***Academic Program Review Self Study: Baccalaureate Programs***

**I. Introduction**

***A. The College (Updated Aug 23)***

The SUNY Cobleskill College of Agriculture and Technology is a comprehensive college offering certificates, associate and baccalaureate degrees. Of the 1,667 full-time students, approximately 21% are enrolled in associate programs (A.A., A.S., A.A.S, and A.O.S.) and 77% are enrolled in baccalaureate programs (B.B.A., B.S., and B.Tech.). The distribution of student by degree and number of degrees and faculty are summarized in Table 1.

Table 1. Distribution of Students and Faculty1. ***[IR updates data yearly]***

|  |  |
| --- | --- |
| Fall 2022 | SUNY Cobleskill |
| Number of full-time faculty | 142 |
| Number of part-time faculty | 97 |
| Number of associate programs | 24 |
| Number of baccalaureate programs | 23 |
| # Students in associate programs | 352 |
| # Students in baccalaureate programs | 1,287 |

1 Data is from third week enrollment for most recent fall semester. Totals do not include certificate program 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***

**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).*

***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*.

**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 10% 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.*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| Total number of graduates of this program |  |  |  |  |  |
| Number responding to survey |  |  |  |  |  |
| # in school |  |  |  |  |  |
| # in related program |  |  |  |  |  |
| # employed |  |  |  |  |  |
| # employed in field |  |  |  |  |  |

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.*

**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: This data should be informed directly from your assessment plans in Weave.)*

Table 7. Major Findings of this Assessment and Actions to be Taken Addressing these Findings *(Note: These should be included in your action plan in your assessment in Weave.)*

|  |  |
| --- | --- |
| 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 time |
| Total number of department faculty2 | |  |  |
| 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 + |  |  |

2 Part-time is defined as 11 or fewer contact hours with no additional duties compensated by release time. All other cases are Full-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 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 |
| # students enrolled in lectures 3 |  |  |  |  |  |  |  |  |  |
| # lecture sections offered |  |  |  |  |  |  |  |  |  |
| # lab sections offered |  |  |  |  |  |  |  |  |  |
| # classes total |  |  |  |  |  |  |  |  |  |
| # FT faculty |  |  |  |  |  |  |  |  |  |
| # PT faculty |  |  |  |  |  |  |  |  |  |
| # contact hrs taught by FT faculty 4 |  |  |  |  |  |  |  |  |  |
| # contact hrs taught by PT faculty |  |  |  |  |  |  |  |  |  |
| % contact hrs taught by FT faculty |  |  |  |  |  |  |  |  |  |
| # credit hrs taught by FT faculty |  |  |  |  |  |  |  |  |  |
| # credit hrs taught by PT faculty |  |  |  |  |  |  |  |  |  |
| % credit hrs taught by FT faculty |  |  |  |  |  |  |  |  |  |

3 Sum of all students in all lecture sections taught by department faculty. Note that total enrollments is not a total headcount. As students enroll in multiple classes, there will be double counting.

4A 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 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 |
| Contact hours |  |  |  |  |  |  |  |  |  |
| Different course preparations |  |  |  |  |  |  |  |  |  |
| No. 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****]*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| Number of applications for program5 | |  |  |  |  |  |  |
| Number of acceptances offered | |  |  |  |  |  |  |
| Number of enrolled students (3rd week) | |  |  |  |  |  |  |
| Number of enrolled students in-state | |  |  |  |  |  |  |
| Number of enrolled students out-of-state | |  |  |  |  |  |  |
| Mean HS GPA of enrolled students | |  |  |  |  |  |  |
| Percent of enrolled students by selectivity category 6 | Group 0 |  |  |  |  |  |  |
| Group 1 |  |  |  |  |  |  |
| Group 2 |  |  |  |  |  |  |
| Group 3 |  |  |  |  |  |  |
| Group 4 |  |  |  |  |  |  |
| Group 5 |  |  |  |  |  |  |
| Percent of enrolled students by high school average | 90-100 |  |  |  |  |  |  |
| 85-89 |  |  |  |  |  |  |
| 80-84 |  |  |  |  |  |  |
| 75-79 |  |  |  |  |  |  |
| 70-74 |  |  |  |  |  |  |
| < 70 |  |  |  |  |  |  |
| Percent enrolled students that are female | |  |  |  |  |  |  |
| Percent enrolled students that are male | |  |  |  |  |  |  |

5 The application and acceptance counts represent incoming freshman and transfer students, whereas all other data include all enrolled students.

6 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 included in Group 0.

***C. Placement Procedures (Reviewed Aug 2023)***

*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:  Algebra, Geometry, Algebra II & Trigonometry, and  Pre-calculus with an average > 80 | **MATH 231** |
| 4 years including:  Algebra, Geometry, Algebra II & Trigonometry, and  Pre-calculus with an average < 80 | **MATH 125**  **or**  **MATH 131**  **(depending on major – see next page)** |
| 3 years including:  Algebra, Geometry, and  Algebra II & Trigonometry with an average > 80 | **MATH 125**  **or**  **MATH 131 (depending on major – see next page)** |
| 3 years including:  Algebra, Geometry, and  Algebra II & Trigonometry with an average < 80 | **MATH 111**  **or MATH 112**  **or MATH 125**  **(if required for major – see next page)** |
| 2 years including:  Algebra and  Geometry with an average > 80 | **MATH 111** |
| 0-2 years including any of the following:  Algebra and Geometry with an average < 80  Technical Math, Applied Math, or any other course outside of the NYS sequence | **MATH 101** |

List of majors that require Math 125

Associate in Science- Business Administration

Associate in Science -Communication (Math 125 or Math 111)

Associate in Science- Health Sciences

Associate in Science- Science

Associate in Science - Biotechnology

Bachelor of Technology- Fisheries and Aquaculture (Math 125 & 225)

Bachelor of Technology- Wildlife Management (Math 125 & 225)

Bachelor of Technology- Environmental Energy Technologies

Bachelor of Technology- Information Technology

Bachelor of Business Administration

Bachelor of Financial Services

Bachelor of Business Administration- Culinary Arts

Bachelor of Science -Biotechnology

Bachelor of Science- Ag Business Mgmt

General Notes

(1) There is currently a trend to “underplace” students in lower math courses just to get easy credits. Students should be challenged in math just as they would be in any other field. Recommend the highest placement possible.

(2) Statistics (Math 125) is a viable placement option for students who could be placed either way (111 or 125). Consider their major (list on left) in making that determination.

(3) Math 112 (College Algebra & Trigonometry) is a good option for stronger students in lieu of Math 111, especially if they are continuing to pre-calculus here or planning to take certain graduate programs that require the calculus sequence (F&W, Business, Animal Science (Pre-Vet), etc.

(4) Math sections can be offered in different formats such as completely online (OL); computer-based learning (CB) in which students interact with software in the classroom; hybrid formats (HY) which are partially in class and partially online. Make sure students know about these different formats. The designations are listed next to courses on the master schedule.

Table 13. Criteria for English Course Placement.

|  |  |  |
| --- | --- | --- |
| **Placement** | **Measure** | **Recommended Parameters** |
|  |  |  |
| **English 100** | GPA | Less than or equal to **79** |
| English Regents | Less than or equal to **75** |
|  |  |  |
| **English 101** | GPA | Greater or equal to **80** |
| English Regents | Greater or equal to **76** |
|  |  |  |
| **English 102** | College/ AP English Course | Only if a student has successfully taken a college level course and received college credit |

**ENGL 100**

ENGL 100 is a preparatory course for ENGL 101 Composition I. It is a **credit-bearing**, college-level course that will introduce students to the critical reading, thinking, and writing practices that will enable them to complete their studies successfully. The course is also designed to meet students at their reading and writing levels when they enter college and to prepare them in one semester for the challenges presented in ENGL 101. **All students taking ENGL 100 must earn a grade of C- or better in order to receive course credit and move forward to ENGL 101.** [Fall, Spring] [3 credits] Contact hours: 3

**ENGL 101**

In this composition course, students will write personal essays developing a point or an idea with evidence drawn from their own lives and academic essays organized around an intellectual task, such as arguing in favor of an idea, comparing, defining or analyzing. A student must demonstrate competency in (1) organizing and paragraphing, (2) clarity of main point, (3) appropriateness, logic and specificity of development, (4) maturity of content, and (5) sentence structure, grammar, spelling, and punctuation. This course will include an introductory research component. Prerequisite: **Placement using the guidelines above OR a C- or higher in ENGL 100.**  [Fall, Spring] [3 credits] Contact hours: 3

***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***

Table 14. Numbers of Students Enrolled in this Program by Semester 7 *[****IR updates yearly****]*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 |
| No. of first year students 8 |  |  |  |  |  |  |  |  |  |  |
| No. of second year students |  |  |  |  |  |  |  |  |  |  |
| No. of third year students |  |  |  |  |  |  |  |  |  |  |
| No. of fourth year students |  |  |  |  |  |  |  |  |  |  |
| total number in program |  |  |  |  |  |  |  |  |  |  |

7Numbers are based on third week enrollment data.

8A student’s “year” is defined by the number of credits they have completed in the following manner:

≤ 29.9 = First Year; 30 – 59.5 = Second Year; 60 – 89.5 = Third Year; ≥ 90 = Fourth Year;

Note that this considers all credits, not only those that count toward degree completion.

***G. Student Retention***

Table 15. Retention and Graduation Trends *[****IR updates yearly****]*

Table 15a. Recent Cohort Enrollments

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| Initial Cohort Headcount9 | |  |  |  |  |  |  |  |
| After 1 year: | No. of cohort still in program.10 |  |  |  |  |  |  |  |
|  | No. of cohort still at Cobleskill. |  |  |  |  |  |  |  |
|  | % of cohort still in program.11 |  |  |  |  |  |  |  |
|  | % of cohort still at Cobleskill. |  |  |  |  |  |  |  |
| After 2 years: | No. of cohort still in program. |  |  |  |  |  |  |  |
|  | No. of cohort still at Cobleskill. |  |  |  |  |  |  |  |
|  | % of cohort still in program. |  |  |  |  |  |  |  |
|  | % of cohort still at Cobleskill. |  |  |  |  |  |  |  |
| After 3 years: | No. of cohort still in program. |  |  |  |  |  |  |  |
|  | No. of cohort still at Cobleskill. |  |  |  |  |  |  |  |
|  | % of cohort still in program. |  |  |  |  |  |  |  |
|  | % of cohort still at Cobleskill |  |  |  |  |  |  |  |

Table 15b. Cohorts by Recent Graduation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2011** | **Fall 2012** | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| In-program 150% Graduation Rate12 |  |  |  |  |  |  |  |
| 150% Graduation Rate of cohort who remained at Cobleskill |  |  |  |  |  |  |  |

9A cohort is defined as the number of first-time, full-time students enrolled in the program each fall. Counts are recorded after the third week census.

10Each successive fall term, students from each initial cohort who either have persisted in their program or have remained at Cobleskill.

11%’s are calculated using Initial Cohort Headcount as the denominator.

12A 150% graduation rate is the proportion of a cohort who successfully graduated within 150% of expected completion time (6 years for 4-year programs, 3 years for 2-year programs).

***H. Student Support Services (please include discipline specific details) (Updated Sept 2023)***

**Educational Support Services at the Center for Academic Support and Excellence (CASE)**

The mission of Educational Support Services (ESS) at the Center for Academic Support and Excellence (CASE) is to offer services which promote the development and success of our students both academically and technically. ESS 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.  Tutoring is conducted in person or ONLINE through NET Tutor. Tutoring may be conducted in a whole or small group setting.

**AccessABILITY Resources 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. We put into place the civil rights mandate of Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA) and its amendments that ensure equal opportunity and access for all students who have a disability. It is an institutional responsibility to be in compliance with the law in the provision of academic accommodations.

SUNY Cobleskill is committed to providing equal access for all qualified individuals to its programs and educational opportunities.

(Please note that the laws that apply at the post-secondary level are different than those at the k-12 level. See Laws)

**Educational Opportunity Program**

Educational Support Services consists of an array of supplemental, pragmatic student supports and initiatives primarily instituted to bolster student achievement, improve student persistence, and facilitate person-to-person engagement utilizing holistic student development principles.

**SOS - Second Opportunity @ Success Program**

The Second Opportunity @ Success (SOS) Program provides students at various stages of the academic recovery process with supplemental instruction, professional counseling and peer to peer mentoring support.

**Campus Coach Initiative**

The Campus Coach Program is a faculty/staff lead mentorship program. Faculty and staff provide designated students (mentees) from the SOS Program motivational influenced mentoring to encourage academic and social success over the course of a semester.

**Comprehensive Academic Recovery Education (CARE) Program**

The CARE Program provides students with supplemental, comprehensive, instructional opportunities through a series of seminars and workshops customized based on each student’s enrollment status. 

**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 Office of International Programs, broadens the cross-cultural skill development of our students both at home and overseas. International education supports the goals of providing global learning opportunities for all students and tools for faculty to internationalize the curriculum.

**V. Support for the Program**

***A. Library Resources (Updated Aug 2023)***

Van Wagenen Library strives to make SUNY Cobleskill a better place to live, learn, and work by providing students, faculty, staff, and community members a welcoming environment, access to information and experiences that help extend theory into practice, and the resources and training required to effectively discover, create, and share knowledge.

In fulfilling its mission, the Van Wagenen Library maintains a physical collection comprised of 55,000 books, films, and LPs~~,~~ and a comprehensive collection of children’s books. Additionally, we have access to approximately 90,000 e-books. In steps toward assisting in student success, the Library provides access to many textbooks. It has cultivated a growing collection of textbooks that can be designated a reserve item, which means that a book is housed at the circulation desk with a limited loan time to ensure equitable access to the book. The Library also offers video streaming services.  In efforts to make the Library a welcoming environment, we maintain an extensive collection of current popular reading books. The popular reading collection sees significant use. In addition to recreational reading, the Library has board games, a chess set, and 3D printing services.

Book loans last until the end of each semester, and loans for specialized collections such as popular reading and juvenile books last for 14 days. Students can check out Kindles, laptops, and equipment such as cameras. This equipment is regularly maintained and updated.

The Van Wagenen Library maintains a large scope of periodicals and research databases. All SUNY libraries share a common package of database offerings that cover most of the core or general curriculum. The Van Wagenen Library also subscribes to research databases that specifically support the Cobleskill curriculum. Students can search the approximately 100 databases and the library holdings with a unified *MultiSearch* discovery system. A single subject search from the Library’s home page will yield a list of books, e-books, articles, primary source documents, government documents, and dissertations. This unified search feature also searches the Library’s periodical subscriptions. The Library maintains approximately 100 current periodical subscriptions (i.e. scholarly journals, trade journals, and magazines). Some of these titles are only available in online format, but we also have many print periodicals. If the Library does not have the needed material, a patron can request it via our Interlibrary Loan system. Additional access options are also available with assistance of a Librarian. If the needed material is not readily available via the Interlibrary Loan network, a Librarian may be able to acquire an article through a pay-per-use article delivery service or purchase a needed book.

The Van Wagenen Librarians liaise with assigned academic program areas. As liaisons, they meet regularly with their program area faculty and, through these relationships, keep the Library’s collection up to date and relevant to the academic field. The Van Wagenen Library’s acquisition budget is managed through strategically planned subject allocations that also allow for some flexibility if there is an unexpected need to purchase material that is beyond the planned collection development.  All new course proposals must have the review and endorsement of the department’s liaison Librarian to ensure adequate resources are available.

Librarians offer extensive reference and research assistance. They maintain regular traditional reference desk shifts. Also, reference and research assistance is available to students via live chat, texting, and email. While the Librarians actively maintain reference services in all of these communication formats, the Van Wagenen Library is a member of an international consortium that provides supplementary chat reference services 24 hours daily, seven days a week. The Library building is open 87 hours per week while classes are in session. There is a small lounge within the building that is accessible 24 hours a day.

The Library’s Instruction Program works to expand the information literacy skills necessary to succeed academically and to effectively navigate our complex, data-driven world. Through class sessions and individual research consultation appointments, students receive practical instruction in how to find, access, evaluate, use, and cite appropriate information sources. Information Literacy sessions are typically held in the Library Learning Lab on the second floor of the Library, where students can actively apply their developing research skills through exercises designed to directly relate to their class assignments. Sessions like these are customized to the course level, subject, and unique research needs of the students. Additionally, the Embedded Librarian service allows a faculty member to engage an instructional librarian more directly and consistently over the course of a semester. The embedded librarian schedules multiple class sessions or individual appointments with students and has a presence in the course Brightspace shell, allowing for guidance through all stages of more complex research projects. These hands-on, in-person instruction efforts are supplemented by a range of asynchronous online learning objects including interactive tutorials, step-by-step instructional screen casts, a Frequently-Asked-Questions page, and Library Guides targeted to the unique research needs of specific courses.

***B. Facilities, Equipment and Supplies (Updated Aug 2023)***

Academic programs are supported by annual department budgets. Budget development typically begins in late winter with a budget call letter from the Senior Vice President for Finance and Administration 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: requests for extra service, adjuncts, student and temporary positions; requests for professional development; and requests for supplies and equipment. In addition, the department should describe how the assessment process informs funding needs. All requests must be approved by the appropriate Dean and Provost for academic departments, and the appropriate Vice President for non-academic departments. The President and Senior Vice President for Finance and Administration will sign off on the final approval. The Office for Budget and Planning then distributes the final budget to all departments.

*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 (Reviewed Aug 2023)***

The Information Technology Services (ITS) department provides centrally administered and supported computer, network, telecommunications, programming, integration, information security, helpdesk support, instructional technology, and digital media technology services for use by students, faculty, and staff engaged in academic and/or administrative activities for SUNY Cobleskill.  The ITS service mission includes maintaining the campus information technology infrastructure and assisting all segments of the campus community in making effective and efficient use of technology.

Specific support from ITS for students, faculty, and staff 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 and staff.  ITS operates, supervises, and maintains our campus Helpdesk center that assists students, faculty, and staff.

**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)***