answers were correct and well-written. Students view

themselves as focusing on the core areas of contemporary analytic philosophy and have positive things to say about our curriculum and how it is administered.

The available evidence suggests that our department does well by our students. Self-assessment data indicate that students enjoyed the program and their professors. The faculty ratings in department teaching evaluations are quite positive (as on www.ratemyprofessors.com). Students, unanimously, also felt adequately or more-than-adequately advised.

Also, frequent extra-curricular events are well-attended and our placement is excellent. While it is unclear that the results of 2014-2016 assessment of student learning outcomes warrant specific action or curricular change, the department has continued to focus on improving the writing skills of students, and as an almost inevitable result, the skills related to the identification and evaluation of arguments.

The department feels no intra-departmental changes are warranted by gen ed assessment.

For a more complete answer, please see Word document.

Please see Appendix #1.

Please see Appendix #1.

Please see Appendix #1.

The assessment results are used to address the three skill areas (Evaluate Arguments, Writing and Reasoning, and Knowledge), the perceived strengths of the program (specifically, what students think they learned a lot about), and the perceived degree of satisfaction with the program (specifically, what students think about their overall experience with the program). As a result, we have and will continue to consider creating or eliminating courses, changing the frequency of the classes we offer, and changing the suggested order in which they are taken.

Please see Appendix #3.

We plan to assess all such classes via their overall role in the department program as part of our annual assessment project.

Unit's top goals for next academic year:

Our top goal is to continue to provide an extremely high quality education in analytic philosophy for our students. Other goals include continuing to publish in peer reviewed books, journals, and conferences, participating in the campus- and area-wide discussion of ideas, and participation in campus governance.

Other:

We have no additional information.

College of Liberal Arts and Sciences

Physics

Submitted by Justin Conroy

Power of Fredonia:

Learning

Dr. Grady- brown bag lecture for CLAS entitled “What is Time?”

Dr. Simoson guided a laboratory assistant toward a larger role.

Dr. Simoson and Dr. Conroy guided student research.

Dr. Simoson- on-campus activity event for a local high school chemistry class.

Dr Mattocks required students in Modern Physics Laboratory to research and develop methods of analysis independently.

Dr. Conroy presented to Astronomy Club on gravitational waves.

Dr. Conroy- two independent study courses in Particle Physics pro bono.

Global

Co-developed program proposal in Computer and Control Engineering. This program is expected to attract international students.

Established a relationship with EC English

Dr. Mattocks consulted with EC English staff in regards to cultural differences in writing styles of Korean students

Engaged

Physics Club met with Alan Huang, a local entrepreneur

Dr. Simoson- poster session in her Electronics class that was open to the public

Dr. Grady devoted personal time toward getting the newly installed 17” telescope up and running

Dr. Conroy serves as an advisor for the Center for Sports Skill Measurements and Improvement

Sustainable

Dr. Mattocks emphasized sustainability issues in his Thermodynamics course

Move to Jewett used as opportunity to sort out equipment and reorganize it

Dr. Mattocks and Mr. Filhaber repaired a variety of equipment

Departmental documents were converted to digital format, which saves paper and will remain accessible to future faculty

Progress on last year's goals:

hire a tenure-track astronomer or astrophysicist

Status: Accomplished

Secure a lecturer position for John Filhaber

Status: Unsuccessful

Complete the move to Jewett Hall

Status: Accomplished

Preserve the machines from our machine shop

Status: Thanks to the administration's willingness to move the machines to a permanent location in the basement of Jewett, this goal was successfully completed.

Program proposal in Computer and Control Engineering.

Status: Completed

Develop a plan for the department's contributions to the new general education program.

Status: Ongoing

Continue to increase recruiting efforts in the following ways:

Continue to involve students in Open House events.

Status: Completed

Update the department webpage as part of the campus-wide initiative. Add departmental and alumni highlights.

Status: Completed

Develop and host outreach programs with Physics Club.

Status: Not completed.

Produce marketing materials to highlight the 5-year BS/MSED program.

Status: Waiting for Program Approval.

Continue to increase retention efforts in the following ways:

-Review the effectiveness on retention of the recent modifications of Freshman Seminar.

Status: Ongoing.

Provide more opportunities for informal interactions between faculty and students (based on a recommendation from our external review)

Status: Successful. The department held an on-campus picnic in the fall and an end-of-the-year barbecue hosted at the Conroy's house.

Curricular changes:

Dr. Grady doubled the amount of time spent on general waves in Modern Physics. Mr. Filhaber reorganized our seminar around AutoCad in an effort to get our freshmen actively participating in the course while developing useful skills. Dr. Simoson added some historical background to Mathematical Physics. She also developed two new labs for her upper level Electronics course. Dr. Conroy experimented with new material and focus in his Science and Civilization course. Dr. Conroy added a brief coverage of symbolic logic and proofs to PHYS 425, since our students seem to have little to no background in these areas. Dr. Mattocks redesigned some of the Modern Physics Laboratory experiments to be both better and compatible with the "new" spaces in Jewett.

Everyone in the department has switched to making up our own homework questions because the solutions to most textbook problems are available on the internet. This is a huge change in total effort to teach courses. This has not gained us much popularity among students because they now have to work out problems for themselves, and they may have already developed lazy habits of searching for internet solutions. This has become an important tactic in the battle to convince students that the main goal of college is for them to learn to think for themselves.

A program proposal for Computer and Control Engineering was developed, as well as two course proposals for the program- Signals and Systems and Digital Signal Processing.

Enrollment planning:

The Physics department webpage was updated. Old content was removed and more current activities and events were added, including images. The chair of the department wrote hand written notes to each accepted student who was offered a scholarship. A flashier PowerPoint presentation was developed and presented to prospective families during Open House. Physics Club modified and added to their Open House presentations.

Regarding retention, all faculty in the department worked hard at tweaking their courses to better serve our students. These adjustments are guided by both formal and informal assessment of student learning- see questions regarding assessment for more

details. It is our impression that many students entering our program have a weaker background compared to ten years ago. The faculty work extra hard to raise the level of performance and success of these students. Our faculty also devote extra time to their advisees who are struggling academically.

Based on a recommendation from our most recent external review, the department held two social gatherings that were open to all physics and engineering students, in an effort to develop a greater sense of belonging within the department.

Freshman Seminar was converted into a Freshman Seminar/Intro to AutoCad to better engage our freshmen.

Assessment:

Our assessment results over the last several years had shown steady improvement, while last year's results were noticeably down. The assessment committee felt that this was likely a reflection of a particularly weak cohort. Therefore, we continued with strategies that were inspired by previous assessment results.

Some minor modifications were made on the assessment instruments themselves. In the lab practicum, for instance, unnecessary power supplies and digital meters were removed from lab benches during the practicum. The instructions for the practicum were also clarified.

1: Students can design procedures for controlled experiments, interpret data graphically and statistically, and perform error analysis, including error propagation and identification of systematic and random errors. Students can skillfully operate standard laboratory equipment such as oscilloscopes, function generators, etc., They understand the limitations of the instruments and equipment. Bacc Goals 1, 3, and 4.

2: Students can gather information from a variety of sources and combine in a thoughtful way, along with background knowledge, into a coherent presentation. Students have proper degree of skepticism and awareness of the possibility of errors in sources and are sensitive to contradictions and ambiguities. Students ask questions that a trained physicist would naturally ask in a given situation and seek clarification until a satisfying conclusion is reached. Bacc Goals 1,2, 3, and 4.

3: Students achieve a working knowledge of the major fields of physics – Newtonian mechanics, classical electricity, etc. They understand the consequences of the basic conservation laws of energy, momentum, angular momentum, and electric charge. They are capable of solving problems that require combining concepts from multiple fields. Bacc Goals 1, 2, 3, and 4.

4: Students achieve a level of mathematical competency that enables them to solve a wide variety of problems in physics. Bacc Goals 1 and 2.

1: Lab Practicum involving three activities- electrical schematic reading and writing, measurements using the oscilloscope, and experimental design and measurements with voltmeters and ammeters.

2: Assessed in our Senior Seminar. Students give two oral presentations in this course. The Physics Evaluation Form was updated last year based on best-practices.

3: Exit exam in the PHYS 400 course. The exam in its current form consists partly of a nationally-normed test in mechanics, along with questions from the other fields mentioned in learning goal (3) which have been developed by faculty or taken from a variety of public-domain sources. Examination of results is expected to help identify specific areas of the curriculum that need improvement or emphasis.

4: Based on homework, exams, and informal assessments, it seems that students do not understand what it means to prove something. Our students generally struggle with connecting several logical steps in a row. A week of class time in PHYS 425 (Mathematical Physics I) was devoted to symbolic logic and proofs. Students were then given a homework assignment on the material.

Additional Assessment: Since 1998 the Physics Department has been running a standard assessment of force concepts (FCI) that students are expected to master in the introductory Physics course, PHYS 230, University Physics I. The test measures conceptual rather than computational knowledge.

1- Lab Practicum

Students seemed to have many of the same struggles as in previous years.

2- This was the third year of data collecting using our modified presentation evaluation form.

3- Capstone Exam

The exam is split up into several parts: Part 1a is the nationally normed Mechanics Baseline test. Part 1b includes intro-level and mid-level material, and Part II tests upper level course content. Since 2011 there was a steady increase in student performance on each section, which culminated in 2014 with all-time high scores. In 2014, the average on Part 1 was 63.8%, and on Part II it was 47.2%. This year the average for Part 1 was 51.3% (slightly up from last year), and for Part II it was 30% (slightly up from last year). See attached document for all results from 2011 to 2016.

4- A week of lecture in Mathematical Physics I was spent on symbolic logic and proofs, which we suspected were holes in the background of our students. Based on conversations in class, as well as performance on the homework, our suspicions were correct. As one might imagine, one week isn't enough time to make up for this deficiency.

Additional Assessment

The FCI exam has been administered since 1998 and the % Mastery or Near Mastery, % Deficient, and Gain have been tracked. This year, only 12.2% demonstrated Mastery or Near Mastery, while 48.8% were deficient. The gain was 0.26. The national average for the “gain” in similar courses is about 0.23.

#1- Lab Practicum

An exploratory lab will be added to the lab schedule in an attempt to get students to better understand circuits.

#2-This was the third year of data gathering using the new oral presentation evaluation form. Next year we will review the results.

#3-Capstone Exam

The results of the capstone assessment exam were slightly up from last year, but down compared to other most recent years. The department generally feels this was a weak cohort of students. Several students took Senior Seminar a year early in an effort to graduate early and hadn't taken all courses assessed.

#4- This assessment revealed that students had little to no background in logical reasoning and proofs. Rather than assume the students are already familiar with this background, we will be more intentional when using strict logical reasoning, arguments, and proofs, during lecture. We will place more focus on rigorous derivations.

FCI Exam

Based on the FCI results, as well as the general impression from the faculty who taught the lecture course, recitations, and labs, it seems that this freshman crop was academically weaker than usual. The department will keep this in mind for the next courses this cohort will take. In lecture, we will not assume too much, and start from scratch whenever possible. Our general sense is these students lack memory and are perpetually rusty. Additional homework will be posted. We also want to focus on improving the habits of students.

None

The capstone assessment exam, FCI, and lab practicum are administered every year. The department will meet in early fall to choose a fourth assessment project for the year.

Unit's top goals for next academic year:

- Get the telescope completely up and running and begin to host public viewing nights.
- Successfully guide Dr. Michael Dunham with his transition into the department.
- Continue to add new content to the department webpage. Add engineering highlights.

- Successfully move the recently donated Extensiometer into Jewett and prepare it for use.
- Develop course proposals in Observational Astronomy and Astrophysics to be offered in 2017-2018.
- Continue to maintain a cap of 18 seats per lab section. This cap originated from an external review recommendation, and has improved our lab courses.
- Continue to purchase new equipment in an effort to stimulate our students and attract prospective students.

Other:

Notable accomplishments:

- Successful move to Jewett Hall. This ate up last summer and work carried over through the semesters.
- Thanks to countless hours of work by Dr. Mattocks, the Modern Physics experiments are up and running in their new location in Jewett. The move led to a lot of glitches with our equipment.
- Successful hiring of Dr. Michael Dunham.
- Received verbal commitment regarding the donation of an Extensiometer from Dunkirk Specialty Steel. This will be a valuable piece of equipment for our engineering students, and will serve as a recruiting tool.
- Physics Club attended conference in Cleveland on Biology and Physics.
- Several new pieces of lab equipment were purchased, including new ammeters, a signal generator, and a signal processor. These are pedagogical as well as recruitment tools.
- Andrew Wann, who is a graduating senior, was accepted into the graduate program at the University of California at San Diego.

College of Liberal Arts and Sciences

Politics and International Affairs

Submitted by David Rankin

Power of Fredonia:

Learning: Caviedes was interim Director of the Honors Program. Vassoler on OSCAR committee, Sexual Assault Task Force, PDC Associate. Chausovsky in the continuing education program to Build Your Own Course Online.

Engaged: Rushboldt involved in the SEFA effort, United Way in Dunkirk, and a rotary club presentation. Faculty advised 8 internships (legal, local, Albany, DC), all for academic credits. Rankin submitted (with Assistant Professor of Communication Angela McGowan), a successfully funded proposal for an election 2016 related speaker, events and activities as part of Fredonia as a Public Square.

Global: Rushboldt advised and led a Fredonia student delegation to Brussels to participate in Model European Union activities. Vassoler developed a special online component for her US Foreign Policy course as part of the COIL project, partnering with a university and course in Mexico, served as International Studies coordinator, advising students in global opportunities, study abroad, and as advisor to the Honor Society for International Studies. Caviedes continued as a chair on the Comprehensive Internationalization Task Force, and on the International Education Advisory Group.

Intersecting communities: Fredonia presentations on “Collaborative Online International Learning,” Convocation Series on “Syrian Refugees in South America,” NYT Lunch on “Brazil-US Relations,” “US Foreign Policy and the Rwandan Genocide,” “Perspectives on Islamic State, Migration and Culture.”

Progress on last year’s goals:

Goals: Resurrecting the Introduction to Public Policy (POLI 121) as an Oral Communication category and as part of a new major concentration in Public Policy that also integrates with the BA/MPA program. Programmatic goals also included integrating POLI 276/277 into the core course selection for the Law and Politics concentration, and developing an introductory seminar for the discipline for new majors in Political Science and International Studies. Progress: We had several department meetings over the 2016-17 academic year to discuss and organize the new program framework, curricular mapping, course content and staffing. We completed the academic year by agreeing on the related program and course proposals for submission early in fall 2016.

Goals: Programmatic changes to maximize 300-level course enrollments and student needs. Progress: 300-level courses were rescheduled to maximize enrollments.

Consistently lower enrolled courses were not offered in 2016-17. All 300-level courses were taught by tenured faculty and by one full-time adjunct faculty, with no part-time adjunct hired to teach any of our courses.

Goals: Outreach to alumni to build on career and contact information. Progress: The department website, related material were updated for dissemination and communication with alumni, students, and parents. We collected further information and photos for the department newsletter, and will be distributing the newsletter to all identified alumni by fall 2016.

Curricular changes:

There were no significant revisions to existing courses, only minor revisions in several courses concerning course readings and related assignments designed to most effectively engage and enhance student learning.

Enrollment planning:

The development of the Introduction to Politics and International Affairs seminar for new majors to strengthen cohort success and retention, awareness of department and college resources. The Chair will continue the newly adopted practice of academically advising all new freshmen and transfer students for their first year before identifying the most appropriate faculty advisor based on student interests and needs. We will continue to offer incoming scholarship support for identified students and to provide as much support as possible through our scholarship funds to recognize current students. We are utilizing the Hurtgen scholarship to attract students into the department and to help support student participation in the Washington Internship Program. We continue to work on data collection and statistics of incoming students to more effectively target and retain, as well as build a strategy for greater outreach to regional high schools. We will be disseminating an annual newsletter to highlight our current and past student accomplishments and to build a more effective alumni network to assist current and future students interested in the major. We plan to further highlight our diverse opportunities for student learning and engagement, including our internships, Model European Union activities in New York and in Europe, study abroad, and collaborative partnerships.

Assessment:

Assessment results from 2014-15 did inspire minor changes in the substance of the 2015-16 capstone seminar, including the content of the capstone presentation and paper. While the general requirements for the seminar remained similar (e.g., presentation expectations, length of paper), our 2014-15 assessment findings showed that students were struggling with a substantive application/integration of related major theories in the discipline (SLO #2), which also impacted the written communication of related theories (SLO#3) and oral presentation of political science concepts and arguments (SLO#4). A significant objective of the capstone seminar is to integrate,

confirm and measure students grasp of our six SLOs, and a primary concern had been the development of systematic gathering and evaluation of social scientific evidence (SLO#5) and the critical evaluation, integrating knowledge, theory, and methods (SLO#6). However, while we have worked to improve out students' performance on SLO#5 and SLO#6, we are increasingly concerned with the integration of SLOs 2-4. Thus, the 2015-16 capstone required students to demonstrate a more thorough background understanding of theory and arguments, relative to the balance given to methodology and original research.

The capstone seminar has provided us with a critical benchmark of student learning outcomes, in that each of the six student learning outcomes has been measured over time. The capstone paper itself has had a very detailed metric that equates to the paper grade and identified SLO assessments (see the 2015 Department Annual Report). Before closing the loop on these assessment findings we have gleaned from the capstone benchmark, we utilized an in-class survey measure of spring 2016 capstone students in order to measure student learning and integration of political science applied skills (SLOs 3-5), learning impact and shortcomings, at the pre and final capstone stage. Political Science SLOs 3-5 map to the "Skilled" Baccalaureate goals, to develop intellectual and applied skills.

The 2016-17 assessment survey measures included specific skills identified and acquired by students at the final capstone stage. Survey measures were specifically tied to the questions of written communication of political science concepts and arguments (SLO#3), oral presentation of political science concepts and arguments (SLO#4), and systematic gathering and evaluation of social scientific evidence (SLO#5). The anonymous surveys were distributed and completed by the 12 capstone students enrolled in POLI 450 in spring 2016 three weeks before the completion of the semester. The survey also addressed the utility of the upper-level Political Science curriculum in the learning and development of applied skills incorporated/utilized as part of the capstone project, presentation and seminar, directly related to SLOs 3-5.

All of the 12 seniors surveyed indicated a relevant acquisition and learning of applied and improved research skills for the discipline by the final weeks of the capstone seminar. Survey measures showed that 58% of student learning on research skills were specifically identified as data collection/analysis comprehension and improvement. Forty-two percent of survey measures identified improved oral presentation skills, including the ability to interpret and present graphs and charts. The upper-level curricular impact surveyed on applied skills was particularly revealing, in that 50% of these capstone students identified upper-level Political Science coursework was incorporated into the intellectual and applied skills relevant to the capstone project. These results confirmed our concerns, that approximately half of our graduating students were not coherently integrating related skills acquired through the various stages of the program by the capstone benchmark. Of the remaining half surveyed, 3 out of 6 (or 25% of total students) identified experiential learning, including internship

and study abroad experiences, as the foundation for intellectual and applied skills incorporated directly into the capstone presentation and paper.

We have been increasingly concerned with how our students can most effectively apply our identified SLOs in their ongoing and future role as “engaged” citizens. This year’s assessment findings confirmed our 2016-17 plan to revise the capstone significantly to better intersect with the Baccalaureate Goal to be “Connected,” including community, local stewardship, and global citizenship. We believe that our department has numerous opportunities available to students, including internships, Model European Union, etc., that can be more effectively integrated into student learning outcomes. The 2016 assessment findings also confirm our view that our students would benefit by replacing our introductory statistics requirement with an Introduction to Public Policy, which is particularly relevant to a renewed Public Policy concentration for 2016-17. The Introduction to Statistics course for the major will remain highly recommended for all of our majors, but only required for identified concentrations. We are also persuaded by the results that our targeted SLOs should be more effectively introduced at the introductory level, and thus we plan to create an introduction to Politics and International Affairs seminar required for all new majors by spring 2017.

There were no general education courses assessed this academic year.

The Department has spent significant efforts assessing SLOs 2-6 over time, particularly at the capstone benchmark, but we have determined that our understanding of student and department needs would benefit from an earlier benchmark for SLO#1 (knowledge of facts and history in the discipline). The Introduction to Politics and International Affairs new major seminar scheduled for debut in spring 2017 will provide an opportunity to measure SLO#1, for the first time, at this early stage of our curriculum.

Unit’s top goals for next academic year:

The Department will be submitting program and course change proposals at the start of the 2016-17 academic year that propose to integrate many of the discussed assessment findings. Program revision will include a new Introduction to Politics and International Affairs seminar for new students, the reintroduction of the Introduction to Public Policy (as an Oral Communication general education fulfillment) as a lower-level requirement, which also intersects with the renewed Public Policy concentration, and a revised capstone seminar that integrates our SLOs more effectively with the department strengths in experiential learning opportunities and the Baccalaureate Goal to be “Connected.” We also plan to more fully integrate the International Studies program, which will be coordinated starting in 2016-17 by Alex Caviedes, within our Department that currently houses this interdisciplinary major. We will continue to streamline our course offerings to most effectively meet enrollment and staffing efficiencies.

Other:

The department continued to have strong teaching performance, college and professional service, conference activity, and scholarship. Vassoler was recognized with the President's Award for Excellence in Teaching in spring 2016, and served as the Chairperson for the Brazil section of the Latin American Studies Association. Caviedes published two journal articles, a book chapter, and two book reviews. Department faculty served on several editorial review boards, and as a program external reviewer. Faculty presented papers at ten different academic conferences across the state, nation, and world, including the flagship conferences for their respective fields.

College of Liberal Arts and Sciences

Psychology

Submitted by Jack Croxton

Power of Fredonia:

We provide an excellent learning experience for our students, both inside and outside the classroom. Our faculty have attended various professional development conferences in order to enhance their teaching. We regularly revise our courses in order to enhance student learning. In particular, we spend extensive time supervising students on independent study projects. In terms of engagement, our student groups have been involved in a number of community activities, including volunteering at the Out of the Darkness Walk and helping to raise money for the adult literacy program. We have also established partnerships with many community agencies via student internship placements. Much of the research in our department focuses on real world problems that affect the community, such as drug exposure, sexual aggression, the impact of incarceration, and the consequences of bias and discrimination. In terms of global involvement, one of our faculty spent time in Poland teaching and doing research while on sabbatical. We have a dual degree program with a university in Turkey and had our first student graduate from the program this year. Two of our faculty are active in the regional alumni chapter of the Fulbright Association. One serves on the Board and is the Newsletter Editor.

Progress on last year's goals:

Goal 1) Submit a request to recruit a new faculty member to fill a line that is currently open.

Progress: We submitted a request to search for two new faculty members: 1) An experimental psychologist with an interest in an applied area such as Forensics, Applied Behavioral Analysis, or Community/Public Health, and 2) A developmental psychologist with the background to teach courses in child or adolescent psychology.

Goal 2) Develop greater continuity between our Statistics and Research Methods courses.

Progress: Faculty teaching these courses interact regularly but we have not yet developed a formal mechanism to ensure continuity.

Goal 3) Request that our Statistics course be taught in a computer lab.

Progress: Gaining access to computer labs has been problematic but we will continue to request the use of such labs.

Goal 4) Conduct a thorough curriculum review in light of the expertise of new faculty.

Progress: We discussed our curricular needs as we considered how to advertise for new faculty positions. A more thorough analysis will be taking place next year as part of our periodic review.

Goal 5) Expand opportunities for students to have research experiences.

Progress: Our faculty are committed to providing such opportunities and practically everyone supervises independent study projects on top of their regular teaching load. We are needing to take on more students since Independent Study is a requirement for the B.S. degree.

Curricular changes:

- 1) The requirement that students must have a GPA of 2.0 in order to transfer into Psychology was approved.
- 2) The Department adopted the American Psychological Association Learning Outcomes and we mapped our courses to these outcomes.
- 3) Cognitive Psychology and Social Psychology were designated as 300 level rather than 200 level courses. This proposal is under review by the Academic Affairs Committee.
- 4) We proposed a new course: Psychopharmacology. It is under review by the Academic Affairs Committee and we hope to offer it for the first time in Spring 2017.
- 5) Our faculty regularly revise their courses in response to student feedback and technological advancements pertaining to teaching and learning.

Enrollment planning:

The Recruitment Committee developed and executed a number of new initiatives this academic year. A key accomplishment was revisions to the department webpage, including more content to attract students. Pages developed and added to the department website were: "Psychology Department Newsletter", "Why Psychology at Fredonia?", "Current Student Experiences", "Transfer Students at Fredonia", "Alumni Profiles", and "Psychology Currents: Informational Resources for Students." Notably, this website content included pictures and testimonials from current students and alumni. The department also developed and maintained Facebook pages for the Psychology Department and Psychology Club. The committee also surveyed the students in Freshman Seminar to obtain feedback on recruitment efforts. Committee members worked with staff in the Registrar's Office to learn more about campus-wide efforts to recruit transfer students. Multiple individual communications (through regular

post and e-mail) were sent to each student who applied to Fredonia with a possible major in Psychology. The Committee revised the list of Recruitment Activities of the Psychology Department in November 2015. The list includes 18 items.

Assessment:

In 2014-2015 the Psychology and Social Science Learning Outcomes Test (PSSLO) was administered to first-year students taking Introduction to Psychology and to senior Psychology majors. The seniors scored significantly higher than the first-year students. Based on these results we determined that it was not necessary to make any significant changes to our curriculum or pedagogy at the present time.

The learning outcome that was assessed in 2015-2016 was Communication, with a focus on writing. Student work was assessed in terms of focus, development, style, sources, organization, and editing. These relate most to the Baccalaureate Goals of “Skilled” and “Responsible.” Skilled relates to the importance of developing the ability to be precise and accurate in written communication and responsible pertains to making the effort to apply these skills appropriately.

A rubric using APA guidelines was used to assess student writing in two senior level courses: Theories of Psychology, and Senior Honors Seminar. Students in Theories of Psychology wrote an 8-10 page term paper and Senior Honors Seminar students wrote a paper comparing the Stanford Prison Experiment to the Holocaust. The same rubric was used to assess student writing in Psychology Lab, which is taken primarily by freshmen. The writing samples were taken from two lab reports provided by these students, one at the beginning of the semester and one at the end of the semester.

Results revealed that 67% of students in Senior Honors Seminar met or exceeded expectations and 32% met most expectations, while 41% of students in Theories of Psychology met or exceeded expectations and 36% met most expectations. Senior Honors Seminar students were strongest in Editing and weakest in Sources. Theories of Psychology students were strongest in Organization and weakest in Editing and Sources. For the first lab report in Psychology Lab, 35% of students met or exceeded expectations, 47% fell below expectations, and 17% submitted an unacceptable writing assignment. In the later lab 75% of students met or exceeded expectations, 20% fell below expectations, and 5% did not meet expectations. In the earlier lab students were strongest in Organization and weakest in Development. In the later lab students were strongest in Focus and weakest in Editing. Overall, performance on the end of the semester paper showed improvement compared to the beginning of the semester assignment.

The data from this year’s assessment were just recently analyzed and have not yet been shared with the department. We will discuss the results and conclusions in the fall and identify best practices for improving the writing of our students.

The Statistics course of Dr. Rogers was included in the assessment of the Mathematics section of the General Education Program. We have not received any results as of yet.

Our Assessment Committee will meet at the beginning of the fall 2016 semester and identify what student outcomes will be assessed for 2016-2017.

Unit's top goals for next academic year:

Our primary goal will be to conduct a thorough program review.

Other:

- 1) We have made an extensive effort to reach out to alumni using social media such as Facebook and Linked In.
- 2) We made considerable revisions to our homepage.
- 3) We modified our procedures for reappointment, promotion, and tenure.
- 4) We made changes to our criteria for scholarship and creative activity when evaluating faculty for reappointment, promotion, and tenure.
- 5) Our students made presentations at the SUNY Undergraduate Research Conference, regional and national conferences, and the Annual Student Research and Creativity Expo.
- 6) We contributed to Side B of Degree Maps.
- 7) We participated in a pilot program to reduce paperwork in academic advising.
- 8) The student organization, Fredonia State of Mind, was revitalized.
- 9) We had a successful search for a new department secretary.
- 10) Our department continues to provide a meaningful learning environment for our students; we engage in scholarly activity; and we value service to the department, college, and community.

College of Liberal Arts and Sciences

Sociocultural & Justice Sciences

Submitted by Mary B. Carney

Power of Fredonia:

Learning community: We offered 74 lecture courses, 4 online courses (including J-term), and 12 seminars. At least 2600 students were enrolled. Additionally, 26 students engaged in Directed Study. Twenty-four lecture courses contributed to the gen. ed. program. Some faculty contributed to Convocation or other presentations on campus. Engaged community: We offered internship and practicum experiences to 86 students. Majors participated in conferences like CUR, SCREE, Niagara Univ., NASW Albany LEAD day. Several majors and one faculty member participated in Alternative Spring break in leadership roles. The Soc. Work and CJ Clubs were active. Most department faculty are engaged in university level committee work. Some are engaged in Community Service and/or Research. Sustainable community: We offered Environmental Sociology and participated in the university recycling program. The department participated in recruitment and retention events to help sustain the university. We work together to sustain each major. Sociology, in particular, provides offerings to sustain Criminal Justice and Social Work. Faculty are involved in a variety of service which sustain the university. Global community: We offered 10 courses that have substantial global content (7 are global in their perspective). Other courses also include global content but would not rise to the level of labeling as such. Individual members of the department are involved on different international committees and RENGA.

Progress on last year's goals:

The department goals for AY 2015-2016 were:

1. Help support new faculty and current tenure-track in their work and progress toward continuing appointment.
2. Continue to work each program's alignment of mission statement to department mission statement, review and revise department learning outcomes, review and revise program outcomes in relation to department learning outcomes, connect final decisions to BACC goals.
3. Develop a better, more systematic assessment plan for department and/or programs.
4. Finish MOU process with administration.
5. Finish Online Department Handbook that includes HARP revisions.

6. Finish Sociology curriculum revisions.

7. see 2014-2015 Annual report for recruitment retention discussion.

We accomplished goals #1, 4, 6, & 7. Goals 2, 3, and 5 are up in the air and were not worked on given Criminal Justice and Social Work's advocacy to separate the department. Goal 5 has become a goal in the retirement incentive plan for Joy Bilharz in AY 2015-2016. Goals 2 & 3 need an administrative decision made regarding the future of the department.

Curricular changes:

Sociology submitted revisions to the major to become more flexible by giving students the choice of taking Introductory Anthropology or Cultural Anthropology and through revised course elective offerings. The Anthropology minor's course revisions were approved by the Academic Affairs Committee.

Enrollment planning:

Each major's program director or representative (including the Chair) participated in Open House events and/or met individually with perspective students and families when asked. This year an e-mail note was sent to almost every student accepted into a department major congratulating them on their acceptance. This is a new addition to our plan.

Advising is our main strategy to retain students. However, we do help them find their interests which sometimes leads to a change in major. Individual faculty members meet with struggling students, especially those with probation contracts. And, at least one faculty member has designated office hours just for specific courses in which students struggle. We refer students to the Learning Center and to Project Success. We have been known to unofficially host group peer-led study sessions.

Assessment:

No changes were made based upon 2014-2015 results.

In 2015-2016, all three majors assessed the following learning outcome: Students will develop ability to understand and apply the major conceptual orientations and theoretical frameworks used by their disciplines and/or professions. This is linked to both BACC goals 1 and 4.

Additionally, Social Work has a 6th learning outcome that students will show mastery of the assessed 10 of core competencies. These are assessed every year. They are:

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly (BACC goal 4)

EP 2.1.2 Apply social work ethical principles to guide professional practice (BACC goal 4)

EP 2.1.3 Apply critical thinking to form and communicate professional judgments (BACC goal 1).

EP 2.1.4 Engage diversity and difference in practice (BACC goal 2)

EP 2.1.5 Advance human rights and social and economic justice (BACC goal 2)

EP 2.1.6 Engage in research –informed practice and practice-informed research (BACC goal 1)

EP 2.1.7 Apply knowledge of human behavior and the social environment (BACC goal 1)

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services (BACC goal 2)

EP 2.1.9 Respond to contexts that shape practice. (BACC goal 9)

EP 2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. (BACC goal 1, 3)

Because of the differences in how the disciplines use theory, we did not use a common instrument as we have in the past. Each major designed their own exercise. The faculty reviewer:

Sociology: Analyzed the theory section of the senior seminar project on three criteria. 1) Did the student include a theoretical argument or concept? 2) Did the student use the theory and/or theorist correctly? 3) Did the student include articles and books outside of the required readings? The course instructor analyzed the submissions (17 submissions).

Criminal Justice: Analyzed an Essay in the Criminology course placing a theory in its social context and discussing the policy implications. A demonstrated understanding of the central concepts of the theory was also required and analyzed. The course instructor analyzed the submissions (31 submissions).

Social Work: Analyzed an IBL case situation from student's placements, applying theory to an understanding of a client situation. A faculty member not assigned to the course analyzed the anonymous submissions (41 submissions).

Social Work students also completed the yearly competency and exit survey assessment which uses data from the 2015-2016 Senior Survey and creates a weighted score using Field Evaluations, Portfolio Evaluations, and Student Portfolio Ratings. This will be analyzed next semester.

Sociology: 88% of the students show enough proficiency to affirm they are fluent in sociological theory, and that the sociology program is meeting the learning objective pertaining to social theory. There was some weakness in the ratings for Questions 1 & 2.

Criminal Justice: 77% of the students met or exceeded competence. The students who were rated lower showed competence in theory but did not address policy well enough to be rated as showing total competence.

Social Work Theory Assignment for Department: 47% met or exceeded expectations with 48% approaching expectations. Therefore, 53% of the students did not fully meet expectations (5% did not meet expectations). The underperforming students wrote perfunctory responses that demonstrated less critical thinking and application of theory than expected.

Social Work Competency Assessment results will not be available until the next annual report. Because of the complexity of the data, it takes several months to input and then aggregate the data. We report data the next year. Therefore, we can report 2014-2015 results here. We were above benchmark (75% above a weighted score of 3.5; 3=has competency but is inconsistent in performance, 4=practices competency as expected for entry level professional) for all of our competencies. Our theory competency was solid in the assessment. Our policy competency continues to be the weakest area. The results should be posted on the Social Work WEB page if more information is needed.

Sociology: Based on the relative weakness of 2 of the 3 assessed questions, sociology thinks theory should be emphasize more in elective classes to ensure that double majors are learning enough social theory. They will be addressing this in AY 2016-2017.

Criminal Justice: Results suggest work to be done helping students connect theory to policy in a stronger way. Since, this was not a capstone course and students are in a range of class levels, this skill may not be as developed in some as strongly as it is in others. Criminal Justice will remain watchful.

Social Work: Faculty are very concerned about the results of the IBL assignment. The results could be seen as "senioritis" or as a consequence of having two new faculty assigned to the capstone seminar. The timing of the assignment during portfolio review might have been a factor. However, many students were not able to demonstrate a competency that should be second nature to them. As social work is embarking on program review to align with the new CSWE accreditation competencies, they intend to be intentional in the need to strengthen critical thinking, theory and policy throughout the curriculum.

The chair is unaware of any department participation in general education assessment.

In 2016-2017, we are scheduled to assess the following learning outcome: Students will develop writing skills to the level of an entry level professional or a beginning graduate student. This outcome is linked to BACC goals 1, 3, & 4. Social work will have

its last assessment for the students under the 2008 Competencies and will retool the program based on the 2015 Competencies.

Unit's top goals for next academic year:

- a. Plan for department leadership for after the 2016-2017 academic year.
- b. Await clarification on status of department and plan accordingly based upon administrative decision
- c. Help support new faculty and current tenure-track in their work and progress toward continuing appointment.
- d. Finish work on the already existing Department Handbook which can serve as a template should the department be separated.
- e. Streamline the recruitment follow-up process by making it a more timely and consistent response.

Other:

College of Liberal Arts and Sciences

World Languages and Cultures

Submitted by Juan De Urda

Power of Fredonia:

As a learning community, the department of World Languages and Cultures has worked hard this academic year improving its curriculum and course offering. We are changing the curriculum of our Spanish major and its courses towards a more modern and student-centered program (requiring experiential learning in the target language), and finishing the proposal for a new language requirement for general Education to make it more rigorous and proficiency based.

We offered more experiential learning: undergraduate learning assistants, internship for a student organizing and advertising events on a Cultural Experience course, students helping with recruitment and promotion.

Our study abroad programs send our faculty and students on a regular basis to Mexico, Puerto Rico, Paris and Russia.

Brian Boisvert's students at his Linguistics course produced translations that are actually used for several organizations. On other order of things, the department has been able to keep offering Arabic classes and we started offering Chinese this year.

The department is also increasing its collaboration with other academic units: Chiara De Santi has been teaching for the Communication department and for Film Studies. The lecturer position whose search is currently underway is partially shared with the History department. We are also approaching the School of Business in order to create a joint degree with components of both disciplines.

Progress on last year's goals:

- Five year plan: The department prepared a MOU with the Dean.
- Curriculum redesign: We already started in the Spanish curriculum. Other possibilities (International Business Degree or cultural courses taught in English) to be developed.
- Recruitment: We worked on social media and promotional videos as a P.R. resource. The work with the Office of Admissions has been more regular and fluid.
- New hires: Very needed after losing faculty in Spanish for different reasons. A search for a Spanish lecturer position, shared with History, is already on; but a more permanent will be necessary for the future.
- New language requirement proposal: It is almost ready to be submitted.

-To take advantage of the implementation of the new General Education to make the department more visible campus wide. The department will submit any suitable course.

-Finding financial support for student travel abroad: The department discussed to use the Goetz-Rie scholarship to fund study abroad and will work on other sources.

-To secure hires of adjunct faculty to keep offering Arabic and Chinese in future years. It is hard to find and retain good instructors for those languages. We are currently looking for the necessary replacements.

-To have the Instructional Support Assistant at the Language Lab hired on a more permanent basis, since the position will become important to administer the placement test in the future. The department request the ISA annual contract will be renewed and extended in the future.

Curricular changes:

As stated above, we already proposed substantial changes in the Spanish major, including a higher number of credits, a more efficient program which will allow more flexibility in scheduling and enrollment and a required experiential learning experience. Some of the courses will subsequently be modified following a more cultural, student-needs approach. The program will be more flexible and rigorous.

Also mentioned above is the proposal we will finally present this year of a new language requirement for General Education. It will be more demanding and proficiency based.

Enrollment planning:

Retention has always been very high within our majors. Our programs are small and personal contact and advising keep the students on track.

For that reason, recruitment has mainly taken our efforts. The department has committed to social media presence with the help of several students on internships. A blog, a youtube channel with promotional videos and other initiatives are showing us out there. We need to increase that virtual presence and search more specifically for our target population. It is included in the Memorandum of Understanding and the administration committed to fund if needed.

Other initiatives, such as working with schools to coordinate their courses with ours and even granting credits hours to the students, need to be developed.

As stated above, we worked more closely with the Admissions Office. Besides helping in the Open Houses, and as soon as the list of accepted students were ready, we contacted them with handwritten cards in the target languages and followed up.

On the other hand, we have been very good at internal recruitment; many Fredonia students who were pursuing a different degree realized that a second major in a language would be enriching and useful for their careers. We are very aware of that and

work on the visibility of our programs campus wide and improving our elementary and intermediate courses to attract new majors.

Assessment:

The changes described in the Spanish major (see above) were based on several years of assessment which showed the need of a more cultural and communicational curriculum. We also conducted a survey among the Spanish majors regarding their vision and suggestions to improve the program.

We conducted the assessment that measures our majors' performance in the Senior Seminar. During that course, at least one long presentation and one research paper must be performed by the students. We use a rubric and analyse the results later.

This is the link for the document mapping the department SLOs and the Baccalaureate Goals for French:

<https://docs.google.com/spreadsheets/d/1QaNqli10f-y2nRg3YPQIQfWexdJF0vEo3YFixlr7Ae4/edit#gid=37>

The Spanish one has similar content:

<https://docs.google.com/spreadsheets/d/1QaNqli10f-y2nRg3YPQIQfWexdJF0vEo3YFixlr7Ae4/edit#gid=58>

The rubric checks on deliver in the target language and cultural awareness. The rubric for the paper also evaluates the quality of the analysis. The Senior Seminar includes SLOs 1,2 and 4 of the department (see mapping linked above) and the three are assessed.

Most students meet or exceeds the standards set by the rubrics. Every year the department holds a specific discussion of the reason why some students did not and elaborate strategies for the future. This year we agreed that most students are not used to include citations in an academic paper and agreed to get them started with them before they get to the Senior Seminar. We also considered the convenience of changing the assessment process itself.

All the mentioned changes in the Spanish major are the result of reflection on the assessment and the survey conducted among students.

The whole Gen Ed language requirement has been assessed this last semester. It was a difficult effort considering it involved four languages with sections at different proficiency levels and a common assessment tool was necessary. Since the assessment had to be performed at the end of the semester, the data is still being compiled and it will be put together and sent to the Gen Ed committee shortly.

After the discussion in the department meetings, we are considering changes in the student learning assessment. One possibility is focusing on specific SLOs or conducting

assessment throughout several level or courses within the majors. We will discuss the changes at the beginning of next semester.

Unit's top goals for next academic year:

--The priority is enrollment and recruitment. We will focused on more social media targeting populations and we will study actions to work with High Schools of the area.

--We will implement the already proposed curricular changes in the Spanish major (to be in effect on Fall 17 if approved) and work on other initiatives, such as creating a joint degree with the School of Business or a minor/certificate for Heritage Speakers.

--The proposal for Gen Ed Language requirement will be submitted.

--Making stable the position of Instructional Support Assistant of the Language lab: the existing tasks will be expanded with the implementation of the placement test.

--The Reading room could and should be better utilized as a common space for language majors and instructors to share study and social life. New distribution, furniture and equipment could make it a social and instructional nook similar to the Math department's. The language lab Instructional Support Assistant could be part of that new functionality.

--Maintaining the Arabic and Chinese courses going on. Those critical languages expand the outreach of the department and should be maintained.

--Completing a successful search for a lecturer who can teach for WLC and the History department alike. Since that will be a one year position, the approval of a tenure track line would be necessary to cover for two simultaneous retirements and the absence of Carmen Rivera while she fills the position of Associate Dean.

Other:

College of Visual and Performing Arts

Ralph J. Blasting, Dean

Summary

This report covers the third year of operation of the College of Visual and Performing Arts. The arts are a defining feature of the reputation of the campus; our programs remain strong, successful, and well functioning. The units of the College are the School of Music, the Department of Theater and Dance, the Department of Visual Arts and New Media, Rockefeller Arts Center, and the Cathy and Jesse Marion Art Gallery. Each unit has submitted an annual report indicating their continuing contributions to Fredonia's mission and baccalaureate goals, their assessment methods, and their goals for 2016-17, available [here](#). Highlights are:

- School of Music addressed a \$30k inherited deficit, sent revised BA Music curriculum to NYSED and NASM, increased Asian recruiting, and completed four tenure-track searches.
- Theater and Dance completed two tenure-track searches, had the BA in Dance approved at the campus level, is progressing towards NASD accreditation, and continues to increase enrollment.
- Visual Arts and New Media created web-based review tools for all admissions portfolios as well as all assessment portfolios. The department was the most affected by the move from RAC to Houghton, and the efforts needed to respond to and oversee construction questions in this critical year.
- Rockefeller Arts Center exceeded its fundraising goal by accepting over \$66,000 from the Friends campaign. The RAC produced 23 events in addition to the curricular programs, in spite of the ongoing challenges of the construction project. Jefferson Westwood has been personally instrumental in attracting donors for named spaces in the building.
- Marion Art Gallery welcomed over 3,000 visitors to seven exhibitions. Barbara Racker arranged for four sculptures to be added to the campus: two on loan from nationally recognized Albert Paley, one built on site by Steven Siegel with students, and one permanent gift from Eric Stein. School and community visits have increased and new collaborations with the Incubator were established.

The defining factor of 2015-16 activities was building construction. The project required the move of the departments of Theater and Dance and Visual Arts and New Media to Houghton Hall in December 2015. Production schedules for all departments, including Music, were affected by restricted access to the Marvel Theater, the lack of a loading

dock for the building, and ongoing access issues due to construction. CVPA faculty and staff have been incredibly cooperative, focused, and adaptable, which has resulted in a generally positive attitude among students and the continuation of all classes and activities without interruption. Many faculty and staff have devoted significant extra hours to planning meetings, packing, moving, and problem-solving. I am personally grateful for their efforts, and need to recognize in this report that the greatest consumer of our time and energy this past year was the construction project -- for which we are, of course, very thankful. In spite of the challenges, all units made progress towards their 2015-16 goals.

This report will focus on the CVPA goals for last year and next year.

Goals for 2015-16

Our overarching goal is to be the best arts school in the SUNY System. We currently offer the most comprehensive array of arts degree programs. All except Dance are nationally accredited, and Dance has a site visit team scheduled for spring 2018. Our reputation will continue to rely on recruiting and retaining excellent faculty who are dedicated to teaching; maintain our facilities, equipment, and technology; increasing community engagement and leadership as a regional cultural center; and hosting guest artists of national reputation. At the same time, specific goals for 2015-16 were very practical.

1. Continue to refine Strategic Enrollment Management to achieve maximum efficiency and reduce instructional costs.

RESULT: CVPA reduced base adjunct spending by \$44,392 over 2014-15. Base spending does not include temporary replacement costs for sabbaticals, vacancies, leaves, and retirement incentives. All temporary replacements were covered by part-time adjuncts; we did not request any full-time replacements.

2. Meet or exceed our recruitment and retention goals, both for the health of our programs and to contribute to the financial sustainability of the University.

RESULT: Total enrollment in CVPA fall 2015 was 1,026, a decrease of 6.3% from fall 2014 at 1,095. These figures include first and second majors and graduate students (Source: Factbook). Music and VANM lost approximately the same percentages (8.7% and 9.4% respectively), while Theater and Dance increased by 5 students (1.9%). Recruitment in Music for fall 2016 is much better, with 120 enrolled so far on an ambitious goal of 130. Theater and Dance is down as of May 31st from 74 to 65 FYFT enrolled as of May 31st, as is VANM down from 44 to 36 enrolled at that date.

Freshman enrollment tells only part of the story. While we look forward to more complete enrollment data, it is clear that recruitment and retention remain important.

3. Determine the feasibility and resource needs to expand graduate education and expand online coursework.

RESULT: two specific outcomes here are the establishment of a non-certification track in Music Education (currently at NYSED) and the current work by Music Therapy to re-write the graduate curriculum to make it low-residency and to create a pathway for students without an undergraduate degree in Music Therapy. This was in response to research by Assoc. Provost Judy Horowitz showing demand for the graduate program. Other decisions are awaiting further direction from the SEM subcommittees on graduate and online curricula.

4. Successfully complete all six searches by hiring excellent faculty who are committed to our mission.

RESULT: all six searches were completed successfully by hiring Assistant Professors, four at the budgeted salary of and two within \$1000 of budget. Total search expenses were \$17,071, below the allocated total of \$18,000 (\$3,000/search).

5. Obtain approval for a full-time staff position in Lighting and Sound Supervision in the Department of Theater and Dance.

RESULT: This remains a critical need. The Provost has recognized the need but has expressed, in meetings with the dean, that she cannot justify moving any vacant staff lines to CVPA at this time.

6. Integrate and improve marketing and publicity for CVPA, with special focus on RAC website and online ticketing process.

RESULT: no substantial progress was made on this goal.

7. Achieve success in raising funds for CVPA units.

RESULT: significant progress occurred here thanks to collaborative work among all the CVPA unit heads and our Development liaison, June Miller-Spann. The College has received \$825,981 in donations this year, with another \$119,500 in pledges.

8. Use consultant's report to review RAC programming and mission and a create 5-year vision

RESULT: very little progress has been made here. The Director of RAC, Jefferson Westwood, is still working on a feasibility response to the study. Other than the cancellation of the World Travel Series, no substantial changes will be seen in 2016-17.

9. Manage successful startup of all new spaces in the Rockefeller Arts Center.

RESULT: As of this writing, Campus Construction Management has committed to two dates for turning over the spaces to the campus: July 29th for all new construction plus the scene and costume shops, and September 22nd for all remaining renovated spaces. This will allow us to move in during the first two weeks of August and offer classes as scheduled in the new spaces beginning August 22nd. Other than sculpture and ceramics, Visual Arts and New Media will remain in Houghton Hall through the fall 2016 semester, with a move to the new space scheduled for late December and early January 2016-17. Classes are scheduled in all RAC spaces for January 18, 2017.

10. Continue to address equipment needs: pianos, instruments, theatre projection and construction, art technology.

RESULT: CVPA was granted \$48,000 in AER funds in spring 2016 to purchase a new projector for Rosch Recital Hall (\$17,000); upgraded or new equipment for live streaming in Rosch, King, Diers, Marvel, and Merrins (\$26,000); and a new power supply unit for the Sound Recording Studio (\$5,000). Departments continue to rely on student fees, AER, fundraising, and university funds to replace equipment, an ongoing need in the arts. The matching funds for the Wendt Foundation grant for projection equipment in Theater and Dance is ongoing and has reached just over 50% (\$66,000 of needed \$125,000 match for \$75,000 from Wendt). The deadline for the match is fall 2018.

Goals for 2016-17

Goals for 2016-17 remain similar, but I have framed them here from a broader perspective.

1. SEM: recruitment, retention, scheduling, enrollments, program array. In 2016-17 we will continue to review all of our practices related to Strategic Enrollment Management. This includes using AdAstra data to improve scheduling, continuing focus on recruitment and retention, and ongoing discussion of curricular changes.

2. Staffing review: the need for a staff technician in lighting and sound is critical and will require a comprehensive overview of staffing in CVPA.
3. Conduct startup of all new spaces in RAC: we will move into new space for fall 2016 and all renovated spaces for spring 2017, with a grand opening on October 21st. While this is exciting, 2016-17 will be another year in which much time and energy is focused on occupying and using the expanded Rockefeller Arts Center.
4. Fundraising: we will continue to find alternative ways to support the needs of CVPA, focusing on our three fundraising priorities: programming and guest artists; equipment and technology; pathways to the profession. As we move into the comprehensive campaign, these priorities will guide our activities. We will also continue to improve the processes by which faculty, staff, and administrators collaborate and communicate with the University Development so that our fundraising efforts are focused and coordinated.

College of Visual and Performing Arts

Marion Art Gallery

Submitted by Barbara Racker

Power of Fredonia

Learning and global community

Exhibitions (7):

Albert Paley: Humanizing the Material; Department of Visual Arts and New Media Faculty Exhibition; Senior Show I – A Work in Progress; Archiving Western New York: Select Artists from the Gerald Mead Collection; Near & Far: Sala Wong and Peter Williams; Senior Show I – Untitled 12; Senior Show II – Senior Show 2 (see Assessment section)

Visiting Artist Program Lectures (9): Albert Paley, Patterson Clark, Ed McGowin, Kevin Schreck, Gerald Mead, John Pfahl, Sala Wong and Peter Williams, James Prosek, Sam Wolfe Connelly

Engaged community

Exhibition Tours:

- Fredonia classes: two introduction to drawing, English honors, art history: Art in Culture
- Area public schools: Fredonia MS, Fredonia HS, Brocton MS, Brocton HS, Dunkirk HS art students, Dunkirk HS at-risk group
- Community groups: Dunkirk-Fredonia Happy Hooper Walking Group, boy scout troop
- Workshops for Tours:
- Paley - Cardboard Maquettes
- Near and Far - Filming and Editing
- Experiential Opportunities for Fredonia students:
- Art majors led workshops, demonstrations and department tours for high school and middle school students
- ARTH Gallery Practicum Spring 2016 – three students worked side-by-side with Gallery Director and Exhibition Coordinator to install/de-install and pack artwork
- INDS 202 – Introduction to Museum Studies – students completed condition reports of works in the art collection

Progress on last year's goals:

Please list the goals listed in last year's annual report and discuss the unit's progress toward achieving those goals.

1. Increase visibility of Marion Art Gallery and increase the number of people enriched by artistic expression

Visibility is challenging to assess but we believe we have made progress based on exhibition attendance in a challenging year (construction/abatement, Theater/Dace and VANM move to Houghton), number of newspaper articles and Buffalo tv news stories (Paley), and distribution of exhibition publications.

We distributed approximately six hundred Archiving Western New York catalogs to individuals, libraries, art museums, and university art departments across New York and Near & Far brochure to all employees of SUNY Fredonia and the Rockefeller Arts Center mailing list of nine hundred addresses.

2. Initiate exhibition tour program to increase opportunities for people on and off campus to gain enrichment from artistic expression (learning about artwork and creating their own artwork) and support various curricula

See tour list above

3. Enrich various audiences with artistic expression by energizing In Sight / On Site program which has been dormant for several years

Three sculptures placed in 2015/2016 – two Albert Paley sculptures (16 ton, 48 foot wide sculpture Progression), Eric Stein sculpture Cutter

4. Increase community engagement

See tour list above

Organizational structure:

There were no changes in organizational structure from 2014/2015.

Continuous improvement:

One full-time and one part-time, ten month employee curated and coordinated three complex professional exhibitions (see Assessment section below), a VANM faculty show and three student exhibitions in 2015/2016. The de-installation/installation periods are very short, usually five days. The Gallery Director and Exhibition Coordinator initiate and manage most aspects of marketing, including: coordinating the printing and distribution of postcards, brochures and catalogs; writing press releases; designing and updating the website; designing and sending eblasts; and preparing campus mailings. We request assistance from facilities only when necessary; we set lights for each exhibition, and patch/paint walls after each exhibition.

The Gallery continues to operate with very little space outside of the gallery. We use P55 as an office for two people, meeting room, prep room, and art storage. We share pedestal storage with facilities' supplies and equipment. We borrow most av equipment

for exhibitions from the Media Center, and on occasions the VANM Dept, rather than purchasing it.

The Gallery Director attempts to supplement the programming budget by writing Carnahan Jackson Humanities Fund and Williams Visiting Professorship Endowment proposals.

Efforts to increase campus and community audiences are ongoing. See separate attendance chart - total exhibition attendance 3,159, additional recipients of exhibition publications 2,100

Assessment:

NA

Strategies are discussed with the Marion Art Gallery Committee. See discussion of progress with 2015/2016 goals and attendance chart.

Assurance of quality summary:

Professionalized entire program – no longer artists renting vans and installing work, schedule professional shipping and specialized rigging, for professional exhibitions schedule only artists of regional, national and international renown.

Exhibitions more complex, larger scope, artists of greater visibility

Albert Paley, internationally renowned sculptor – installed 3 tons of steel sculpture; involved semi truck, riggers and forklift; had 8 pedestals, platforms and shelves, and 3 cases fabricated; had 8 large photographs printed and mounted; wrote successful Williams proposal

Archiving Western New York – 112 two and three dimensional works including works by internationally renowned artist such as Cindy Sherman, Robert Longo, Cory Arcangel, Charles Burchfield, Ad Reinhardt, Robert Mangold, Susan Rothenberg; had 2 cases fabricated

Near & Far: Sala Wong and Peter Williams – digital art exhibition by these artists who primarily exhibit in Europe and Asia; installed 4 video projectors (3 from the ceiling), 3 computers, 1 interactive camera, 2 tablets, 5 tv monitors, 3 media players; coordinated student project of outdoor projections for reception; purchased 3 ceiling projector mounts and 3 monitor wall mounts (previously projects and monitors simply sat on pedestals); wrote successful Carnahan Jackson proposal

See attendance chart

Students have complained about the lack of (gender and cultural) diversity in the VAP program. This was discussed with the CVPA Dean and Gallery Committee. Next year's schedule includes four men and four women from Seattle, Buffalo, New York City, Arizona, and New Mexico with expertise in a variety of mediums (photography,

sculpture, installation, ceramics, animation, illustration, drawing) and a renowned curator.

Attendance figures, discussions with students and Marion Art Gallery Committee

Unit's top goals for next academic year:

Coordinate, install and market two professional exhibitions and four student exhibitions

Complete transfer of art collection objects to Anderson Gallery, University of Buffalo

Coordinate 7 VAP lectures

Increase diversity of VAP lectures

Increase exhibition tours for Fredonia classes

Increase list of eblast recipients to 1,000

Publish one exhibition catalog and one brochure

In Senior Seminar introduce strategies to facilitate successful collaborations and form consensuses among students

Other:

Art collection

Completed inventory of all artwork in storage

Research on the objects is ongoing and has resulted in identifying dozens of works previously misidentified or lacking basic information

Wrote detailed plan/policy for disposal

Began process of working with SUNY galleries/museums to transfer objects

College of Visual And Performing Arts

Music Education

Submitted by Katherine M. Levy

Power of Fredonia:

- Nationally recognized strings teacher and successful urban music teacher and Fredonia alumna, Roberta Guaspari, (Music of the Heart) worked with music education students and P-12 music teachers Sept. 29 - Oct. 4.
- Dr. Vernon Huff hosted second annual Music Education Summit in Mason Hall bringing excellent music educators in general music (Kimberly Kane and Jenny Hearne, Canandaigua), orchestra (Matt Pendrack, Amherst), choir (Justin Pomeliartz, Amherst), and band (Helen Ihasz, Westfield) rehearsing and their students to Fredonia to model best practices and inspire our students. Kent Knappenberger delivered keynote about his first year teaching music. Admissions counselors and School of Music exhibit featured for recruitment of outstanding high school musicians worked the event.
- We held our first successful "best practices" certification workshop in the Orff Schulwerk Approach to music teaching (Orff Level I Certification), Summer, 2015, served 7 graduate students and 8 practicing teachers (non-students).
- We added a clinically rich practice component to our third required graduate music education course, MUED 620 Foundations of Music Education II. Advanced candidates taught three sessions to area P-12 students and submitted video of K-12 teaching and analysis of their practices and student learning as they relate to music education studies in psychology and sociology.

Progress on last year's goals:

Goal 1: To implement two new Master's degree plans as detailed above. Progress: Both programs received initial SUNY review in March 2016. I completed necessary course revisions and provided revised proposals and responses to Lisa Hunter in May 2016. She intends to send those revisions to SUNY for review by the end of May 2016. Following SUNY approval, the proposals will be reviewed by NYSED Office of the Professions. Stay tuned . . .

Goal 2: Provide opportunities for candidates and P-12 partners to learn from and interact with experts in addition to EPP faculty members. Progress: Our initial Orff Certification I workshop held in July 2015 enrolled 15, including 7 advanced candidates and 8 non-student professional participants. Level I Orff Certification requires candidates to demonstrate capability to affect student learning. Candidates' Orff

workshop included experience teaching and observing expert practitioners teach to improve students' musical creativity and movement.

Goal 3: Increase opportunities for candidate learning and retention in summer course work. Progress: In summer 2015, we introduced blended/hybrid (70% face-to-face, 30% online) courses with weekend-only blocks of face-to-face instruction to improve candidate learning and retention. Candidates who took first blended courses, summer 2015, reported satisfaction with course.

Curricular changes:

We offered first fully online MUED course, MUED 618 Seminar: Rationales in Music Education, taught by adjunct, Timothy Hawkins in spring 2016. Nine graduate students completed the course. It was largest music education student enrolled graduate course this year. Enrollment included four graduate students who could not have completed a face-to-face course with us due to distance and scheduling.

We tendered two proposals for NEW MM in Music Education degrees to SUNY. These degrees are the MusB/MM Multi-award in Music Education and the MM in Music Education Studies. The MusB/MM program will offer a 5-year/2-degree completion option to increase recruitment for both degree areas. The MM in Music Education Studies is "certification-free," meaning it will provide out-of-state and international students with a Master's degree in Music Education without requiring them to earn New York state teaching certification.

Enrollment planning:

School of Music created an ad hoc Recruitment committee that implemented many strategies. In the music education area, we successfully argued for Admissions support in Admissions counselors attending and actively recruiting at the state conference for New York School Music Association. Details of the NYSSMA conference request and success are available upon request.

We requested budget allocation for advertising graduate programs, as well as undergraduate programs, in School Music News, which is New York's state music association journal. Our competitors advertise continually in this journal, and we believe our lack of visibility in this important publication results in the perception that we lack resources, and that we are not as successful as our competitors.

Assessment:

As a result of CAEP directives and identified needs, we held our first successful "best practices" certification workshop in the Orff Schulwerk Approach to music teaching (Orff Level I Certification), Summer, 2015, served 7 graduate students and 8 practicing teachers (non-students).

As a result of CAEP and SUNY directives, we added a clinically rich practice component to our third required graduate music education course, MUED 620 Foundations of Music

Education II. Advanced candidates taught three sessions to area P-12 students and submitted video of K-12 teaching and analysis of their practices and student learning as they relate to music education studies in psychology and sociology.

The MM in Music Education was assessed as part of the CAEP program review. Graduate Learning Outcomes assessed were:

- Discipline specific work
- Experiential learning

Discipline specific work

- A designated graduate course instructor assesses students' capstone projects, which involve writing and applying comprehensive music education foundations exam segments to P-12 curricula. Instructors assess projects using a program-approved rubric and deploy an unbiased second reader system whenever the instructor assesses the project score as falling below 82 (B-, minimum acceptable score).

Experiential learning

- Students complete fieldwork to reflectively practice applications of research and knowledge gained in philosophy, psychology, and sociology to teaching and learning. All three foundations courses, MUED 619, MUED 620, and MUED 621 include clinical practice for which instructors provide feedback on students' planning, instruction, assessment, and reflection. Students' experiential learning is assessed by graduate course instructors through written feedback and holistic scoring. The course instructor/mentor's written feedback enables students to improve their practice, and the holistic grading procedure supports these students, already New York certified teachers, to teach lessons in which they are encouraged to try new approaches inspired by course work.

Discipline specific work

We compare capstone project rubric assessment scores and project content from year to year to identify (a) quality and quantity of knowledge cited in each foundation area taught in prerequisite courses, (b) trends in students' application of foundations, (c) adequacy of students' usage of theory in practice, (d) adequacy of scholarly writing and usage of references. The benchmark for this project is minimum score of 82 (B-) of 100 possible points. All of the students in this year's cohort earned scores above the minimum, and their project content (a-d) was consistent with program expectations.

Experiential learning

Assessment of students' field work this year indicated students' need for additional guidance of and experiences with applying research to practice. Students willingly attempted new approaches, however their interpretations of research lacked in details that could be pertinent to using these approaches effectively. Because students

complete the experiences near the end of the term, they receive feedback after finals week, and therefore have few opportunities to discuss work with course instructors.

Discipline specific work

We plan no changes in 2016-2017 based on the Capstone Project scores this year.

Experiential learning

Two changes in fieldwork are planned in response to assessment, (a) incorporate peer teaching segments into class time prior to field placement, and (b) set field work due dates earlier in the term. Change (a) addresses the assessment data finding that students need more guidance and experience applying research to practice. Change (a) will provide students practice prior to fieldwork and engage peers in discussion of applications of research with guidance from mentor teacher. Change (b) addresses the assessment finding that students receive feedback too late for maximum benefit. For maximum learning, students need formative as well as summative feedback.

The Music Education Program offers no general education courses at the graduate level.

We intend to implement e-portfolios that enable students to track their own progress towards Graduate Learning Outcomes. Our undergraduates use an e-portfolio system that we could adapt for GLOs. Our program faculty have not yet identified a GLO to assess next year.

Unit's top goals for next academic year:

At the graduate level, our goals are:

- Obtain SUNY and NYSED approval to implement two new proposed Master's degrees.
- Increase graduate program enrollments by increasing program visibility through advertising in statewide publications, advertising blended and online course formats, and making strategic use of social media.
- Apply blended course format to 1-3 courses offered in fall or spring terms.
- Offer advanced methods courses and certification in Kodaly or Orff approaches, summer 2017.

Other:

Please locate and add to graduate studies files the document titled, "Music Education Goals and Standards Cross-Listing" I will send to Judy Horowitz and Wendy Dunst via email. The document is the Music Education program's map connecting Graduate Goals and Learning Outcomes to other program goals and standards.

College of Visual and Performing Arts

Rockefeller Arts Center

Submitted by Jefferson Westwood

Power of Fredonia

We involve students in nearly every aspect of our operation. Each staff member has a number of students who work directly with them during the course of a year. Our accounting, marketing and publicity, front-of-house and backstage operations are all areas in which students are allowed to gain valuable skills and experience under the guidance of competent and caring mentors. Also, all three of this year's pops concerts provided opportunities for students to perform on the stage of King Concert Hall, alongside professional musicians.

We engage local audiences every time we present a public performance of a RAC-sponsored event, which, in 2015-16, happened 23 times. Speaking engagements at organizations like the Westfield/Mayville Rotary Club, three appearances by the RAC director on WDOE's "Viewpoint" radio show, and three hard-hat tours of the new wing are further examples of RAC engaging directly with members of the local community.

Examples of how RAC demonstrates its commitment to long-term financial sustainability include the following: a) RAC's intensive efforts in raising money for the fall membership drive for Friends of Rockefeller Arts Center which raised over \$66,000 for the 2015-16 season, b) careful monitoring of income and expense and preparation of detailed annual financial reports with comparisons to past years, c) assisting the development office with the identification, cultivation and solicitation of major gifts for endowment purposes (which has

Progress on last year's goals:

Maintain Healthy Department Finances. Although our fiscal year does not end until June 30, we believe we will end the year in the black. We are still waiting on \$10,000 in corporate sponsorships. The forthcoming increase in the minimum wage to \$15 per hour will be a major challenge.

Conduct the Friends of RAC annual fund drive to gross at least \$63,000. Gross receipts this year were \$66,125. Thus, we exceeded our goal by \$3,125 or five percent.

Complete comprehensive product line review of all of RAC public program offerings. This review was completed by December of 2015 and involved the assistance of an outside consultant. We are planning to retain the Pops Series, the Kaleidoscope Family Series and On Stage for Youth for 2016-17. Being able to hire a person to fill the new

requested position of Master Electrician within the Department of Theatre and Dance is viewed as essential before any expansion of programming by RAC can be considered.

Formalize relationships with campus colleagues from Theatre and Music to provide for continued programming in the commencement eve time slot. Discussions and experiences during the course of 2015-16 have led us to the conclusion that this annual project should be maintained as a RAC undertaking, with individual collaborators from Theatre and Music invited on a project by project basis. Ideas for future seasons include concert versions of “My Fair Lady,” “Camelot,” and “Phantom of the Opera.”

Organizational structure:

No major changes were made to RAC’s organizational structure or staffing during 2015-16.

Continuous improvement:

We are always looking to achieve the best and maximum result for the effort and energy extended. In 2015-16 we continued to use a variety of “special offer codes” in the promotion of RAC-sponsored events, with each code tied to a particular media outlet, ad, or publication. The response rates are then compared with the amount of money invested in each ad, so return on investment can be calculated. This has led us to rely less on some publications (such as Explore New York) and to rely more on other channels (such as billing inserts with DFT Communications.) During the school year, weekly staff meetings are held and any problems, center-wide, since the last meeting are reviewed and strategies developed to keep similar problems from happening in the future.

Yes. As stated in our 2014-15 Annual Report, we made the decision to discontinue the World Travel Series.

2015-16 was the year we implemented this decision above. This implementation consisted of notifying the speakers and agencies in the field, some of whom we had done business with for over 30 years, that the series was being decommissioned. We also ran feature stories in the local media and on the RAC web site. In addition, we did a special mailing to past patrons of the series and printed a special program for the night of the final show. Filmmaker/Speaker Rick Ray, who was the final artist on the series, read a touching testimonial, written by filmmaker Doug Jones and signed by the leading industry filmmakers, praising Rockefeller Arts Center and its director for running one of the best series in the country.

Assessment:

As an academic support unit, student learning outcomes are assessed on an ongoing but informal basis. The impact that RAC staff members have on students we work with becomes clear when the Career Development Office does its annual survey of recent graduates asking which faculty or staff member had the most positive influence on you

during your years at Fredonia. In 2015-16, RAC Assistant Director Patrick Rocheleau received three such notes, and RAC Director Jefferson Westwood received one.

We did not anticipate that this question would be asked on this year's annual report and are not prepared to answer it at this time.

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1. Assess programming through direct observation of audience reaction, attendance, comments and surveys.
2. Assess departmental finances by regular review of state accounts, Profit/Loss statements by project, and regular meetings with student accountant(s).

Unit's top goals for next academic year:

1. Successful move into and opening of new and renovated spaces by all occupants including revision/refinement, where necessary, of RAC User Services Policy Manual and related standard operating procedures.
2. Conduct the Friends Annual Fund Drive to achieve at least \$63,000 in gross receipts.
3. Continue to maintain healthy departmental finances.
4. Development of a long range financial plan that will address the impact of the multi-year increase on NYS minimum wage to \$15 per hour.
5. Complete "feasibility response" to external program review by George Trudeau.

Other:

1. Eric Hadley provided an enormous amount of highly skilled and dedicated support to the building addition project. Everyone who saw him at work (during and in between meetings) knows what a difference he made to having the project turn out well.
2. For our opening pops concert of the year, RAC partnered with the Cleveland Jazz Orchestra in a program entitled "An Evening of Ella and Ellington." Nia Drummond sang several Ella Fitzgerald tunes, and the eight-member mixed vocal jazz ensemble The Fredonia Voices performed several Duke Ellington tunes. The performance in King Concert Hall on Sept. 26 was preceded two weeks earlier when the same program and personnel opened the CJO's home season at the Hanna Theatre in Playhouse Square in downtown Cleveland. The University Advancement division took advantage of this "run out" performance in Cleveland to host both pre-concert and post-concert gatherings for Cleveland area alumni and donors. The Office of Admissions also used the opportunity to do outreach to Ohio high school students.

3. Alison Barry and Jefferson Westwood negotiated the termination of the local on-campus agreement with the Office of Student Affairs that paid that office a portion of the “profits” from the operation of term break charter buses and airport/train station shuttles. Starting in 2016-17, the CTO will have 100% of the responsibility for these services, but will also keep 100% of any associated cash surpluses.

College of Visual and Performing Arts

School of Music

Submitted by Melvin Unger

Power of Fredonia:

We made a focused effort to strengthen our contacts and relationships in Asia. June 2015, Barry Kilpatrick visited China and Korea, making numerous contacts with prospective students and agents. In July, we hosted the instrumental and choral ensembles of Ying Wa College (Hong Kong). November saw a recruitment trip to China by Fr. Sean Duggan and Lily Li which yielded a number of new music students. With the help of JiHyun Woo and our IE Office, we hosted a music professor from the Catholic University of Daegu (Korea), leading to a completed MOU with that university. Meanwhile, our local community outreach included children's concerts at Dunkirk and Fredonia libraries and the continuation of our Pathways to Music Program for young children, the New Horizons Band for adults, and the Summer Music Festival for prospective music students. Contributions to making Fredonia a learning community included hosting the Shanghai String Quartet and Roberta Guaspari, nationally recognized strings teacher and Fredonia alumna (known to many from the film *Music of the Heart*) September 29 to October 4. The quartet led masterclasses and presented a culminating concert, while Ms. Guaspari worked with music education students and P-12 music teachers. Fredonia's choir members also participated in two performances of Bach's St. Matthew Passion with the Buffalo Philharmonic Orchestra, conducted by faculty member Dr. Gerald Gray (March 9, 2016 in Fredonia, March 11 in Buffalo).

Progress on last year's goals:

1) Conclude implementation of the multiple-track BA-Music. The new curriculum was approved by Academic Affairs Committee. The proposal must now be fleshed out with degree maps and sent to NYSED and NASM for approval. 2) Implement a plan for regular live-streaming of concerts. A full program of streaming was commenced (see below). 3) Step up fundraising initiatives and momentum. A series of meetings with donors, coordinated by June Miller-Spann and Karen West occurred. They involved the Director of the SOM, Dean Blasting, and relevant faculty members, and they resulted in continuing and new donations. Details are available from the Foundation. 4) Reestablish an Advisory Board in the School of Music; implement an Alumni Relations program with Music. No progress. In light of the existence of an Advisory Board for the CVPA, this idea may need to be reconsidered. 5) Establish ongoing resources for the regular purchase of instruments to complement the comprehensive music fee.

A number of proposals to donors are currently in preparation (in consultation with June Miller-Spann and Karen West). 6) Successfully conduct and complete searches for all

four tenure-track hires. Achieve smooth transition to new Director Melvin Unger. All four faculty searches were completed with great success. We believe these four faculty members will bring great enthusiasm and expertise, enhancing the effectiveness of our program and the impact of our recruitment efforts.

Curricular changes:

Program revisions included bringing the new BA music program (now expanded to 6 tracks) through the Fredonia curricular approval process. Documents for NYSED approval are now being prepared. Two MUED graduate programs were submitted to NYSED: a masters degree without NY certification and a multi-award degree ("Masters in Five"). The latter degree proposal required updating MUED undergraduate course descriptions. The first fully online music education course was offered this year, MUED 618 Seminar (spring 2016). Nine graduate students enrolled, including four teachers who could not have taken face-to-face courses. The masters program in instrumental performance was revised to include a second year of applied music (the extra lessons replacing electives). New course proposals included MUS 201-202 and MUS 516-616 (collaborative piano) and MUS 640 (Music History Pedagogy, designed previously). Course revisions included MUS 543 (changing the level to 643).

Enrollment planning:

We established an eight-member SOM Recruitment Committee, bringing together representatives of the various music programs, SOM and University marketing, and Admissions. The committee met on a monthly basis to ensure integrated recruitment initiatives. Priority was given to unifying the gathering and tracking of data (prospective students' contact information and records of any interactions with them). From March on, we emphasized maximizing the yield of accepted students. All acceptance letters were personally signed by the Director of the SOM. In addition, the SOM purchased the equipment and established the infrastructure for live-streaming concerts. Our overarching goal is to use digital means to overcome geographical distance. Our streaming is also intended to allow prospective students, their parents, and their high school music teachers to see the level of performance in the SOM. This year we focused on streaming ensemble concerts, so that each student could be seen at least once or twice. We streamed a total of 38 concerts. Credit goes to Bernd Gottinger, John Caruso, and students in the SRT program, who provided the expertise and staffing.

Assessment:

- MUED Methods course faculty members strengthened curricular integration of teaching academic language and EAS in 300-level methods courses. They met with the edTPA support team (three instructors who monitor our student teachers' portfolios, which are comprised of edTPA prompts and tasks) to review and calibrate our understanding of academic language issues. The Music education team reviewed the EAS framework with students with disabilities team members who are course instructors

for MUTY 240, MUED 251, MUED 301, 302, 304, 305, 391, and 392. We verified that all competencies are in course objectives.

- Dr. Levy generated a course revision to MUED 255 to require practicum observation in elementary general music, mandated for all NY children in grades 1-5, and require “At least 15 clock hours of this field experience shall include a focus on understanding the needs of students with disabilities.”

All programs are assessed at the capstone level, using universal goals from the Musicianship Core. Additional assessments used for MUED as per accreditation standards.

formal assessment in the SOM is four-step process.

1. Each semester we gather capstone data from our musicianship core: aural skills (mapped to Baccalaureate Goal 1), theory (mapped to Goals 1 and 3), and history (mapped to Goals 1 and 3). This information is entered into the Collected Assessment Database.

2. For each student, applied studio teachers complete a Musicianship Learning Objectives Assessment Form, the goal of which is to link to the three categories of musicianship (from #1 above).

3. We generate an assessment form:

- Report 1 tracks student performance in musicianship capstones for the current academic year (by major and also comparatively over time). A wide range of specificity can be generated so that student performance can be appreciated from an individual to a more inclusive level (comparisons can be limited by major, by student, or by graduating class).

- Report 2 attempts to measure the relationship between student performance in one area of our program versus other areas. For example, a student scores 95 on the Aural Skills Standard Exam: how does this correlate with their score for Aural Perspectives on the Musicianship Learning Objectives Assessment Form? We would expect that a student completing Aural Skills IV would score at least near “competent” (7.0) in terms of aural skills perspective on the MLOA form. If we were to notice a prevalent disparity in this area, it might encourage us to evaluate the effectiveness of our current offering.

4. As a final step, the assessment report is shared with the faculty, who are encouraged to consider the implications of the report in their own teaching and in the overall mission of the SOM.

The SOM Assessment Committee is still developing their report, with help from Xiao Zhang from Institutional Research (more below). Meanwhile, the Music Education division reports:

- MUED candidates' pass rates for edTPA are satisfactory.
- MUED candidates' pass rates on ALST (Academic Literacy Skills Test) are disturbingly low. The MUED division is seeking better understanding of ALST framework and tasks, since MUED candidates have strong entrance skills, and they maintain the required 3.0 GPA while engaging in highly rigorous artistic education and performances.
- MUED candidates' pass rates on EAS (Educating All Students) are below standard, but improving. MUED is responding to this concern by increasing students' observation and discussion of diverse students' needs, bringing in expert instructors for workshops, and mapping course content tightly to be certain we are covering adequately and competently all mandated content.
- MUED candidates continue to perform musically within the highest margins of our renowned School of Music. Two of the four coveted Performing Certificates awarded to exceptionally gifted music performers this year went to music education majors. To earn this honor, these students met the most rigorous performance standards documented in School of Music Recital procedures, judged by an elite artist faculty committee.
- Placement rates of music education students remain between 95 and 99%, according to CDO surveys.
- When completed, the SOM assessment report will be shared with faculty (see above).
- The MUED division intends to maximize grant opportunities for faculty development.
- MUED plans to initiate a new summer music camp for string players in high school. This is a documented goal of the School of Music, and plans are underway for the new hire, Dr. Richard Webb, to lead the music camp. Dr. Webb has extensive experience directing string camps at other institutions. We believe we can generate sufficient funds to develop this camp, which will also stimulate recruitment.

Aural Skills, Music Theory, Music History. See more above; see also the additional MUED assessments above.

The current Assessment Committee's work throughout spring 2016 has been to continue with a process that had been established, but also to understand it to the point that future committees will be able to take over the task without the need for extensive expertise in statistical analysis. This has also involved arranging a meeting with Xiao Zhang from Institutional Research to help us generate a report – a report that is still in development and will be delivered in fall 2016.

The last official report of the Assessment Committee was made in spring 2014. When that academic year ended, all the remaining committee members who had developed the current vehicle and format for formal assessment at the School of Music

unfortunately resigned from the committee. The vehicle format and manner of assessment used at that time was heavily oriented to data gathering, correlation by means of an excel spreadsheet, and it relied on knowledge and expertise in statistical analysis that none of the remaining members had. With the adjustments the Committee has made to the assessment process they will be able to proceed in a consistent manner.

MUED will continue their assessment procedures to comply with State requirements.

Unit's top goals for next academic year:

1. Expand live-streaming to include faculty recitals for purposes of student recruitment and retention.
2. Stabilize the budget to ensure that no further deficits occur and to provide greater funds for recruitment activities.
3. Consolidate gains made in the building and sharing of databases (contact information for prospective students and alumni) for purposes of student recruitment and alumni relations.
4. Get NYSED and NASM approval for the 6 new BA tracks.
5. Search for a faculty member in jazz.
6. Improve relations with State band directors. Action steps include restoring the Director of Bands position and addressing the quality of student-faculty interaction in the trumpet studio.
7. Successfully contribute SOM events to the "gala season" of the CVPA, celebrating the opening of the new RAC wing.

Other:

At the beginning of this fiscal year, the SOM carried a deficit of about \$30,000. We have essentially eliminated this deficit, partly by using reserve funds generated by endowment accounts. We have also acquired SUNY approval for increased audition fees. Our recruitment efforts in the US and Asia have produced an increased enrollment, which should also help stabilize the budget.

College of Visual and Performing Arts

Theatre and Dance

Submitted by Thomas Loughlin

Power of Fredonia:

The Department of Theatre and Dance recognizes that the goals articulated in the question are ones that the university is striving to attain. However, the department is not currently fully structured around these goals, and has yet to completely integrate them into its curriculum. Nor was the department prepared to have to answer this question as part of its 2015-16 annual report. Rather than try to squeeze what it is that we do into an answer that would serve this question (a process that would be at best disingenuous), we prefer instead to make the point that the process of creating theatre and dance, by their very nature as community-based and community-engaged art forms, work to engage all who participate in their creation and/or attend as audience members. We learn together, we are engaged with each other and with our audiences as practicing artists, we sustain ourselves through the work that we create together and by following best environmental practices in the creation of our work, and we take a global perspective in all we try to create.

Progress on last year's goals:

This Google form does not allow enough space to completely answer this question. A more complete answer has been submitted to Dr. Ralph Blasting, Dean of the College of Visual and Performing Arts, and is available upon request.

Curricular changes:

The new BA in Dance represents the most significant update to our overall curriculum. We have put forward proposals for BA degrees in Stage Management and Theatre Technology using current courses and personnel. We expect to begin a more thorough re-design of the BA in Theatre Studies with the addition of a new tenure-track faculty member in that position.

Enrollment planning:

We continue to follow our audition and follow-up procedures as we have in past years. Our one major change is to institute a pre-screening process in BFA Musical Theatre and Acting auditions by using an online service. Accepted is a service that allows us to pre-screen candidates through the use of video applications. We have high retention rates and graduation rates in our BFA programs. Our biggest retention problem was in the BA Theatre Arts program. We hope that with the addition of a full-time faculty member in BA Theatre Studies we will be able to increase retention in this program.

Assessment:

No

All BFA degrees and learning outcomes were assessed in 2016-17. The BA degree program was not assessed. The mapping of outcomes to Baccalaureate Goals can be found at the Baccalaureate Goals Alignment Spreadsheet.

All student assessment in the BFA programs is done through the jury process, where students must demonstrate competence in their particular field. All the juries are mapped according to our department outcomes and goals. We assess all outcomes with each jury.

The results are generally positive and reflect that student learning continues to be successful. The department's assessment data is available in a shared Google Drive folder upon request.

We believe our jury review process in the BFA programs is thorough and complete, and closes all loops. We do not plan to make any changes at this time.

None

We will continue to use the jury assessment process that we have used in years past. We also plan to explore with the new hire in BA Theatre Studies a more comprehensive and meaningful assessment of the BA degree program.

Unit's top goals for next academic year:

Implement a thorough and comprehensive re-design of the BA Theatre Arts degree program in all its aspects, including assessment. Discuss its future as it relates to the possibility of new tracks, interdisciplinary aspects, and integration with baccalaureate goals, and the mission and vision of the university.

Obtain approval for the BA Dance degree at the state level and prepare for an incoming class in 2017.

Successful fund matching for the Margaret L. Wendt Foundation grant for new projectors.

Continue to lobby for a position in technical support for the department with specific responsibility for the Merrins Dance Studio facility as well as other facility support for the running of the RAC.

Celebrate the Gala Opening of the new addition with appropriate events for the community and alumni.

Continue to assess the viability of Theatre and Dance degree programs in light of the university's ongoing fiscal weakness. The department needs to make sure it is aligned and sustainable with regards to the university's continuing concern with enrollment

management, cost analyses and reductions, program array review, and other efforts to “right size” the university as a whole.

With the assistance of the Dean of the CVPA, create a fair and equitable workload situation for all full-time faculty members, and insure that the work they do within the department is measurable by university standards.

Other:

The Department of Theatre and Dance continues to be a high-functioning department with an incredibly dedicated faculty and staff, and a population of talented, hard-working, and dedicated majors and minors. We continue to believe and proclaim that we are the finest, most comprehensive theatre and dance program in the SUNY system, and that the College of Visual and Performing Arts is one of the strong points of the university as a whole.

The current climate within the university, however, is challenging. The university’s fiscal situation as articulated by President Horvath at her budget presentation on May 11 appears grim. The university has undertaken efforts, in Dr. Horvath’s words, to “right-size” itself, but the results of those efforts are yet to be determined. It thus appears, at least on the face of it, that the department is faced with the challenges of being a growing entity within a university that does not appear to have all the resources necessary to support its growth. The department is committed to assisting the university however possible in strengthening the university’s fiscal condition. We hope that such assistance does not come at too great an expense in terms of the work we have done over the past decade to raise significantly the reputation of Fredonia’s Department of Theatre and Dance.

College of Visual and Performing Arts

Visual Arts and New Media

Submitted by Bob Booth

Power of Fredonia:

Departmentally we are committed to teaching, learning, and involvement with the local, regional, and international community. Our efforts are varied, with initiatives and activities both big and small. Collectively and individually we are engaged with the enterprise of education.

Local departmental initiatives have included tours an/or workshops for Forestville and Dunkirk high school students, and we have engaged in initial discussions concerning the MOU and future visit by representatives from the Guangzhou High School of Fine Arts in Guangzhou, China. However, individual faculty activity is where the best examples can be found in support of, and in the spirit of “The Power of Fredonia’s” goals and ideals. Individual accomplishments are available upon request and are on file with Dean Blasting.

Progress on last year’s goals:

1)Additional recruitment and retention opportunities - Departmental representatives visited and reviewed portfolios at Buffalo Academy for Visual and Performing Arts, Buffalo Center for Art and Technology and also reviewed portfolios of students from assorted high schools at Villa Maria College's Portfolio Day as well as Portfolio Day event at the Albright-Knox Art Gallery. 2)New General Education Program - The department is still waiting for final guidelines to be established and distributed. 3)Long-term planning discussions - We were unable to make too much progress. Time and energy spent on the relocation of department to Houghton and the construction of the new building consumed an unanticipated amount of personnel resources. 4)Complete updates to both departmental Student and Faculty Handbooks - Done. 5) Continue to review assessment rubrics - Updated and online. 6)Establish minimum GPA required for in-house transfers - Postponed. 7)Completion of the RAC addition - All effort, deadlines and work under departmental control was performed and accomplished as required. 8) Implement the move of studios, labs, and class offerings for the Spring 2016 semester into Houghton Hall - Completed.

Curricular changes:

Jason Dilworth began teaching students how to design type using the font editing software GLYPHS APP, and is now teaching the new ui/ux interface earlier in our student’s education. Phil Hastings continues to evaluate his classes and programs and is currently working on new formats and offerings for most of his program. He is also

currently developing possible Art History/Film Studies courses . Jill Johnston added an historical quiz to both sections of ARTS 280 Intro to Illustration and included more historical information on illustrators. Steve Komp and Liz Lee engaged in review and redesign of the photography program to reflect the changing demands and expectations of the student body. Additionally Steve and Liz are in discussion about creating new courses for the new General Education program once the thematic categories and Arts SLOs are finalized.

Leesa Rittelmann's ARTH 440 seminar topic "Issues in Global Contemporary Art" saw a dramatic shift from western-centric practitioners, critics and theorists to one that includes artistic production, reception and discourse the world over with particular attention paid to artists working in Middle Eastern nations, China, Latin America, and Africa whose work directly engages exchanges between so-called western and non-western practitioners.

Enrollment planning:

See departmental goal #1 above.

Department Chair sent personal letters to all freshman and transfer applicants.

Participated in the New York State Summer School of the Arts "College Night" presenting information on Fredonia and doing portfolio reviews.

Department faculty were proactive with participation in all Open-House events and the department sent letters to all attendees.

Faculty and staff made themselves available numerous times for individual student visits, phone calls, and email correspondence.

Assessment:

No

A. Critical Thinking: To utilize and expand critical thinking skills, the ability to comprehend and to analyze information through the careful consideration of evidence or the application of reasoned argument.

B. Analytical Writing: To practice and improve analytical writing, the appropriate, accurate and effective use of written words to communicate ideas, explain evidence, and support assertions.

C. Effective Oral Communication: To promote effective oral communication through the practice of various kinds of public speaking such as classroom presentations as well as individual and/or group critiques.

D. Visual Sophistication and Interpretation: To enhance the understanding and/or creation of art through visual sophistication, conceptual interpretation, artistic awareness, and the refinement of craft.

E. To advance scholarly expertise and professional preparation through the practice of in-depth research, the application of knowledge to one's own body of work, and the improvement of professional readiness and sophistication.

Departmental 24 Hour Reviews

Studio Art

http://home.fredonia.edu/sites/default/files/section/art/files/vanm_STUDIO_24_credit_our_review_prep.pdf

Art History

http://home.fredonia.edu/sites/default/files/section/art/files/vanm_ARTH_24_credit_our_review_prep.pdf

Departmental 24 Hour Reviews

Studio Art

http://home.fredonia.edu/sites/default/files/section/art/files/vanm_STUDIO_24_credit_our_review_prep.pdf

Art History

http://home.fredonia.edu/sites/default/files/section/art/files/vanm_ARTH_24_credit_our_review_prep.pdf

We are in the process of a three-year review of assessment data – averaging out specific evaluation of all student learning objectives as available through 24 Hour Review results. Fall 2016 will be devoted to looking for trends, strengths, and weaknesses that data may make evident. It is our intent to evolve our assessment tools to address the arc of student accomplishment and performance within our department so as to provide more meaningful data. A more rigorous compilation of data from entry to exit is essential for comparative analysis. The changes planned for 2016-17 has to do with strengthening collection and recording strategies.

No assessment of current CCC courses was undertaken. Still waiting for General Education Guidelines to be finalized for course submission and implementation

Continuance of currently established review processes (24 Hour and BFA)

Review and discuss Spring 2016 departmental 24 Hour Review evaluation results with consideration given to possible changes or enhancements.

Unit's top goals for next academic year:

Discussion of possible changes within existing BFA degree options in department.

Review of departmental policy on freshman entry as BA majors only – considering BFA entry option for freshman and transfers.

Recruitment

Relocation of VANM into renovated RAC studios.

Other:

SCHOOL OF BUSINESS

Russell J. Boisjoly, Dean

Executive Summary

The School of Business spent this past academic year moving forward in AACSB Accreditation process, including filing a report entitled Responses to the Initial Accreditation Pre-visit Letter (95 pages) completed on September 15, 2015; hosting the AACSB Peer Review Team Visit October 15-18, 2015; conducting a Corrective Action Continuous Process during the entire academic year that included the following: creating 4 faculty teams to engage in Faculty Classification, Research Portfolio Review, Strategic Planning, and Continuous Improvement Overview; engaging an external consultant Dr. Joseph DiAngelo, Dean, Saint Joseph's University; completing the revisions of faculty classification criteria, revisions to faculty research categorization, complete renewal of the strategic planning and continuous improvement process, and the establishment of a Continuous Improvement Process and Outcomes Manual. All of the actions taken in the AACSB process support the Strategic Enrollment Management process for the improvement of initial enrollment and retention of students for the University, enhancing the learning outcomes for the meeting the Baccalaureate goals Skilled, Connected, Creative, and Responsible global citizens, and increase the engagement and impact of SUNY Fredonia for all stakeholders and communities that we serve.

The School of Business received a deferral decision in November 2015 from the AACSB Initial Accreditation Committee. There will be another campus visit on October 9-11, 2016 to review the three areas where improvements were needed.

The School of Business requires internships in Accounting, Finance, Management Marketing, Sport Management, and Music Industry. Economics majors are encouraged to obtain internships as well. During the past year, 356 School of Business students had internships with various local companies and organizations, including Chautauqua County Department of Planning and Economic Development, Fredonia's Technology Incubator, Chautauqua County Visitors Bureau, City of Dunkirk Finance Office, Dunkirk Economic Development, Buffalo Sabres, Jamestown Savings Bank Arena, Chautauqua County Chamber of Commerce, Cott Beverages and Nestle Purina. Various students also had internships with out-of-state companies such as Disney Cruise Lines in Lake Buena Vista, Florida and Calpine Corp. in Houston, Texas.

In 2016, the School of Business sponsored ENACTUS team comprised of 84 students from 22 majors, under the direction of Dr. Susan McNamara, won its regional competition held in Atlanta and advanced to the quarterfinals in St. Louis where they finished in the Top 32 in the US among the 400 universities with active chapters. Dr. Susan McNamara was the recipient of the Sam Walton Award as the top advisor in the United States for an ENACTUS chapter. Also, the Fredonia chapter was recognized for its excellence in supporting Women Owned Businesses. There were eight (8) students who left the national competition in St. Louis with jobs with Fortune 100 companies including three who were hired to work at Walmart headquarters in Bentonville, Arkansas. During the 2015-2016 year, ENACTUS compiled 5,066 total hours of service to the community, had an impact on 5,993 individuals, raised \$27,893 in donations and revenue, and made a lasting impression on everyone with whom they came in contact!

The engagement and impact of our programs through faculty and students performing projects and assistance to our communities has been outstanding. During 2015-2016 we conducted 400 projects with our stakeholders including the Volunteer Income Tax Assistance (VITA) program which enabled citizens from Dunkirk and Fredonia to receive \$375,000 in income tax refunds to improve their lives. The Music Industry student record label **Hail Fredonia** recently raised over \$30,000 for autism research with the re-release of a **Goo Goo Dolls** hit **Not So Different** performed by John Rzeznik, Mary Ramsey, and Cassandra King. The Music Industry program has re-released other recordings such as Joey Molland of **Badfinger's Sweet Tuesday Morning** and held a Thanksgiving extravaganza featuring jazz singer extraordinaire Nia Grummond at the White Inn which together raised over \$4,000 for Why Hunger.

The 13 full-time faculty of the Department of Business Administration made 22 scholarly contributions to academic and professional venues. The contributions included serving as reviewers or referees for academic journals, conference proceedings, presentations, book reviews and book chapters. The five full-time faculty of the Department of Economics made nine scholarly contributions to academic and professional venues. The 4 full-time faculty members of the Applied Professional Studies department made 25 scholarly contributions including 6 co-authored research papers with students.

- The Music Industry program continues to flourish under the leadership of Armand Petri. The student record label recently raised over \$30,000 for autism research with the re-release of a Goo Goo Dolls hit ***Not So Different*** performed by **John Rzeznik, Mary Ramsey, and Cassandra King**.
- The School of Business Chartered Financial Analyst (CFA) Challenge Team under the guidance of Dr. Tai Yi competed against 12 other universities from Upstate and Western New York. The team finished third and won a Bronze Medal for the excellence of their presentation. The Fredonia Team was the only undergraduate team to finish in the top 10 at the competition.

- Seventeen students served as volunteers for the Volunteer Income Tax Assistant Program (VITA) of the Internal Revenue Service, assisting clients to receive over \$375,000 in tax refunds.

The School of Business faculty were very productive during this academic year. The faculty produced 62 Intellectual Contributions including 1 book, 2 book chapters, 9 peer reviewed journal articles, 8 book reviews/forwards/articles refereed/, 13 peer reviewed presentations, 7 externally funded grants, and 12 working paper/journal submissions. It is especially important to note that 24 of the 62 intellectual contributions were by our newly hired faculty members.

Our Assurance of Learning process has generated several curricular changes, led to the creation of new courses, increased the level of student learning outcomes, and increased the level of interaction across disciplines within the faculty.

School of Business

Business Administration

Submitted by Moj Seyedian

Power of Fredonia:

A. Learning:

Hosted an AACSB review team for the purpose of evaluating the degree programs for eventual accreditation.

Offered two new elective courses for the benefit of the Marketing majors.

The faculty made 22 scholarly contributions at professional venues.

Several Finance students were invited to participate in the Chartered Financial Analysts Institute Research Challenge of Western New York.

Hired a highly qualified tenure track faculty in Accounting.

B. Engaged:

213 students worked at internship positions provided by the community.

Students completed many projects assisting local businesses via their courses and extra-curricular activity.

The Business Club presented its 2016 Business Person of the Year Award to Mr. Charles St. George, the owner of St. George Realty.

Accounting students in the Volunteer Income Tax Assistant Program filed income tax returns for the low income and elderly members of the community, resulting in more than \$375,000 tax refunds.

The Enactus Team spent 5,000+ hours of service to the local community.

C. Sustainable:

Students in Enactus' Green Wave Project helped recycle more than 1000 printer cartridges.

D. Global:

International topics were covered in core courses

Progress on last year's goals:

- 1.Improve the teaching effectiveness as measured by various indicators: (Achieved an average score of 4.79 on the university-wide online instrument of course evaluation by students)
- 2.Increase the amount of collaborative research across the disciplines: (Generated five such intellectual contributions)
- 3.Boost the level of service to the department, university, and profession: (Accomplished)
- 4.Develop articulation agreements with two more Community Colleges:(Not Accomplished)
- 5.Continue with the guidelines of AACSB for delivery of quality business education:(In Progress)
- 6.Teach international and ethical issues across the curriculum, along with leadership, critical thinking, and oral/written communication skills: (Accomplished)
- 7.Secure three more paid internship positions for departmental majors: (Accomplished)
- 8.Establish one more scholarship in order to attract and retain more talented students:(Accomplished)
- 9.Analyze the results of 2013-14 assessment activities, identify the areas that need improvement, and develop an action plan to address the issues:(Done)
- 10.Establish course equivalencies with three more institutions of higher learning:(On going)
- 11.Engage in the implementation of the university's 5-year strategic plan – The Power of Fredonia:(In Progress)
- 12.Develop two more 4+1 BS/MBA programs:(Not Accomplished)
- 13.Update and expand the departmental website:(Accomplished)

Curricular changes:

- A. Put forward a proposal to require a grade of C- or better in the prerequisite courses for ACCT 202, 301, 304, 307, BUAD 427, 474 and 499.
- B. Put forward a proposal to include BUAD 378 in the list of optional courses for the Marketing and Accounting Majors.
- C. Offered new online courses in ACCT 201, BUAD 328.

Enrollment planning:

- 1.Faculty and current students attended Open Houses or met prospective students individually.

2. Several departmental majors helped the Admissions Office as Tour Guides and Ambassadors.
3. Participated in the "Transfer Priority Registration" program --33 new transfer students were advised and registered for fall 2016.
4. Transfer course equivalencies were determined/updated with several institutions of higher learning.
5. Made a presentation to 90 Fredonia Liberal Arts students about majoring in BUAD/ACCT programs.
6. Contacted all the accepted students by mail and email to encourage their enrollment.
7. Contacted unregistered majors to encourage their course pre-registration for a future semester.
8. Designed a department brochure to be distributed to prospective students.
9. Designed "Degree Maps" for each major program to be distributed to prospective students.
10. Supported students' extra-curricular activity via student organizations--The Business Club, Accounting Society, American Marketing Association, Delta Mu Delta National Honor Society, Financial Management Association, American Society for Quality, Enactus, and Volunteer Income Tax Assistant Program.
11. Organized the annual career fair, Meet the Accountant's Night, in October.
12. Established one more scholarship for a well-motivated junior student.
13. Published the bi-annual issues of the online, student-run newsletter, Business Matters.
14. Updated the website with a new page--"Why Study Business at Fredonia.

Assessment:

Required a grade of C- or better in the prerequisite courses for ACCT 202, 301, 304, 307, BUAD 427, 474, and 499.

Added BUAD 327 to the list of prerequisite courses for BUAD 499.

Put forward a proposal to include BUAD 378 in the list of optional courses for the Marketing and Accounting Majors.

Faculty put more emphasis on the coverage of international and ethical issues in their courses.

The following learning outcomes were assessed for all the degree programs in the department, namely, Accounting, Finance, Management, and Marketing; they are mapped to the Baccalaureate Goals as indicated in parenthesis:

- Knowledge of the Discipline (Skilled)
- Writing Skills (Skilled, Connected, Careative)
- Speaking Skills (Skilled, Connected)
- Critical Thinking (Creative)
- Ethical Awareness (Responsible)
- International Awareness (Connected)
- Engagement and Professional Development (Responsible, Connected)

Knowledge of the Discipline: Test questions in ACCT 201, ETS test.

Writing skills: Term paper in BUAD 300, essays in BUAD 327, Graduate Exit Survey.

Speaking Skills: Class presentation in BUAD 499, ACCT 305, Graduate Exit Survey.

Critical Thinking: Problem solving in ACCT 202, consulting projects in BUAD 427, Graduate Exit Survey.

Ethical Awareness: Exam essay questions in BUAD 320, 378, Graduate Exit Survey

International Awareness: Embedded test questions in BUAD 320, 328, Graduate Exit Survey.

Engagement and Professional Development: Class projects in BUAD 499, Internship Survey, Client Survey in BUAD 427 consulting projects, Business Etiquette Dinner Survey, Meet the Accountants Night career fair survey, Volunteer Income Tax Assistant Program results, Graduate Exit Survey.

Not all the assessment results have been analyzed by Assessment Committee by the date of this report. The following are some preliminary findings:

Knowledge

a. ETS results were more or less the same as those of 2014.

b. ACCT201 final exam results indicate that 7 of 19 course objectives were below the benchmark of 70%.

Oral Com

a. Recorded student presentations in BUAD499 were assessed against the assessment rubrics, which yielded an average score of 2.5 on a scale of 1-3.

Critical Thinking

a.The students in ACCT202 met the standard by scoring better than 70% on the problem solving questions.

b.Students achieved a score of 15 on the consulting projects in BUAD427, meeting the standards.

Ethics

Students in two of the three BUAD320 sections scored 70% on the ethics questions, which is acceptable.

Internat'l

The results of the embedded test questions in BUAD328 and 320 were acceptable at an average score of 78%.

Leadership

a.A survey of employers participating in the Meet the Accountants Night career fair revealed that our accounting students are either comparable to or better than their peers at other institution

b.The clients participating in the consulting projects in BUAD427 and 499 gave the students the highest score for their professionalism.

There will be an assessment retreat at the beginning of each semester of 2016-17 where the faculty will discuss the 2015-16 assessment results and recommend curricular/instructional changes.

BUAD 499 -- CCC Oral Communication

To be decided at the departmental assessment retreat to be held at the very beginning of Fall 2016.

Unit's top goals for next academic year:

1. Improve the teaching effectiveness as measured by various indicators.
2. Increase the amount of collaborative research across the disciplines.
3. Boost the level of service to the department, university, and profession.
4. Develop articulation agreements with two more Community Colleges.
5. Obtain AACSB accreditation.
6. Teach international and ethical issues across the curriculum, along with leadership, critical thinking, and oral/written communication skills.
7. Secure three more paid internship positions for departmental majors.
8. Establish one more scholarship in order to attract and retain more talented students.
9. Analyze the results of 2015-16 assessment activities, identify the areas that need improvement, and develop an action plan to address the issues.
10. Establish course equivalencies with three more institutions of higher learning.

11. Be engaged in the implementation of the university's 5-year strategic plan--The Power of Fredonia.
12. Develop two more 4+1 BS/MBA programs.
13. Update and expand the departmental website.
14. Increase involvement with the Office of Economic Development and Community Engagement.
15. Reduce the ratio of part-time to full-time faculty.
16. Foster undergraduate research.
17. Help the university with the student recruitment and retention efforts.

Other:

School of Business

Economics

Submitted by Peter Reinelt

Power of Fredonia:

Notable Engaged:

1 Two student interns placed at the Chautauqua Co. Dept. of Planning and Economic Development to analyze county economic data at the sectoral level to support planning.
2 Dr. Reinelt explained and answered questions on the economics of forming a regional water district at eight public meetings based on his analysis, the rate structure he developed, and the intermunicipal agreement he coauthored. The agreement was passed by all municipalities as well as the Chautauqua Co. Legislature. “Without assistance from Dr. Peter Reinelt... [engineering consultant] Henry said the project would not have reached the finish line.” Observer Today, 12-17-2016.

Learning: Dept. offers quality courses and a strong curriculum that attracts students staffed by a preponderance of highly effective instructors who use a variety of teach methodologies.

Engaged: Public policy considerations are included in every microeconomic, macroeconomic and applied course.

Sustainable: In microeconomics courses, students study the economic theory of externalities such as pollution. In environmental economics, students study various theories of environmental sustainability and the relationship between ethical theories and benefit cost analysis.

Global: Across multiple courses students study a broad range of global issues – exports and imports, exchange rates, economics of development in poor countries, comparative economic institutions, global pollutants and international policy challenges.

Progress on last year’s goals:

Goals set for 2015-16 Status

1. Successfully complete search for tenure-track replacement for Dr. Holmes at a salary that is competitive so we can end the revolving door of recent hires. Met
2. Obtain administration’s approval to fund and search the currently “indefinitely unfunded” sixth line. Not Met
3. Complete update and revise departmental assessment plan based on review of the functioning and results of the existing plan. Continuing progress

4. Plan alumni survey to contribute to understanding of career development and program assessment. Continuing progress
5. Continue work on increasing student research and creativity. Continuing progress

Curricular changes:

1. Course revisions

ECON 305 and 310: Updated lecture materials, problem sets, quizzes and exams

ECON 380: Converted some reading summary assignments to critical analysis of alternative viewpoints. Updated climate change unit to analyze potential effectiveness of most recent international agreement.

ECON-450: Senior Seminar--Thoroughly revised the course syllabus by following a step-by-step method of introducing relatively more challenging requirements of research, writing and presentation of economics papers at the undergraduate level. Student performance assessment criteria and methods were also revised significantly.

2. Curriculum planning for principles courses under new general education program – extensive discussions at department meetings on merits (better engagement of students and more logical sequencing in terms of preparation) of changing the sequencing of Principles of Microeconomics and Macroeconomics courses since general education students mostly take one course (the lower numbered one, even though it is not technically a sequence).
3. Discussion of creating one credit research methods course or restructuring Econ 450 senior seminar course.

Enrollment planning:

1. The department participated in open house programs.
2. Letters were sent out to students accepted for admission into economics program at SUNY Fredonia as well as prospective freshmen that expressed interest in majoring in economics at SUNY Fredonia's various Open Houses.
3. The department chair scheduled meetings with visiting families outside of Open House days to discuss program.
4. Follow-up contacts with prospective majors attending Open Houses.
5. Contacted department majors who had not completed course registration for the next semester.
6. Awarded Maytum Scholarships in the amount of \$6,330 and newly endowed scholarships of \$2950 from the Christine Dilacqua Endowment. Seven students received the scholarships ranging from \$1266 to \$1475, including one student who was

considering not returning but then registered for classes next year after receiving the scholarship.

7. Designed “Degree Maps” for double majoring with other programs and distributed to prospective students.
8. The department developed and distributes materials to recruit double majors and minors.
9. The department also revised and updated the economics department homepage to conform to new formatting standards.
10. The department continuously updated course equivalencies for transfer of credit for all community or four year colleges in the state of New York.

Assessment:

Instructor thoroughly revised ECON 450 course Senior Seminar by following a step-by-step method of introducing relatively more challenging requirements of research, writing and presentation of economics papers at the undergraduate level. Student performance assessment criteria and methods were also revised significantly.

Student learning outcomes in Economics BA assessed this year.

1. Students achieve competency in the statistical analysis of economic behavior. They understand statistical inference and probability distributions. They can perform the calculations of statistical estimation, regressions analysis, time series analysis, and analysis of variance as well as interpret the results and test their reliability. (BGs: skilled and responsible)
 2. Students can research a complex, real-world economic issue, gather relevant data and information, research the relevant literature, apply economic and statistical reasoning appropriate to the issue, and present their findings in a clear and professional manner. (BGs: skilled, connected, create and responsible)
1. The student learning outcomes from ECON 200 included in (1) above were assessed by reviewing exams and evaluating student outcomes for each content area (probability distributions, confidence intervals and hypothesis testing) and complexity levels (define and work with basic concepts, solve simple mathematical representations, solve multi-step mathematical representations, and interpret statistical model results) using a rubric.
 2. The student learning outcomes in (2) above were assessed by analyzing student work in ECON 450 the capstone course using a rubric developed on the basis of content area and level of complexity and difficulty. The rubric partitioned the course content into four main areas of assessment: (1) content research and writing, (2) organization and delivery /presentation, (3) in-class participation, and (4) ability to work in a group. On the basis of level of complexity /difficulty, the rubric was further

partitioned into four main areas: (1) concept paper, (2) summary report, (3) group paper, and (4) seminar paper.

For the statistics learning outcomes assessed for ECON 200 students, students had relatively strong performance in content areas probability distributions and confidence intervals at all levels of complexity with 80%-94% successfully achieving learning outcomes. However, there was significantly lower levels of success in the content area of hypothesis testing with 51%-73% achieving learning outcomes, with lower success levels at higher complexity.

For learning outcomes assessed in ECON 450, for the individual writing assignments the student achievement of outcomes were rated as “good” 67%-89% of the assignments across the learning outcomes, as “fair” 0%-33% of the assignments across the learning outcomes, and “less than fair” 0%-11% of the assignments across the learning outcomes. The group paper had higher achievement of learning outcomes as a group. Under almost all criteria of evaluation, both the percentage of students doing “good” and the percentage of students doing “less-than fair” did not change significantly as the complexity of work assignment increased. This is in contrast to the results of our last round of senior seminar assessment where success declined with complexity.

In small department, faculty review and discuss outcomes and discuss possible changes in curriculum and pedagogy. With the assessment of learning outcomes embedded in ECON 200 this year, we also plan to work more with adjuncts to review course content and pedagogy (specifically with respect to hypothesis testing) in concert with more comprehensive review of adjunct teaching under the latest revision of HARP. ECON 450 Senior Seminar was revised this year, so we do not expect major revisions next year, although we will continue discussing methods of better preparing students for capstone by introducing a research methods course or common requirement elements for elective courses.

Econ 200 in the mathematics category.

The existing assessment plan identifies assessment of the senior seminar and macroeconomic learning goals next academic year. However, we have been in discussion about how to revise the assessment plan the last couple of years. A new assessment plan should be completed next academic year, now that repeated faculty searches with large numbers of candidates will not consume so much faculty and chair time next year.

Unit’s top goals for next academic year:

1. Complete update and revise departmental assessment plan based on review of the functioning and results of the existing plan.
2. Complete discussions of department courses under new general education program and plan for implementation of courses.

3. Implement alumni survey to contribute to understanding of career development and program assessment.

4. Continue work on increasing student research and creativity.

Other:

Curriculum, Assessment, and Academic Support

Lisa Hunter, Associate Provost

Curriculum, Assessment, and Academic Support

Academic Advising

Submitted by Amy Leclair

Power of Fredonia

Workshops, training's and resources for students and faculty/staff have been created in order to enhance the advising experience at Fredonia while encouraging a shared responsibility in the advising process.

Progress on last year's goals:

1. Provide academic advising resources for students, faculty, and staff.
 - A. Attended 12 department meetings
 - B. Added Registration Kick off Party to Jump Start to Advising:
 - a. Fall: 25 students, Spring, change of location, 150 students
 - C. Jump Start to advising
 - a. 4 programs, 2 in the residence halls and 2 in the Williams Center
Residence Halls average attendance: 75 Students
Williams Center Average attendance: 10
 - D. Created Academic Advisor Council, meeting twice a week.
 - a. Conducted Student Assessment (Satisfaction and Effectiveness) survey of Advisement. 345 students completed the survey from a broad range of majors.
 - b. Developed an online resource for faculty and staff
 - c. Created a Mission and Vision Statement for Academic Advising. This will be presented in Fall
2. Complete side one of Degree Maps
 - A. All degree Maps are completed and uploaded to the web

3. Develop registration and advising resources for concurrently enrolled in EC English

A. EC English group established

B. Each semester I give a presentation to all new prospective students

C. For any concurrent student, regardless of program, I will remain their primary academic advisor until they are fully admitted students

4. Develop an advising plan for undeclared students

A. Focus group was completed to discuss prior Liberal Arts student experiences on campus.

B. Newsletter template was evaluated and discusses as a form of information

C. LART 151 was cancelled

Organizational structure:

The coordinator of academic advising & liberal arts is now a direct report to the Associate Provost Curriculum, Assessment, & Academic Support. In addition Maegan Bishop, Transfer Advisor and Academic Advising Counselor , has resigned from her position and the Registrar's office has been unable to fill the Secretary 6 position.

Continuous improvement:

A work study student was hired over the summer to assist with the Registrar's office and Academic Advising duties.

No

Assessment:

N/A

N/A

N/A

N/A

Continue to review and assess the Advising System at Fredonia and establish an assessment metrics for the cardless advisement authorization system.

Unit's top goals for next academic year:

1. Design and implement an Academic Advising communication plan for first year students to create a proactive approach to advising to increase the number of students meeting with their academic advisor during advising week.

2. Implement the cardless advisement authorization system at full scale and establish a training plan and assessment metrics to ensure a smooth and success program transition.
3. Foster a sense of belonging for Liberal Arts student to improve persistence and retention by:
 - a. Creating a Liberal Arts Twitter account for communication and outreach
 - b. Designing leadership plan for critical cohort activities
4. Co-lead the academic advising council in collaboration with the retention council and the SEM plan
5. Committees: Retention Council, Early Alert Implementation Team, EC English Concurrent Enrollment. New Student Orientation,

Other:

To assist with recruitment efforts this year:

- A. All Liberal Art accepted students received an email from me
- B. All deposited Liberal Art students received an email and a card welcoming them to Fredonia
- C. I now present at every open house during the majors section of the program
- D. I presented at Multicultural Weekend, Chautauqua County Counselor's Association, and College 101

Curriculum, Assessment, and Academic Support

EDP

Submitted by David M. White

Power of Fredonia

EDP offers student support services designed to enhance academic achievement; assist in meeting the cost of education; and provide guidance and direction in the development of social, interpersonal, and career skills. EDP is a leader in “proactive advisement.” EDP continues to effectively assist program students in course selection (academic advising), counseling, and tutoring (one-on-one, guided study sessions, and supplemental instruction). Additionally, EDP required students to attend the July EDP Workshop for Expanded Learning (JEWEL) summer program and required students to enroll in Fredonia’s FRED 101 pilot program (fall) and the EDP first-year orientation course (SPST 147) in the spring. EDP also provided both undergraduate and graduate internship opportunities. EDP has established the EDP LEADS mentoring in an effort to increase the development of student relationships with other students, faculty, and staff. EDP also conducts mandatory general meetings where students network, and are informed of pertinent information and upcoming events. Three EDP students traveled to Albany, NY to participate in EOP/EOC Advocacy Day. EDP’s Alumni Speaker’s Series provides a platform for EDP graduates to interact, motivate, and inspire program students. The ACCENT is published each semester to keep EDP students, families, and supporters informed and engaged. EDP is sustainable by the program’s participation in Earth Week. EDP is global with its strong sense of diversity -81.4%.

Progress on last year’s goals:

1.To continue increasing the enrollment of the Educational Development Program-The EDP staff contacted prospective students, presented to groups, and represented Fredonia at other recruitment events. EDP’s enrollment increased from 127 (Fall 2014) to 145 (Fall 2015), an increase of 16.5%. (2)To continue to analyze and improve EDP retention and graduation rates. First-year to sophomore retention is expected to drop 3% to 82%; but will again outperform the campus. (3)To transition the distribution and collection of EDP early evaluations to an electronic format. EDP has successfully transitioned to an electronic distribution and collection system.(4)To continue strengthening the July EDP Workshop for Expanded Learning (JEWEL) Summer Program.EDP approved the grant providing for the expansion of EDP’s 2015 JEWEL summer program. EDP also offered a credit-bearing course for the first time.(5)To continue increasing EDP alumni interactions with current EDP students. Efforts to connect current students and alumni have been effectively increased. The EDP Alumni Speaker Series and other interactions with alumni members provide a means for current

EDP students to interact with alumni.(6)To develop and implement more EDP team-building and retention programming. EDP continues to strengthen the sense of pride of its students with the highlight being the Awards Ceremony and Chi Alpha Epsilon Honor Society Induction.(7)To increase the percentage of EDP students in good academic standing.

Organizational structure:

There were two significant organizational changes that impacted EDP during the 2015-2016 academic year. As a result of Janet Knapp's retirement, Daniel M. Smith began and successfully completed his first year as an EDP counselor. He has settled in and is doing an exception job. The second change entailed EDP transitioning from Student Affairs to Academic Affairs. The reconfiguration has been relatively seamless with EDP looking forward to strengthening its relationships within the academic affairs division.

Continuous improvement:

EDP is extremely efficient. The EDP team continuously and effectively discuss the needs of the department. The needs of the students are always prioritized, followed by the needs of the staff. The EDP lab is updated as needed, as are the computer terminals and screens of the staff. Supplies are effectively managed by EDP secretary Barbara Yochym, and David M. White, EDP's director, maintains the EDP budget. Additionally, EDP has successfully received increased funding from its governance agency, the Office of Opportunity Programs (OOP).

EDP's primary objectives are student development and success. Data gathered from 2014-15 was discussed and specifically used to assist EDP in building on its successes and strengthening areas of concern. Addressing ways to increase the retention and graduation rates of our students will continue to be a point of emphasis. Although the primary methods used to improve retention and graduation rates continue to focus on increasing regular counselor/counselee meetings and greater follow-up contacts with counselees, the EDP staff will increase its efforts to create and implement strategies that will result in increased persistence. Data suggests that first-year performance is directly linked to JEWEL. EDP expanded JEWEL and offered credit for the first time since its inception. Qualitative data indicated the need for EDP to offer more guided study sessions; the need was met with increased sessions being offered.

Assessment:

The assessment of the following student learning outcomes is on-going:

Student Learning Outcomes (i.e., what students should know, think, or be able to do)

1. As a result of students attending the EDP general meetings, students should be able to identify EDP's theme, mission, and expectations, as well as fellow EDP students.

2. As a result of students attending EDP counseling sessions, students should be able to set, articulate, and more effectively pursue educational, personal, and social goals.
3. As a result of students attending the JEWEL summer workshop and continuing in the EDP first-year seminars (FRED 101 and 147), first-year students should be able to understand and strengthen the skills necessary to be successful at Fredonia.
4. As a result of students attending and participating in the EDP Alumni Speakers Series, students should become motivated and inspired by connecting their own experiences with those of participating alumni.
5. As a result of students attending mandatory study hall, students should be able to identify the benefits of scheduled study sessions.

Each SLO will be assessed through Campus Lab surveys.

Assessment is on-going.

Although assessment is on-going, EDP will continue its efforts to increase its retention and graduation rates. The July EDP Workshop for Expanded Learning summer program (JEWEL) was expanded to include a credit-bearing course; and, EDP would like to increase its offerings of credit-bearing courses. The positive impact of JEWEL has been observed. Early evaluations, mid semester grades, final semester grades, and first-year retention rates have been thoroughly scrutinized and compared to the data from recent years and the data suggest that JEWEL continues to have a significant impact on the transitioning and academic performance of EDP's first year students. Moreover, the data gathered from early evaluations and mid semester grades suggest that EDP first-year students have a heightened sense of familiarity with the expectations of Fredonia and strengthened skill sets which have enabled these students to experience greater success. As a result, retention rates have increased and graduation rates will continue to improve as well.

EDP's assessment plan remains consistent. EDP typically launches a number of Campus Lab surveys: JEWEL assessment, tutor evaluation, tutee evaluation, supplemental instruction assessment, guided study evaluation, SPST evaluation, EDP counseling evaluation, and a senior exit survey.

Unit's top goals for next academic year:

EDP's fundamental goals are consistent with the 2015-16 goals. However, an emphasis will be placed on increasing academic support for program students. OOP has strongly encouraged EDP to continue taking advantage of the available funding to offer more supplemental instruction, guided study sessions, and study skill programming. EDP would like to pursue the use of an "academic coach" to assist in the implementation and development of student academic plans and the strengthening of EDP's study hall.

Other:

As a result of increased OOP funding, EDP increased EOP funding to each student by an average of \$300-\$400 for the academic year.

Curriculum, Assessment, and Academic Support

Honors Program

Submitted by David Kinkela

Power of Fredonia

The Honors Program has made tremendous strides in building a learning community that is engaged, sustainable, and global. This past year, we created a variety of learning experiences that connected students to the honors and campus community. We created peer-to-peer learning opportunities and provided avenues for students to build on their academic work with a variety of co-curricular experiences, including peer networking, volunteer opportunities, lectures, and social activities. We have also worked closely with the Office of International Education to develop programming for study abroad experience. Students in the Honors House also welcome international students for an in-residence cultural dinner. We made some improvements to strengthen our Community Outreach and Service Projects. Yet we did not effectively integrate these experiences into the Honors Program on a consistent basis. Students volunteered during the Days-of-Service events, including fall sweep, and launched a food drive during the fall semester.

Progress on last year's goals:

Recruitment

For the 3 years, the Honors Program has met targeted enrollment numbers. Yet, our application process and notice of acceptance was not aligned with the distribution of award letters from enrollment services. Based on the recommendations of our SEM consultants, we changed our application timeline to align with enrollments services. During this recruitment cycle, we received over 200 applications, which was consistent with the two prior years. Notification of accepted students were sent out from our office as well as through the enrollment service award letter. While the process worked well, the result did not generate increased deposits. We will continue to work with the Admission Office to improve the recruitment process to ensure growth of program enrollments.

Community

In 2015-16, we continued to develop a stronger honors community. We assembled a student-leadership team, who, along with our student interns from the Honors House, organized events and learning experiences. We organized study abroad and academic advising workshops, social events, and two meet and greet events with Honors Program faculty. We have also experimented with peer-to-peer learning, created Professional Development events, and encouraged participation of campus events,

including convocation lecture and the student research exposition. We also built more intentional community building experiences within the Honors House, including an overnight program at the College Lodge.

Organizational structure:

During the spring semester, program director, David Kinkela, was on sabbatical. Dr. Alexander Caviedes from the Department of Politics and International Affairs served as the interim director.

Continuous improvement:

We remain a very streamlined unit. We operate on a small budget and use all resources wisely and effectively. It has been our philosophy to allocate funds only if it enhances the learning opportunities for students in the Honors Program.

Yes. We created a student leadership team that developed a series of co-curricular learning experiences for the honors community. Part of our work last year was to formalize the processes in which the student leadership team would be identified and selected. We want this initiative to be a sustainable process that evolves and strengthens over time.

Assessment:

We did very little formal assessment this year, partly because of my sabbatical. We tracked how many students attended Honors Program events throughout the academic year. Overall, nearly 1,200 students participated in our programming this year, meaning that students attended multiple events.

See above

N/A

See assessment plans for 2016-17

Program Assessment

For the past three years, we have made community building a priority. We have had focus group discussions in which students indicated that they want a more engaged and meaningful experience that transcends classroom learning. However, aside from tracking participation, we do not know how meaningful these experiences are or how they help students become skilled, connected, creative, and responsible global citizens and professionals. This year we will develop a survey and conduct a series of focus groups to determine how students value and evaluate the learning experiences we provide.

Seminar Assessments

Since our course offerings and instructors change each semester, we have done very little to assess the seminars, aside from course evaluations. While each course aligns

with Fredonia's general education program, we would like to assess how the experiences of students and faculty differ from other general education courses they take or teach. The seminar is the core circular component of our program. However, aside from course proposals, syllabi, and informal discussions, we have very little evidence that our seminar requirements meet this expectation and experience. Do students engage with the honors seminars differently than other general education courses? If so, how? Do faculty see the honors seminar as a different model of teaching and learning? We want to learn more about the classroom experiences as we shift to a new general education program.

Unit's top goals for next academic year:

One of our top goals is to build on and assess our community building efforts. We want to become a more inclusive community of learners that recognizes and values difference, whether we define that as disciplinary knowledge, race, class, or gender. We want to strengthen both disciplinary and interdisciplinary learning, while becoming a more diverse program. In 2016-17, we will be offering seminars on disabilities and film, LGBTQ History and Literature, and sustainable development, which will have a strong social justice component. We will also draw on the convocation theme of "Creativity and Perseverance" to explore questions of problem solving, interdisciplinarity, and community.

Other:

N/A/

Curriculum, Assessment, and Academic Support

Registrar

Submitted by Scott Saunders

Power of Fredonia

As a support operation we support the academic departments in their mission to contribute to Fredonia as learning community, an engaged community, a sustainable community, a global community.

Progress on last year's goals:

see attached

Organizational structure:

2 vacancies created via promotion. Filled one with an internal promotion and another with an outside candidate. Transcript clerk remains unfilled since August of 2015.

Continuous improvement:

?

No

Assessment:

?

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?

Review inequities in our professional staff as how the titles and salaries compare to other institutions. Additional projects and tasks have been thrust upon people with no relief to other duties and no compensation.

Unit's top goals for next academic year:

Explore expanding services with Credentials Solutions.

Digitize transcripts from 1997 and earlier

Reorganize duties of support staff.

Train all office staff to be able to produce n official transcript for any student and be proficient users of RoboRegistrar to service our students and alum.

Increase efficiency with EMS.

Other:

Curriculum, Assessment, and Academic Support

The Learning Center

Submitted by Liza Smith

Power of Fredonia

Drop-In Tutoring: During Fall 2015 2,215 visits 48 tutors covered 25 disciplines 251 hours of tutoring available weekly for students 584 individual students utilized tutoring. With a total University enrollment of 4,845 students for fall, 12% of total enrollment utilized drop-in tutoring; During Spring 2016 1,714 visits 36 tutors covered 24 disciplines 200 hours of tutoring a week available for students

425 individual students utilized tutoring. With a total University enrollment of 4,531 for spring, 9.3% of total enrollment utilized drop-in tutoring. DSS successfully worked with 204 students Fall 15 200 students Spring 16 Successfully coordinated 680 exams (171 during finals) Fall 15 590 exams (156 during finals) Spring 16. Academic Profile Fall 2015 483 registered FOP students 179 FOP first year students Mean gpa for active class, 2.65 Mean gpa for first year class, 2.28. Academic Profile Spring 2016 431 registered FOP students Mean gpa for active class, 2.58 Mean gpa for first year class, 2.05 Assigned Tutoring Fall 2015; 68 requests for assigned tutoring 62 tutoring matches Group tutoring for two courses, SOC 116, CHEM 215 Assigned Tutoring Spring 2016; 32 requests for tutoring 26 assignments for tutoring (five (5) students placed on waiting list) 18 students earned passing grades 2 withdrew from course 3 students cancelled assignment 1 student was a no-show.

Progress on last year's goals:

1. Learning Center programs will continue to provide services for students; Ongoing.
2. Learning Center staff will work to implement Tutor Trac; software was installed and training began for staff in July 2015 and continued after new staff hire came on board. Tutor Trac records student visit automatically and captures the data immediately. The immediate access to data allowed us to run daily and weekly reports.
3. Learning Center staff will work to implement SAGE;

Organizational structure:

The most significant change in the Learning Center was the addition of the Learning Center Counselor position. The Counselor splits her time working with FOP and DSS in addition to working with tutors and other non-program students. The addition of this position has provided much needed support in the delivery of services for students. The Learning Center is an all-hands on deck unit, where we all work together when one area

has a busy time, for example; Tutor hiring and training, finals week, 3-1-3 school visits and recently the FOP Lodge Retreat.

Continuous improvement:

Learning Center Director schedules tutoring assignments for EDP students. This has allowed EDP students to meet Learning Center Director and learn about tutoring resources available to them and for the Director to emphasize the value of drop-in tutoring.

Not at this time.

Assessment:

1. Learning Center programs will continue to provide services for students

2. Implementation of SAGE

1. The use of Tutor Trac, tutor reports, tutor meetings, staff meetings, 3-1-3 Portfolio requirements, Learning Center staff program reports, student advising meetings.

2. Contacting faculty in the targeted courses throughout the semesters via email to remind them about submitting alerts.

1. Through Tutor Trac, we were able to detect a decline of student visits at specific times during the week. This prompted discussions with tutors and within the staff regarding the feasibility of closing down tutoring at a certain time. It was determined to keep tracking this usage which may have been specific to Spring semester.

2. 25 FOP alerts submitted during Fall 2015, 21 submitted by ENGL 100 faculty and four submitted by FRED 101 faculty. During Spring 2016, SAGE was used to track 41 FOP first year students on probation. Emails were sent to 105 faculty members with information about SAGE and instructions on how to submit an alert. 14 faculty made referrals and 87 did not participate (16% response rate).

In regards to SAGE; We recognize that SAGE is not easy to utilize because the system cannot be accessed by faculty off-campus (unless faculty use state owned laptops). In order to encourage more faculty (from targeted FOP probation group) to participate, we need to spend time training faculty on how to use the system as well as outreach to department chairs.

- To assess some, if not all 2016-17 goals
- Assess feasibility of utilizing Tutor Trac for assigned tutoring
- FOP Director will assess the feasibility of teaching two sections of FRED 101
- If an alert is submitted for a specific course, can we take a look at the student's other courses where no SAGE alerts are submitted? What we hope to find; will faculty respond to an email requesting status of student progress? Will they submit an alert on our request or email us student progress? If we are given information and contact

student, will they respond? Is one alert indicative to student persistence or success in other courses?

Unit's top goals for next academic year:

1. Learning Center programs will continue to provide services for students.
2. FOP will plan SAGE training workshop for Spring 2017 Professional Training Day
3. DSS office will schedule SensusAccess training for faculty during Fall 2016
4. Transition to OnCourse for EDU 100, Tutoring Theory and Practice
5. Transition to Google Groups for DSS, FOP and 313

Other:

During 2015-16, DSS worked to purchase and implement SensusAccess, a self-service, web based program that can be used by Fredonia faculty, staff and students to convert inaccessible documents into accessible formats such as Braille, mp3 and eBook. Hopefully this will reduce the number of man hours DSS Coordinator spends on converting class material, text and a number of materials into accessible format for students. Purchase and implementation of Sensus Access occurred late in the Spring 16 semester.

Daniel A. Reed Library

Randy Gadikian, Director

Power of Fredonia

Reed Library has reinstated Librarian led instruction sessions. Offered a wildly successful Big Read, by involving students from a record number of disciplines. Continued to be innovative in the design and use of classroom space. And, developed a large and growing collection of Digital Learning Objects for use in instruction following best practices.

Progress on last year's goals:

Conduct a study on the website to improve navigation. Students found the library website helpful, but felt too many clicks were needed to find information. Students also had difficulty finding a print book. These findings led to a redesign of the library webpage that is slated for completion in early August.

Create map to help students navigate the library. A map titled "Find Your Study Zone", that divides the library into spaces for quiet or group study has been well received by students. The map also and provides the locations of a variety of library services and collections.

Use the initial information gathered from the Assessment in Action project to inform practices of assessment for the English Composition Program and other General Education courses.. Data gathering and analysis is now complete. Instructional approaches will be modified based on the findings.

Use the department's participation in First Year Seminar Pilot program to analyze how information literacy outcomes were met. Data gathering and analysis is in process.

Evaluate the incorporation new technology in instructional classes. A sample of lesson plans and student work were analyzed. Initial findings been incorporated into library instruction resulting in greater student understanding of research techniques and documentation.

Create an animated movie about changes in Reed Library. The animation was created by a communication intern and presented at the University Senate in February.

Organizational structure:

Due to several retirements and resignations of faculty to pursue other professional opportunities, Reed Library is undergoing significant restructuring. Every position in the library is undergoing some degree of change. A Review of Library Staffing and

Structure was recently performed that will serve as a guiding document for reorganization.

Continuous improvement:

Staff duties are evaluated using the lens of greater efficiency and the necessity of performing a specific task. Currently under review is the need to handle cash transactions, the need to charge fines for overdue items, alternatives techniques for cataloging of materials, and a review library staffing patterns to meet highest demand. Reed Library annually reviews all subscriptions to online and print resources. Resources that are not being used are dropped, while others are added as funds become available. Also under review are of the number of photocopiers needed.

Reed Library evaluated public service offerings in the areas of Reference and Information Literacy. Based on those evaluations it was decided to continue in-person reference service, Individual Research Appointments, and Virtual Reference Service. It was also decided to continue the Development of Digital Learning Objects and Assessment and Continue Outreach to Academic Departments and Support Services.

Assessment:

Responsible, with an emphasis on leadership and professionalism

Connected, with an emphasis on community engagement

Skilled, with an emphasis on information literacy and applied skills

Responsible - We looked at the graduation rates of students employed in the library over the course of the last four years. Our research indicates that ninety-eight percent of the students employed in Reed Graduated during that time period.

Connected - we examined the work of students engaged in various activities associated with the Big Read including Students from Theater, Vocal Performance, English, and Communication. These interviews indicated that students understood the importance of a literate society.

Skilled - we examined the work of students in a research intensive class to see if the skills taught in Information Literacy instructional sessions were applied to student writing.

The format of the results varied by type of assessment undertaken. In the case of the graduation rate of student employees, we used graduation rates vs no longer attending Fredonia.

Our assessment results indicate that students rely heavily on reference services to complete research and writing assignments for help locating and properly citing sources. Students seek help in-person, online and over the phone. Conclusion, we will continue to offer reference service in a variety of formats.

We will continue to evaluate reference service offerings in all formats and will work with data from the Assessment in Action program of the American Library Association.

Unit's top goals for next academic year:

Reorganize library staffing, using the ,Review of Library Staffing and Structure at SUNY Fredonia's Daniel A. Reed Library, as a guide.

Continue planning for an Learning Commons project in Reed Library that serves the needs of our changing and dynamic environment.

Utilizing the scheduling software that is part of Libqual CMS to schedule library instruction classes and research appointments.

Other:

Due to changes in Course Management Systems and an increasing number of faculty linking to library resources from within their courses, it was decided to stop processing electronic reserves. Faculty we relied on E-reserves in the past were instructed on how to put links into their online course content, which resulted in significant time savings for all involved.

Graduate Studies, Sponsored Research, and Faculty Development

Judith Horowitz, Associate Provost

Graduate Studies, Sponsored Research, and Faculty Development

Extended Learning

Submitted by Eric L. Skowronski

Power of Fredonia

The office is responsible for orchestrating all operations surrounding J-Term (Joining Term), Summer Sessions, and noncredit continuing education. In addition, it administers the Lifelong Learning Credit Program and coordinates the scholarly activities of visiting students, post-baccalaureate students, local high school students who wish to get a head start on their college careers, and community members who wish to audit the college's credit-bearing courses. In serving its diverse target audiences, it works closely in collaboration with various offices in Academic Affairs, Student Affairs, Finance and Administration, University Advancement, and FSA. It contributes to Fredonia as a learning community through all of its activities; as an engaged community by offering a mix of credit bearing and noncredit educational activities that are contemporary and in-demand; as a sustainable community by remaining profitable and showing growth; and as a global community by serving international students and visitors.

Progress on last year's goals:

Re-branded the unit as Extended Learning. Continued to Revamp Summer Sessions and J-Term: Over the last few years, the office created more student-focused schedules, released the summer schedule earlier, eliminated the printed bulletins, branded Summer Sessions, revised marketing activities, launched May Term, and began allotting three weeks for online courses. In 2016, the unit reviewed past transfer data and identified specific courses that Fredonia should offer to meet student demand. In spring of 2016, a proposal was submitted to revise the pay scale for faculty teaching in Summer Sessions and J-Term, with the intent on increasing the offerings during the intersessions. Increased Noncredit Offerings: A business model was created for Fredonia Summer Youth Camps, and Extended Learning worked with two Fredonia faculty to start two new summer camps: FREDcamp and FREDmed. Another business model was created for Fredonia-in-the-High School, in which select Fredonia courses

will be offered for-credit in local high schools. The office worked closely with a Fredonia faculty member to conduct a pilot with a local school district. Promoted the Lifelong Learning Credit Program: Ongoing. Increased the Office's Visibility: Accomplished through involvement on campus committees, marketing and promotion, and community involvement. Hire and Train a Graduate Assistant Special Programs Coordinator: Not accomplished due to budget constraints and changes in graduate assistant assignments.

Organizational structure:

The only change to the unit's organizational structure is in the name: Lifelong Learning and Special Programs was renamed Extended Learning to better align with its mission to serve Fredonia and the surrounding community.

Continuous improvement:

The unit continues to remain profitable. IFR accounts are monitored and OTPS expenditures are kept within budget.

Extended Learning made a decision to grow enrollments in Summer Sessions and J-Term by reviewing past transfer data and identifying specific courses that Fredonia should offer to meet student demand. Summer Sessions student credit hours increased for Summer 2016 as a result.

Assessment:

As in past years, department activities were assessed in terms of enrollment numbers. This is due largely to the fact that Extended Learning is a revenue-generating unit. J-Term 2016 saw a total headcount of 244 students and 700 semester credit hours; Summer Sessions 2016 saw a total headcount of 661 students and 2,320 semester credit hours (as of June 27); the office served 298 community members with a mix of noncredit courses, workshops, and course auditing options; and the office welcomed 16 non-matriculated undergraduate students to Fredonia.

As in past years, department activities were assessed in terms of enrollment numbers. This is due largely to the fact that Extended Learning is a revenue-generating unit.

Both J-Term and Summer Sessions 2016 experienced increases in both headcount and semester credit hours over 2015; noncredit courses, workshops, and course auditing options experienced a decrease in overall enrollments; and the Lifelong Learning Credit Program experienced an increase in enrollment.

Extended Learning will strive to grow intersession enrollments through the college-wide implementation of Ad Astra and Platinum Analytics, enabling it to build schedules that better meet student needs. It will also strive to develop more programs that align with the college's mission and support its Strategic Enrollment Management (SEM) initiative. This includes, but is not limited to, noncredit continuing education, summer youth camps, and high school outreach.

As in past years, department activities will continue to be assessed in terms of enrollment numbers. This is due largely to the fact that Extended Learning is a revenue-generating unit.

Unit's top goals for next academic year:

Extended Learning will strive to grow intersession enrollments through the college-wide implementation of Ad Astra and Platinum Analytics, enabling it to build schedules that better meet student needs. It will also strive to develop more programs that align with the college's mission and support its Strategic Enrollment Management (SEM) initiative. This includes, but is not limited to, noncredit continuing education, summer youth camps, and high school outreach.

Other:

Not applicable.

Graduate Studies, Sponsored Research, and Faculty Development

Online Learning

Submitted by Lisa Melohusky

Power of Fredonia

This year, The Office of Online Learning has increased the number of online courses and students while continuing to migrate the campus LMS from ANGEL to OnCourse. With the increase in the number of online courses, the campus has had the opportunity to diversify the student population in these courses, creating a more global community. The migration from ANGEL to OnCourse gives the campus a tool that is both more flexible and powerful to deliver course content and facilitate collaboration. This will allow faculty the ability to build stronger, more engaging learning communities with their students.

Progress on last year's goals:

Goal: Migrate from ANGEL to Moodlerooms

Phase1: Administration Training and Site Setup

1. Completed Moodlerooms SmartStart Implementation Plan
2. Attended National MoodleMoot US Conference
3. Completion of site and course template setup

Phase 2: Communication plans and early adopters

1. Migration team met weekly to plan and implement next steps
2. Created and implemented a campus communication plan
3. Identification and training for faculty participating in early adoption of the system
4. Student communication plan created and implemented in conjunction with the HONR-225 service learning project.

Phase 3: Training and support

1. Created and offered campus workshops
2. Creation and sharing of campus support materials
3. Training of Service Center professionals to answer Level 1 support issues.

Goal: Review and evaluate various digital classroom tools for continuation and support.

During the evaluation of many of the tools administered by The Office of Online Learning it was determined that these systems required more support than can be provided by an office of one. Turning Technologies (clickers), Echo360 (course capture), Collaborate (webinar software), and Ensemble are currently being transitioned from Online Learning to various areas of ITS. This transition will take some time to complete, but will allow Online Learning to focus more on course development and faculty support.

Organizational structure:

In January 2016 The Office of Online Learning was moved from the Associate Provost for Curriculum, Assessment and Academic Support office to the Associate Provost for Graduate Studies, Sponsored Programs and Faculty Development.

Continuous improvement:

Online Learning has focused on the creation of more on-demand help documentation and videos. These materials will be posted at www.fredonia.edu/oncourse and www.fredonia.edu/online. The office has also been working with the ITS Service Center to train the professional staff to assist with Level 1 and possibly Level 2 support questions from OnCourse. The addition of Lynda.com to the campus has also given the office a large variety of videos to use in conjunction with our own documentation.

No

Assessment:

1. Creation of training for OnCourse.
2. Creation of support materials for OnCourse.
3. Migration of courses from ANGEL to OnCourse.

All three objectives were counted. Each training, support material and course migrated has been counted and tracked so a total number can be presented.

NA

NA

In 2016 - 2017 Online Learning will be evaluating the 8-week online pedagogy course "Building Your Online Course." (BYOC) Based on the course evaluation forms and new research changes will be made to the content and delivery of this course.

The campus has been using a Course Review Rubric (https://docs.google.com/document/d/1mY_ZT11EvRh5oufjnei5FhH7Q-EBJW0aiuds80rigsw/edit?usp=sharing) to review and revise new online courses. The rubric will be reviewed and compared to other rubrics available through Open SUNY and the Online Learning Consortium.

Unit's top goals for next academic year:

1. Complete LMS migration. At the beginning of the 2016 - 2017 academic year Online Learning will complete the migration process from ANGEL to OnCourse. This will include conclusion of migrations, securing archives of ANGEL content, and removal of ANGEL from all campus materials.
2. Grow fully online enrollment to 3%. As indicated in the Strategic Enrollment Plan Online Learning will assist in Strategy 1.4, "Position Fredonia as an online competitor in select programs in order to grow online student enrollment to 3% of total enrollment by Fall 2020." To meet this goal online learning will support the creation of several online programs beginning with the Information Security Certificate program.
3. Secure resources for additional support for Online Learning. In order to expand our online offerings and support both faculty and staff increased staff will be needed.
4. Increase usage of the campus LMS. Once the migration is complete, usage statistics will be gathered about both faculty and student usage. This will be compared to usage statistics from ANGEL and then efforts will be made to increase the use of the campus LMS, OnCourse.

Other:

NA

Graduate Studies, Sponsored Research, and Faculty Development

Professional Development Center

Submitted by Dawn Eckernode

Power of Fredonia

The PDC's professional development theme for the year was: "Moving Beyond Walls: Teaching Through Engagement." The unit continued the following programs, which support Fredonia as an engaged community: Teaching & Learning Conference, Professional Development Days, Connections Mentoring Program, Technology for the Classroom & Technology for the Office Workshops, New Faculty Orientation, Faculty Writing Groups, and Book Discussion Groups, and the PDC Associates Program.

PDC staff served on the Applied Learning Council and assisted with data collection and drafting the faculty engagement portion of the Fredonia Applied Learning Campus Plan.

PDC staff served on the Sustainability Committee and assisted with advertising for Earth Month activities.

PDC collaborated with the Office of International Education and provided support in piloting Collaborative Online International Learning (COIL) at Fredonia. PDC staff also served on the Infused Services and Support for Faculty and Staff working group, a subcommittee of Global & International Education Council. PDC coordinated a series of well-received International Cooking Demonstrations for faculty & staff. The office coordinated processes for selecting faculty to attend the following programs: AASCU's China Studies Institute (CSI), AASCU's Japan Studies Institute, and the CIEE International Faculty Development Seminar.

Progress on last year's goals:

Goal: Implement a year-long professional development initiative focused on Fredonia as an engaged community

The PDC's theme for the year: "Moving Beyond Walls: Teaching Through Engagement." The Teaching & Learning Conference had its highest attendance to date. PDC partnered with the Office of Engagement & Economic Development for PD Days. Additionally, the PDC offered workshops, guest speakers, classroom observation, and mentoring opportunities that focused on high impact teaching practices.

Goal: Seek support for the Faculty Summer Research & Creativity Award

The PDC compiled an activity report for the Provost's Office.

Goal: Support the Open SUNY institutional readiness process and the LMS migration project

PDC staff participated in the Open SUNY Institutional Readiness process, and assisted with course migrations from ANGEL to Moodle (reassigned to ITS).

Goal: Provide support and professional development opportunities for Digital Measures
In April 2016, responsibility for Digital Measures was moved to ITS.

Goal: Participate in the New York Times in Education Program

Four events offered. Reed Library hosted a display. Professional Development Day programming offered. Featured on the campus homepage. Contest for faculty. Monthly Academic Affairs newsletter and PDC listserv messages.

Goal: Continue low-cost, well-attended professional development programs, which support the mission of the university.

Programs ran successfully.

Organizational structure:

The PDC underwent several changes this year. In July 2015, the PDC lost its half-time Instructional Support Assistant position. In April 2016, the PDC underwent a change in staffing with the goal of aligning the skills of current campus personnel with campus needs and strategic initiatives.

Continuous improvement:

The following programs were discontinued in 2014-2015, based on attendance and the campus' current development needs:

Conversations at the PDC (unless reconfigured as a faculty research book discussion)

FREDTalks

Renga Learning Communities

Parallel Play Writing Times

STARLINK

"Technology Tips" videos

PDC began working more closely with the Secretarial Professional Development Committee, reallocating existing FSA funding to support the activities of the committee.

Based on low attendance at the Fall/Spring Associates Series events, the program will be put on hiatus until a program review can be conducted in Fall 2016.

Assessment:

The following programs, outlined in the PDC goals, were assessed in 2015 - 2016:

Teaching & Learning Conference

Professional Development Day

PDC Workshops

New York Times in Education

Assessment was carried out in the form of electronic surveys administered following PDC workshops and events. These tools measured the quality and relevance of program offerings in relation to faculty and staff needs, and measured perceived impact on teaching/job performance. Event registration data and usage statistics are also used to inform decision making. Feedback is additionally provided by the Professional Development Advisory Board.

Teaching & Learning Conference: 96% of respondents were “satisfied” or extremely satisfied with speakers and presenters. 94% of respondents found the content of the conference appropriate and informative. 60% of respondents said that the experience at the conference will impact the way they teach.

Professional Development Days: 81% of respondents found the breakout sessions to be “above average” or “excellent.” 87% of respondents were “satisfied” or “very satisfied” with the programming. 63% of respondents reported that their experience at Professional Development Day will impact their teaching/work.

New York Times in Education: Use of the print subscription averages out to 148 papers per day, or a net use of 93%. A total of 119 students have registered on nytimes.com/passes for access to The Times. Within the last 6 months, 40 of the registered students have logged on for a total of 411 sessions. Eight faculty members reported using The New York Times in the classroom this academic year.

Overall, participants in PDC programs indicate that they value the opportunity to network with colleagues from other areas of campus, and appreciate the breadth and variety of programming offered.

Based on campus feedback, we have expanded programming for professionals and CSEA employees. We are also exploring services that could potentially assist with retaining international faculty/staff, as well as underrepresented employees. Based on low attendance at the Fall/Spring Associates Series events, the program will be put on hiatus until a program review can be conducted in Fall 2016. Decisions regarding workshop offerings for Fall 2016 - Spring 2017 will be based on attendance numbers and survey feedback from the previous year. Needs assessments are also conducted on a bi-annual basis. Data and feedback is periodically provided to the Provost’s Office, as requested, for decision-making purposes.

The PDC Advisory Board has agreed to undertake a review of the PDC's mission and programs in 2016-2017. The PDC also plans to implement the use of an assessment and program planning template that was developed by a national cohort of faculty developers affiliated with the Professional and Organization Development Network (POD).

Unit's top goals for next academic year:

Facilitate professional development for campus initiatives, in support of the Strategic Enrollment Management Plan.

Continue the following low-cost, well-attended professional development programs, which support the mission of the University: Teaching & Learning Conference, Professional Development Days, Connections Mentoring Program, Technology for the Classroom & Technology for the Office Workshops, New Faculty Orientation, New Staff Lunches, Faculty Research & Writing Groups.

Expand orientation, career development, cross-cultural programming, and enrichment activities for administrators, faculty and staff in an effort to support Fredonia as an engaged community.

Market and provide development opportunities for Lynda.com in order to provide faculty, staff and students with a self-paced, on-demand tool for professional development. Implement a badging/certification system for PDC clients.

Market and provide development opportunities for the New York Times in Education Program in order to increase student exposure to global news coverage and to provide opportunities for learning about world events and world cultures.

Undertake a program review in order to ensure the PDC mission, programming and services are aligned with the mission and priorities of the University. The results of this review will be used to develop a three-year plan for the Center.

Other:

The PDC has taken the lead on the campus rollout of Lynda.com by providing marketing, workshops, and individual support. A badging/certification program was recently developed.

The PDC has collaborated with Human Resources and the Provost's Office on the creation of a Chairs' Development Series.

The PDC has collaborated with the Secretarial Committee in order to expand programming for this cohort.

The PDC has collaborated with Human Resources and the campus administrative divisions to develop a New Employee Lunch series for full-time professionals and CSEA staff, and on faculty/staff retention efforts.

Office of International Education

Naomi Baldwin, Director

Power of Fredonia

Added a new faculty-led overseas program (Iceland).

Sponsored international education week and engaged international students in multiple regional and campus activities in collaboration with Office of International Student Services

Collaborated with PDC and CDO to offer professional development sessions

Implemented Study Abroad ambassador programs that bring international experiences back to the campus community

Facilitated Faculty & Student panels, presentations, and brown bag sessions

Presented to Rotary International Club, Fredonia

Sponsored Slush Rush 5k fundraiser with highest registration yet (200).

Monitored budget models of study abroad programs and received additional scholarship funding from outside sources (SUNY diversity, Gilman, Santander)

Served on executive committee and subcommittees of the Global and International Engagement Council

Updated and created various resources on Office of International Education website for faculty, staff, international students, and domestic students.

Added two new student exchange partners (Kadir Has and Eastern Mediterranean University) and facilitating discussions for 11 other potential partners

Served on SEM recruitment committee; Leading SEM International Recruitment subcommittee

Progress on last year's goals:

Scholarships for International Students - Complete. International scholar awards of \$1,500-\$3,000.

Create publications to promote Fredonia abroad - Complete. Publications, promotional materials created. Revitalized website content (Drupal).

Develop data-reporting processes for international student and visitor populations at Fredonia - Complete. Cool Queries were built and are used in reporting enrollments, retention, and completion of students.

Official processes for recruiting and partnering efforts - Complete. Leading a subcommittee for Strategic Enrollment Management planning process.

Establish standardized templates for new international partnerships Complete. Templates for general MOUs, dual degree programs, one-way study abroad agreements, and bilateral exchange program agreements.

Develop study abroad out-reach efforts to students and faculty Complete. Study Abroad Ambassador program - 18 students acted as Ambassadors.

Enhance pre-departure for students and faculty for overseas programs

Complete. Developed pre-departure guide, moved time to increase participation, included parents, enhanced risk-management procedures, developed faculty guide.

Enhance re-entry programs after overseas programs

Complete. Initiated several workshops, panels, and student-led projects.

Support and monitor COIL efforts to internationalize curriculum - Complete. Three faculty participated in a COIL program. Additional two faculty will participate after this summer.

Organizational structure:

No significant changes since last annual report

Continuous improvement:

Monthly standing meetings are held to bring international education staff members from Student Affairs, Academic Affairs, and EC English to share information. Through these meetings we've been able to share resources by collaborating on projects that meet similar needs. Examples include creation of information included in admissions packet for international students and exchange visitors, planning activities and excursions that include EC English students, exchange visitors, and international students. Additional one-on-one bi-monthly meetings are scheduled with Student Affairs staff in international admissions and international student services to offer updates, feedback and collaborate on specific tasks.

To ensure that all overseas programs are operating at a sustainable level, the Office of International Education has monitored expenditures based on individual overseas programs instead of collectively. Other operational costs have been monitored to ensure that appropriate budget sources are used and that the expenses are reasonable and justified.

We reviewed costs and benefits of various membership fees that have been paid from the Office of International Education budget.

Although formal assessment practices are not yet in place, the OIE has made changes based on other kinds of observations:

-EC English concurrent students were monitored for success in Fredonia courses over the 2015-2016 semesters, but the process was inconsistent. A working group was formed to create and implement a review process.

-Information was not available about why international students transfer out, so a database was created to track when and where students leave, and a survey collects feedback from the students on reasons for leaving.

-Attendance at pre-departure study abroad orientation was lower than expected during 2014-15, so pre-departure orientation was moved to a Saturday and attendance increased by 4 times.

-Outreach for prospective study abroad students was made more efficient by organizing a Study Abroad 101 session and using student ambassadors to expand outreach through classroom visits. Study abroad numbers have consistently increased over the past several semesters.

-Fredonia does not have an official structure in place to help faculty internationalize student learning outcomes, so the OIE joined the SUNY COIL network to offer professional development opportunities. In addition, a subcommittee of the GIEC is dedicated to internationalized student learning outcomes.

Assessment:

The OIE currently has no formal assessment procedures in place for student learning outcomes related to study abroad programs.

Continue to monitor the financial sustainability of each Fredonia study abroad program.

Monitor the success and retention of students who matriculate to Fredonia programs from EC English.

Use international student enrollment data to determine where international students come from, what degrees attract them, and how retention and completion rates might vary for different majors and nationalities. Factor this information into recruitment planning, and assess impact of recruitment activities on international student applications over time. (3-5 year assessment process.)

There are numerous resources to assess SLOs for study abroad programs, and the OIE will utilize these and the appropriate subcommittee of the GIEC to help with setting standards and practices for SLOs for faculty-led overseas programs.

Unit's top goals for next academic year:

Work with staff in Student Affairs to establish bi-annual research and planning processes that will advance progress on the campus Strategic Enrollment Plan to increase and diversify international student enrollment.

Strengthen communication to the larger campus community about the activities of the GIEC and international education in general.

Review agreements with international partners and use new MOU and program agreement templates to renew partnership agreements.

Create a schedule for international partner site visits.

Complete redesignation of the J-1 Student Exchange Visitor Program.

Other: