***Academic Program Review Self Study***

**I. Introduction**

***A. The College***

The SUNY Cobleskill College of Agriculture and Technology is a comprehensive college offering both associate and baccalaureate degrees. Of the 2619 students, approximately 71% are enrolled in associate programs (A.A., A.S., and A.A.S.) and 29% are enrolled in baccalaureate programs (B.B.A., B.S., and B. Tech.). The college consists of three schools: the School of Agriculture and Natural Resources, the School of Business, and the School of Liberal Arts and Sciences. The distribution of majors by school and the distribution of FTE’s by school are summarized in Table 1.

Table 1. Distribution of Students and Faculty by School1. ***[IR updates data yearly]***

|  |  |  |
| --- | --- | --- |
| Fall 2013 | School of Agriculture and Natural Resources | School of Business and Liberal Arts & Sciences |
| Number of full-time faculty | 48 | 52 |
| Number of part-time faculty | 18 | 68 |
| Number of associate programs | 16 | 16 |
| Number of baccalaureate programs | 12 | 8 |
| # Students in associate programs | 573 | 664 |
| # Students in baccalaureate programs | 683 | 392 |
| 1. Data is from third week enrollment for most recent fall semester.  Totals do not include certificate program students, undeclared students, or part-time students. |

***B. The Department***

*A brief, standard statement about the department including a department mission statement and a list of the programs offered -* ***this should be prepared by the department***

***[See sample department mission statement in SAMPLES section]***

**II. The Curriculum**

***A. Program Mission, Goals, and Learning Outcomes***

*This section should include: a program mission statement (defines the purpose), a list of program goals (what you want students to be or have), and a list of learning outcomes (what you want students to be able to do).*

***[See sample program mission, goals and learning outcomes in SAMPLES section]***

***B. Program Design***

*Overview of program structure and career/transfer opportunities*

**Degree Requirements:** - *a statement explaining or justifying the degree requirements. This section should include: Table 2 (a table of degree requirements), Table 2a (a table of advisor tracks, if there are any), Table 3 (a table of program learning outcomes mapped into program-required courses to show where each learning outcome is mastered), and Table 4 (a table of semester by semester suggested course sequence – if the program has advisor tracks you should have a separate table for each track and they can be labeled 4a, 4b, etc).* ***[See samples of each of these tables in the SAMPLES section]***

**Breadth and Depth of program:**  – *describe the balance between the breadth and depth of knowledge designed into the program*

**Consistency in Multiple Sections of Courses:** – *describe how you ensure comparable learning outcomes in multiple sections of courses (including courses taught by adjuncts)*

**Course Offerings Scheduled to Meet Student Needs:**  – *describe methods used to ensure that required and elective courses are offered in sufficient numbers and at appropriate times to meet student needs.*

**Research Opportunities for Students in Program:** *– describe any such opportunities*

**Internship Opportunities for Students in Program:** −*if appropriate, describe any such opportunities*

**Department Procedures for Course Development and Review:** – *describe policy and practice*

**Student Advisement:** – *describe how program faculty accomplish advisement. Include progress sheet*.

***[See sample progress sheet in SAMPLES section]***

**The Program Advisory Committee** – *describe the composition and role of the program advisory committee*

***C. Program Assessment***

**Procedure, Criteria, and Methods for Program Assessment:** *– standard statement (prepared by institution or department) that addresses the use of student surveys and gives an overview of how the learning outcomes are assessed.*

**Student Placement/Transfer Data:** A graduate survey is administered annually by the Institutional Research office. In addition to the data collected on the survey, student data are sent to the National Clearinghouse, which provides information regarding where students are transferring to. While only approximately 20% of our graduates complete and return the survey, we are able to capture data on where students are transferring to for the majority of the graduating class.

*Note to department chairs: if you have your own survey data, please feel free to use it in the table below (and modify footnote 2 to identify the data). You should also discuss your survey here. IR usually only gets about a 20% response rate so department surveys often provide a more complete picture of transfer and employment. Please share your survey data with IR.*

***Note: there are two Table 5 listed here. Delete the one that you are not using. The first Table 5 is only for associate programs***

Table 5. Transfer and Employment Trends by Year of Graduation *[****IR updates yearly****]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2009 | 2010 | 2011 | 2012 | 2013 |
| Total number of graduates of this program |  |  |  |  |  |
| Number now enrolled in baccalaureate programs 1 |  |  |  |  |  |
| Number responding to survey 2 |  |  |  |  |  |
|  # in school 2 |  |  |  |  |  |
|  # in related program 2 |  |  |  |  |  |
|  # employed 2 |  |  |  |  |  |
|  # employed in field 2 |  |  |  |  |  |

 1. Data from National Student Clearinghouse

 2. Data from Institutional Research survey. Choice of *related* and *in field* is made by the student.

***Note: This second Table 5 is only for baccalaureate programs***

Table 5. Transfer and Employment Trends by Year of Graduation *[****IR updates yearly****]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2009 | 2010 | 2011 | 2012 | 2013 |
| Total number of graduates of this program |  |  |  |  |  |
| Number responding to survey 1 |  |  |  |  |  |
|  # in school 1 |  |  |  |  |  |
|  # in related program 1 |  |  |  |  |  |
|  # employed 1 |  |  |  |  |  |
|  # employed in field 1 |  |  |  |  |  |

 1. Data from Institutional Research survey. Choice of *related* and *in field* is made by the student.

*Note to department chairs: if you have your own survey data, please feel free to use it here (and modify footnote 1 to identify the data). IR usually only gets about a 20% response rate so department surveys often provide a more complete picture of transfer and employment. Please share your survey data with IR.*

**Student Survey Data:** – *should summarize the survey data from current students and the survey data from graduates of the program. Need to develop tables for reporting results. We should have a college-wide (or department-based) set of core questions on the survey with room for additional program-specific questions. This survey is initiated by Institutional Research.*

***[See survey used by IR in the appendix]***

**Assessment Results for Learning Outcomes:** Tables 6 summarize the results of the learning outcomes assessment and Table 7 summarizes the actions to be taken as a result of what was learned in the assessment.

*Note: the first two columns of Table 6 can be copied directly into the top-of-the-page locations on page 2 of the “Assessment of Student Learning Outcomes in the Major Summary report” form required by SUNY. Table 7 can be copied directly into the middle-of-the-page location on this same form. Note also that you are not expected to act on every learning outcome at once. Focus immediate attention on some of the most important ones and set a schedule for addressing the others.*

Table 6. Student Mastery of Program Learning Outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| Major Learning Outcomes for this program | Measures used to assess these learning outcomes (when, where, and how assessed). | Expectation for satisfactory performance | Student performance |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |
|  |  |  | \_\_\_\_ % exceeded\_\_\_\_ % met\_\_\_\_ % not met |

*(Note: the information in the first two columns of this table can be copied directly into WEAVEonline for your Annual Effectiveness Report)*

Table 7. Major Findings of this Assessment and Actions to be Taken Addressing these Findings

|  |  |
| --- | --- |
| Major findings of this assessment | Actions to be taken in addressing these assessment findings(What will be done? When, where and how will you do it?) |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**III. The Faculty**

***A Faculty Profile***

Table 8. Department of \_\_\_\_\_\_\_\_\_ Current Faculty Profile *[****department supplies data****]*

|  |  |  |
| --- | --- | --- |
|  | full time | part time1 |
| Total number of department faculty |  |  |
| Number of department faculty by gender | female |  |  |
| male |  |  |
| Highest degree in field for department faculty | Bachelor’s |  |  |
| Master’s |  |  |
| Doctorate |  |  |
| Years of experience in field for department faculty (includes college teaching experience and other professional experience) | 0-5 |  |  |
| 6-10 |  |  |
| 11-15 |  |  |
| 16-20 |  |  |
| 21 + |  |  |

1. Part-time is defined as 11 or fewer contact hours with no additional duties compensated by release time.

***B. Faculty Teaching and Advising Loads***

*Summary statements accompanied by data in the following two tables*

Table 9. Department of \_\_\_\_\_\_\_\_\_\_\_ Teaching Load Summary *[****Departments supply data****]*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2009** | **Spring 2010** | **Fall 2010** | **Spring 2011** | **Fall 2011** | **Spring 2012** | **Fall 2012** | **Spring 2013** | **Fall 2013** |
| # students enrolled in lectures 1 |  |  |  |  |  |  |  |  |  |
| # lecture sections offered |  |  |  |  |  |  |  |  |  |
| # lab sections offered |  |  |  |  |  |  |  |  |  |
| # classes total |  |  |  |  |  |  |  |  |  |
| # FT faculty |  |  |  |  |  |  |  |  |  |
| # PT.2 faculty |  |  |  |  |  |  |  |  |  |
| # contact hrs taught by FT faculty 3 |  |  |  |  |  |  |  |  |  |
| # contact hrs taught by PT faculty 3 |  |  |  |  |  |  |  |  |  |
| % contact hrs taught by FT faculty 3 |  |  |  |  |  |  |  |  |  |
| # credit hrs taught by FT faculty |  |  |  |  |  |  |  |  |  |
| # credit hrs taught by PT faculty |  |  |  |  |  |  |  |  |  |
| % credit hrs taught by FT faculty |  |  |  |  |  |  |  |  |  |

1. Sum of all students in all lecture sections taught by department faculty. A student may be counted multiple times.

2. Part-time is defined as 11 or fewer contact hours with no additional duties compensated by release time.

3. A contact hour is defined as a full-semester scheduled class or lab hour where the faculty member is continuously engaged with the students. Partial semester courses are prorated. Academic credit might not be assigned to all contact hours (for example, a 1-credit 3-contact hour lab). Supervisory and distance learning situations are determined on a case by case basis.

*Note – feel free to delete unwanted rows (for example if credit hrs and contact hrs are identical just delete the contact hr information)*

Table 10. Department of \_\_\_\_\_\_\_\_\_\_\_\_\_ Average Faculty Workload. *[****Dept. supplies data****]*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Average per department faculty | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 |
| contact hours |  |  |  |  |  |  |  |  |  |
| different course preparations |  |  |  |  |  |  |  |  |  |
| number of advisees |  |  |  |  |  |  |  |  |  |

***C. Effectiveness in Teaching***

**College/School/Department requirements and procedures for course evaluation by students**: Neither the College nor the School of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mandate student course evaluations except as required for faculty reappointment and promotion or as required by external program accrediting agencies. *If the department has a requirement, or at least a stronger statement than that of the College or School, it should be stated here along with a description of how the evaluations are administered and how the results are used to improve teaching. If the department does not require student course evaluations, then just add the department name to the statement above.*

**Department Evaluation of Teaching Effectiveness**: *– standard statement of department policy for evaluating teaching effectiveness.*

**IV. The Students**

***A. Admission Requirements for Program***

*Statement of admission requirements*

***B. Profile of Incoming Class***

*Brief narrative based on table below*

Table 11. Student Profile Trends for Incoming Students in this Program *[****IR updates yearly****]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| cohort → | fall 2009 | fall 2010 | fall 2011 | fall 2012 | fall 2013 |
| Number of applications for program |  |  |  |  |  |
| Number of acceptances offered |  |  |  |  |  |
| Number of enrolled students (3rd week) |  |  |  |  |  |
|  Number of enrolled students in-state |  |  |  |  |  |
|  Number of enrolled students out-of-state |  |  |  |  |  |
| High School average of enrolled students |  |  |  |  |  |
| Percent of enrolled students by selectivity category 1 | 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| Percent of enrolled students by high school average 2 | 90-100 |  |  |  |  |  |
| 85-89 |  |  |  |  |  |
| 80-84 |  |  |  |  |  |
| 75-79 |  |  |  |  |  |
| 70-74 |  |  |  |  |  |
| < 70 |  |  |  |  |  |
| Percent enrolled students that are female |  |  |  |  |  |
| Percent enrolled students that are male |  |  |  |  |  |

1. The selectivity category is based on HS average and SAT score where 1 is the most selective and 5 is open admission. Students without a SAT score are not included in these data.

2. All students are included in these data.

***C. Placement Procedures***

*Description of how students are placed in first semester courses based on academic background (if such a placement exists) and a statement describing how deficiencies are addressed – see sample statements. You do not have to describe placement in math and English since these are described in the standard statement below.*

**Placement Procedures in Mathematics Courses:** Placement in mathematics courses is made by a designee of the Mathematics Department and is based on an evaluation of high school transcripts. Students have the opportunity to discuss the final placement with an advisor or with the Mathematics Department during the drop-add week at the beginning of the semester. Prerequisites and proper placement are reviewed during the first class meeting of all mathematics courses. If a student feels that they have been misplaced, the mathematics instructor will work with the student to make the necessary changes.

Table 12. Criteria for Mathematics Course Placement.

|  |  |
| --- | --- |
| **Mathematics Background** | **Recommended First Course** |
| **4 years including:****MATH A, B and Precalculus (average > 85)** **OR****Course I, II, III (regents) and Precalculus (average > 85)** | **MATH 231** |
| **4 years including:****MATH A, B and Precalculus (average < 85)** **OR****Course I, II, III (regents) and Precalculus (average < 85)** | **MATH 125****or****MATH 131****(depending on major – see next page)** |
| **3 years including:****MATH A, B (average > 85 in MATH B)** **OR****NYS Course I, II, III (average > 85 in Course III)** | **MATH 125****or****MATH 131****(depending on major – see next page)** |
| **3 years including:****MATH A, B (average < 85 in MATH B)** **OR****NYS Course I, II, III (average < 85 in Course III)** | **MATH 111****or MATH 112****or MATH 125** **(if required for major – see next page)** |
| **2 years including:****MATH A (average > 80)**  **OR****NYS Course I, II (average > 80 in Course II)**  **OR****TECH PREP I, II or Applied Math I, II (average > 80 in II)** | **MATH 111** |
| **0-2 years including any of the following:****MATH A (average < 80)**  **OR****NYS Course I, II (average < 80 in Course II)**  **OR****TECH PREP I, II or Applied Math I, II (average < 80 in II)** | **MATH 101** |

**Placement Procedures in English Composition Courses**: The Humanities Department developed a placement rubric that considers both high school transcripts and SAT scores to place an incoming student into either ENGL099, Remedial English, ENGL101, Composition I, or ENGL102, Composition II. For students attending Accepted Student Day, this rubric is used by the faculty advisor for placement. The Registrar uses this rubric to place all students not attending an Accepted Student Day. Starting in 2008-9, all accepted student transcripts are evaluated by a designee of the Humanities Department using the Mathematics placement as a model.

***D. Recruitment Activities for Program***

*department description*

***E. Student Orientation Activities for Incoming Students in Program***

*department statement of the activities specific to the program if appropriate*

***F. Enrollment Summary***

***Note: there are two Table 13 listed here. Delete the one that you are not using. The first Table 13 is only for associate programs***

Table 13. Numbers of Students Enrolled in this Program by Semester 1 *[****IR updates yearly****]*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
| number of first year students 2 |  |  |  |  |  |  |  |  |
| number of second year students 3 |  |  |  |  |  |  |  |  |
| total number in program |  |  |  |  |  |  |  |  |

1. Numbers are based on third week enrollment data.

2. All students in program with 0-33 credits completed. Some credits might not meet program requirements.

3. All students in program with >33 credits completed. Some credits might not meet program requirements.

***Note: This second Table 13 is only for baccalaureate programs***

Table 13. Numbers of Students Enrolled in this Program by Semester 1 *[****IR updates yearly****]*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
| number of first year students 2 |  |  |  |  |  |  |  |  |
| number of second year students 3 |  |  |  |  |  |  |  |  |
| number of third year students 4 |  |  |  |  |  |  |  |  |
| number of fourth year students 5 |  |  |  |  |  |  |  |  |
| total number in program |  |  |  |  |  |  |  |  |

1. Numbers are based on third week enrollment data.

2. All students in program with 0-33 credits completed. Some credits might not meet program requirements.

3. All students in program with 34-67 credits completed. Some credits might not meet program requirements.

4. All students in program with 68-102 credits completed. Some credits might not meet program requirements.

5. All students in program with >102 credits completed. Some credits might not meet program requirements.

***G. Student Retention***

***Note: there are two Table 14 listed here. Delete the one that you are not using. The first Table 14 is only for associate programs.***

Table 14. Retention and Graduation Trends for Program Cohorts 1 *[****IR updates yearly****]*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cohort 1 → | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
| # of entering students in program cohort |  |  |  |  |  |  |
| # of cohort enrolled at Cobleskill next fall |  |  |  |  |  |  |
|  # of cohort still enrolled in this program |  |  |  |  |  |  |
|  # of cohort enrolled in new program |  |  |  |  |  |  |
| # of cohort not enrolled at Cobleskill next fall |  |  |  |  |  |  |
| In-program Retention Rate (%) 2 |  |  |  |  |  |  |
| Cohort Retention Rate (%) 3 |  |  |  |  |  |  |
| In-program Graduation Rate (%) 4 |  |  |  |  |  |  |
| Cohort Graduation Rate (%) 5 |  |  |  |  |  |  |

1. A cohort is defined as all first-time, full-time students in the program as of the third week of their first semester. The cohort is named by this first semester.

2. (# of cohort still enrolled in program 2nd fall / # in entering cohort) 🞨 100%

3. (# of cohort enrolled at Cobleskill 2nd fall / # in entering cohort) 🞨 100%

4. (# of cohort graduating from program by end of 6th semester / # in entering cohort) × 100%

5. (# of cohort graduating from Cobleskill by end of 6th semester / # in entering cohort) × 100%

***Note: This second Table 14 is only for baccalaureate programs***

Table 14. Retention and Graduation Trends for Program Cohorts 1 *[****IR updates yearly****]*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cohort 1 → | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
| # of entering students in program (the cohort) |  |  |  |  |  |  |
| # of cohort still enrolled in program 2nd fall |  |  |  |  |  |  |
| # of cohort enrolled at Cobleskill 2nd fall |  |  |  |  |  |  |
| First-year program retention rate (%) 2 |  |  |  |  |  |  |
| First-year cohort retention rate (%) 3 |  |  |  |  |  |  |
| # of cohort still enrolled in program 3rd fall |  |  |  |  |  |  |
| # of cohort enrolled at Cobleskill 3rd fall |  |  |  |  |  |  |
| Second-year program retention rate (%) 4 |  |  |  |  |  |  |
| Second-year cohort retention rate (%) 5 |  |  |  |  |  |  |
| # of cohort still enrolled in program 4th fall |  |  |  |  |  |  |
| # of cohort enrolled at Cobleskill 4th fall |  |  |  |  |  |  |
| Third-year program retention rate (%) 6 |  |  |  |  |  |  |
| Third-year cohort retention rate (%) 7 |  |  |  |  |  |  |
| In-program Graduation Rate (%) 8 |  |  |  |  |  |  |
| Cohort Graduation Rate (%) 9 |  |  |  |  |  |  |

1. A cohort is defined as all first-time, full-time students in the program as of the third week of their first semester. The cohort is named by this first semester.

2. (# of cohort still enrolled in program 2nd fall / # in entering cohort) 🞨 100%

3. (# of cohort enrolled at Cobleskill 2nd fall / # in entering cohort) 🞨 100%

4. (# of cohort still enrolled in program 3rd fall / # in entering cohort) 🞨 100%

5. (# of cohort enrolled at Cobleskill 3rd fall / # in entering cohort) 🞨 100%

6. (# of cohort still enrolled in program 4th fall / # in entering cohort) 🞨 100%

7. (# of cohort enrolled at Cobleskill 4th fall / # in entering cohort) 🞨 100%

8. (# of cohort graduating from program by end of 12th semester / # in entering cohort) × 100%

9. (# of cohort graduating from Cobleskill by end of 12th semester / # in entering cohort) × 100%

***H. Student Support Services (please include discipline specific details)***

**The Center for Academic Support and Excellence:** The mission of the Center for Academic Support and Excellence is to offer services which promote the development and success of our students both academically and technically. The Center coordinates with all academic departments to offer a wide variety of tutoring services to assist students in achieving their greatest potential.

The Center is conveniently located in the Jared Van Wagenen Library. It is the central tutorial and study location for the campus. The Center is open to all students and is totally free of charge. There is no limit to the number of hours a student may receive assistance. Tutors work during specific days and times. Primarily the tutoring is done on an individual basis, but may be conducted in a small group setting when appropriate. The Center is also the home of the College Writing Center which

**The SUNY Cobleskill Writing Center**: The Cobleskill Writing Center, located in the Jared Van Wagenen Library, is staffed by peer tutors who are able to assist students in all forms of writing and research. All services are free and unlimited.

**The DisAbility Support Service Office**: The primary objective of this office is to develop and maintain a supportive campus environment that promotes academic achievement and personal growth for students with disabilities. Services provided by this office are based on each student's documentation and are tailored to each student's unique, individual needs. Academic and non-academic assistance is provided to students with disabilities (permanent and temporary) through the Coordinator of Services for Students with Disabilities

**Educational Opportunity Program**: The Educational Opportunity Program (EOP) at SUNY Cobleskill provides academic and financial support to New York State residents who qualify under the eligibility criteria. They are those who do not meet regular admission criteria, but have the academic potential to earn a college degree, and who have been proven to be historically economically disadvantaged. Students receive tutoring, personal, academic, and career counseling and a variety of additional service such as Study Skills Material and Instruction and a 2-Credit Orientation Seminar for First-Time Freshman. The EOP Office also offers a Summer Study Skills Program. First-time Fall semester students are required to attend a Summer Study Skills Program which is provided through special State funding.

**The MERITS Program**: Students who failed to meet the minimum requirements for regular admission are placed in the MERITS support program to help them succeed. The MERITS Program is a one semester program with follow-up in the second semester. Grades for each student will be monitored throughout the first year.

**International Education Services**: International Education services are available to international students studying on the SUNY Cobleskill campus and Cobleskill students interested in studying abroad. As the college focuses on increased diversity in education, this service, administered by the Director of International Programs, broadens the cross-cultural experiences of our students both at home and overseas.

**V. Support for the Program**

***A. Library Resources***

*This statement is current as of November 2008, but should be reviewed annually for currency. Individual departments should add to the Library information to satisfy specific program review needs.*

The stated mission of the Van Wagenen Library is "We will serve the information needs of the SUNY Cobleskill campus and community by providing relevant information sources, guiding and challenging intellectual growth, and teaching research skills for life."

In order to satisfy that goal, the Van Wagenen Library provides a variety of information resources to students and faculty at SUNY Cobleskill. The physical collection includes over 50,000 items including books, audiovisual materials, CD’s, DVD’s, LP record albums, periodicals, equipment, an extensive juvenile collection, and reference materials. Currently the Library subscribes to more than 200 print periodicals, and offers more than 400 current popular reading books. Students can borrow a laptop computer for 2 hours to use in the fully wireless Van Wagenen Hall, or sign out a loaner for 3 days. The Library provides 40 networked PC workstations and 4 Mac’s for accessing electronic resources, MS Office software, and a variety of specialized, course related software. In addition, the Library web site ([www.cobleskill.edu/library](http://www.cobleskill.edu/library)) provides a gateway to online resources. Online resources include those purchased by Van Wagenen Library, as well as those purchased through SUNYConnect and those provided through the New York State Library. In total students and faculty have access to nearly 20,000 electronic journals. Using the EZProxy authentication, students and faculty can access these electronic resources from residence hall, office or from off campus.

Another SUNYConnect initiative, the Aleph 500 automated library system is used by most SUNY libraries, making it possible for users to locate information in any library within SUNY. The ILLiad interlibrary loan system and LAND delivery enable users to make interlibrary loan requests from their desktops and receive materials in as little as 24 hours—to their desktops in the case of journal articles.

To the extent that information literacy skills are necessary for superior educational experiences, the Van Wagenen Library supports the College mission. Library staff believes that information skills are critical to life-long learning. The Library strives to provide the necessary information resources to support all academic programs and activities of the campus, including providing information skills instruction on request. Reference librarians are regularly available to assist students with locating information and to provide technology support. The Library anticipates adding AskUs 24/7 online reference service in spring 2009 to enable Library users to access assistance twenty-four hours a day.

In order to enhance the functionality of the facility, the Library created the “information commons” in 2006, adding the Center for Academic Support and Excellence, DisAbility Support Services and Instructional Technology Support. Students can now get tutoring, writing assistance or alternative testing in addition to research and reference assistance in Van Wagenen Hall. There is even a presentation practice room where students can rehearse for class presentations. The result is that students are using the Library more than ever, with gate counts soaring over the last two years.

***B. Facilities, Equipment and Supplies***

Academic programs are supported by annual department budgets. Budget development begins in early spring with a budget call letter from the Business Affairs Office to all departments requesting that work begin on developing a budget for the next fiscal year beginning July 1. Departments must address the following in this initial budget request: changes to department personnel; requests for extra service and stipends; requests for adjunct, student and temporary positions; requests for professional development; and requests for supplies and equipment. The Business Affairs Office reviews these requests with the department chair to ensure that the intent of the department is understood. All requests must be approved by the appropriate Dean for academic departments, and the appropriate Vice President or Director for non-academic departments. The budget requests are compiled to form the campus’ financial plan. This initial budget package is given to the President and Vice Presidents for their review and changes. The Business Affairs Office then distributes the final budget to all departments. Budget changes requested by the departments during the fiscal year are reviewed and acted upon accordingly. These requests must be in writing and approved by the appropriate Dean, Vice President or Director. A year-to-date review is done as of December 31st by the Business Affairs Office and departments are notified of any changes to their budgets as a result of this review.

*Departments should now discuss budget data for their department as it affects the program being reviewed. Should also address adequacy of facilities and equipment in supporting the program being reviewed.*

***C. Access to Technology***

The Information Technology Services (ITS) department provides centrally administered and supported computer, network, telecommunications and media technology services for use by students, faculty, and staff engaged in academic and/or administrative activities sanctioned by SUNY Cobleskill. The ITS service mission includes maintaining the campus information technology infrastructure used by students and faculty assisting all segments of the campus community in making effective and efficient use of the information services implemented by this diverse collection of hardware and software components.

Specific support from ITS for students and faculty includes the procurement, setup, operation and maintenance of IT hardware and software used in all centrally-operated labs, classrooms, the Library and in the offices of individual faculty. In addition, ITS and the Academic Computing department jointly operate an IT help center that assists students and faculty in their use of the College’s local IT facilities and services as well those services available through the campus’ connection to the Internet.

**VI. Summary**

***A. Strengths of Program***

*Summary statement.*

***B. Action Plans for Improvement of Program***

|  |  |  |  |
| --- | --- | --- | --- |
| *Specific improvement/ change* | *Person(s) responsible* | *Timeline/due dates* | *Resources necessary* |
| *1.* |  |  |  |
| *2.* |  |  |  |

**VII. Response to External Review Report *(to be completed after External Peer Review Visit)***