



DAEMEN COLLEGE MIDDLE STATES 2016 SELF-STUDY REPORT



DAEMEN
COLLEGE

DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE OF CONTENTS

Executive Summary	1
Certification Statement	2
Introduction	3
Institutional Overview	3
Description of Self-Study Process	4
Chapter One: Integrity, Transparency, and a Shared Mission	7
Standard 1: Mission and Goals	7
Standard 4: Leadership and Governance	10
Standard 5: Administration	13
Standard 6: Integrity	19
Suggestions, Recommendations	24
Chapter Two: Institutional Stability, Sustainability, and Renewal	25
Standard 2: Planning, Resource Allocation, and Institutional Renewal	25
Standard 7: Institutional Assessment	31
Standard 3: Institutional Resources	41
Suggestions	49
Chapter Three: Supporting Student Excellence and Global Competency	50
Standard 8: Student Admissions and Retention	50
Standard 9: Student Support Services	66
Standard 13: Related Educational Activities	74
Suggestions, Recommendations	85
Chapter Four: Rigorous Education for the 21st Century	86
Standard 10: Faculty	86
Standard 12: General Education	95
Standard 11: Educational Offerings	107
Standard 14: Assessment of Student Learning	117
Suggestions, Recommendations	125
Conclusion	127
Glossary of Terms and Acronyms	129



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Appendices

Introduction

0.1 Self-Study Working Groups	131
-------------------------------------	-----

Chapter One

1.1 Daemen College Mission Statement [1-14]	134
1.2 Daemen College Strategic Plan 2012 [1-14]	135
1.3 Daemen College Organizational Chart [1-14]	157
1.4 Daemen College Diversity Plan 2008-2013 Tracking [1, 6, 7]	158

Chapter Two

2.1 2013-14 Annual Assessment Reports: Initiatives & Resource Needs Linked to Daemen Strategic Plan [2, 3, 7, 14]	169
2.2 Assessment Report Templates [2, 3, 7, 14]	172
2.3 Sample Department Chairs Data Brief: DFW Analysis [2, 7, 8, 14]	180
2.4 StEP Taskforce Data Summary 2014-15 [7, 8, 9]	183
2.5 Academic Program Review Template [7, 14]	187
2.6 Progress Report on Improving Access to Data and Information at Daemen College [2, 3, 7]	197
2.7 Daemen College Operating Budget Timeline [2, 3]	200

Chapter Three

3.1 Admissions Statistics Fall 2011- Fall 2014 [8]	201
3.2 Retention and Graduation Rates of First-Time, Full-Time, Degree-Seeking Freshmen [7, 8]	205
3.3 Average Net Price of Attendance and Affordability Ranking of Selected Peers [7, 8]	206
3.4 Certificates Earned Between 2008 and 2014 by Enrollment to Earn Certificate Alone or Added as Part of a Degree Program [13]	207

Chapter Four

4.1 Core Assessment Plan [11,12, 14]	208
4.2 Daemen Coursework Taken by Those Who Graduated Between August 2012 and May 2013 [12, 14]	222
4.3 Core Competency Assessment at the Course Level Template [11, 12, 14]	223
4.4 Writing Assessment Chart 2006-2014 [11, 12, 14]	225

List of Tables

2.1 Overview of 2012 Daemen Strategic Plan	26
2.2 Daemen's Leadership Priorities and Alignment with Strategic Plan	28
2.3 Facilities Master Plan Subcommittee Charges and Focus Areas	29
2.4 Institutional Assessment Timeline & Communication Flow	33
2.5 Daemen College Five Year Program Review Cycle 2011-2016 (Activity as of 10/1/2015)	37
2.6 New Faculty Hires 2011-2014	45
3.1 Daemen College Full-time Undergraduate Enrollment by Race/Ethnicity	51
3.2 Daemen College Fall 2014 Student Profile	52
3.3. Daemen College Enrollment and Retention Rates of First-Time, Full-Time, Degree-Seeking Freshmen Fall 2009 - Fall 2013	53



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

3.4 Daemen College Recruitment Plan 2015-2016	54
3.5 Daemen College average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2008-00 - 2012-13 with affordability ranking of selected peers	57
3.6 Fall 2014 Scholarship Recipients	59
3.7 Integrated Design of Daemen Title III Project and Other Campus Initiatives to Improve Retention and Persistence	60
3.8 Racial/Ethnic Diversity of Daemen College Undergraduate Degree-Seeking Students 2008-2012	65
3.9 Racial/Ethnic Diversity of Daemen College Employees 2003-2011	65
3.10 Total Enrollment of Matriculated International Students, as Indicated in the Open Doors Report	65
3.11 Education Department Alternative Certification Programs New Student Enrollment	76
3.12 Accounting Certificate Program Fall Enrollment in Brooklyn and Amherst	77
3.13 Daemen Service-Learning Student Outcomes	83
4.1 Promotion and Tenure Statistics 2008-2014	87
4.2 New Faculty Mentor Program Participation	89
4.3 Faculty Travel and Faculty Research Committee Distributions	91
4.4 Trends in Instructional Faculty Fall 2005-Fall 2014	93
4.5 Core Curriculum Requirements	95
4.6 Core Curriculum Learning Outcomes	100
4.7 Student Learning Outcomes, Curriculum Maps, and Assessment Plans	109
4.8 Daemen Students' Experiences with Diversity	112

List of Figures

2.1 Daemen College Institutional Assessment Plan	31
2.2 Daemen College Student Satisfaction with Registration	35
2.3 Retention Rates by Residency	36
2.4 Program Review Summary: Implementation of Recommendations	39
3.1 Daemen College Retention and Graduation Rates by Entering Cohort	62
3.2 Retention and Graduation Rates for All Students	63
3.3 Retention and Graduation Rates for White and Underrepresented Minority (URM) Students	63
3.4 Daemen College Four Year Graduation Rate by Entering Cohort	64
3.5 Daemen College Retention and Graduation Rates for Athletes and Non-Athletes	72
4.1 Number of Papers or Reports Written During the 2011-12 Academic Year	105



Daemen College Self-Study Report

EXECUTIVE SUMMARY

In the words of our mission statement, Daemen College “seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment.” Our comprehensive self-study process was an opportunity to analyze and assess systematically the evolving ways in which we are actualizing our historic mission for the 21st century. Institutional stability, health, and growth are evident in our development of new academic programs at both the undergraduate and graduate levels, including BFA Animation, Master of Public Health, and Master of Social Work; our achievement of full membership in NCAA Division II; and renovations and expansion of our physical plant, including the Fall 2015 opening of the new Academic and Wellness Center. With the aid of a \$2 million Title III grant, we have made substantial progress in improving student retention and graduation rates. A twenty-two percent (22%) increase of full-time faculty between 2010 and 2014 has enhanced the rigor and breadth of our academic programs, while an integrated assessment program ensures that institutional and student learning outcomes are achieved and a culture of renewal is cultivated.

Organized thematically into four chapters, the Self-Study Report provides evidence, in Chapter One, of effective, mission-centered leadership and institutional integrity. Chapter Two demonstrates integration of institutional assessment, strategic planning, and budgeting. Chapter Three examines Daemen’s admissions policies and student services, focusing on enrollment trends, including improved retention and graduation rates; enrollment strategies in light of projected demographic shifts; and enhanced student support services, especially in the areas of student wellness and services for academically underprepared students. Chapter Four evaluates the strengths and challenges of our competency-based general education (Core) curriculum, generally affirming the efficacy of the Core in attaining its learning objectives but also engaging the question of whether all undergraduates are obtaining sufficient learning in the liberal arts. The related question of the extent to which we are fostering the global competency of our students is engaged. Self-study has also made clear the desirability of examining whether extant organizational structures best serve and support our current academic programs, including the needs of faculty.

Referenced throughout the Self-Study Report are the goals of our 2012 Strategic Plan, including: rigorous education for the 21st century; global competency and service to the global community; persistence to professional excellence; and fiscal stability. Self-study has demonstrated the considerable extent to which these goals are being attained at the present time and how these strategic goals align with, incorporate, and enable us to meet the fourteen Standards of Excellence (2006) of the Middle States Commission on Higher Education.



DAEMEN COLLEGE MIDDLE STATES
2016 SELF-STUDY REPORT



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006)]

Effective August 1, 2015

Daemen College

(Name of Institution)

is seeking (*Check one*):

- ☐ Initial Accreditation
☒ Reaffirmation of Accreditation through Self Study
☐ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum (*Check if applicable*)


(Chief Executive Officer)

11/16/15
(Date)


(Chair, Board of Trustees or Directors)

12/4/15
(Date)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

INTRODUCTION

INSTITUTIONAL OVERVIEW

Daemen College is an independent, nonsectarian, comprehensive, Master's (Larger Programs) institution located in Amherst, a first-ring suburb of Buffalo, New York, and enrolling 2800 students. Founded in 1947 as Rosary Hill College by the Sisters of St. Francis as a liberal arts college for women, the institution became coeducational in 1971 and nonsectarian in 1976, changing its name to Daemen College. Daemen has been accredited by the Middle States Commission on Higher Education since 1956; accreditation was last reaffirmed in 2011.

Daemen offers 40 undergraduate majors and 17 graduate programs in two academic divisions: Arts and Sciences and Health and Human Services. The College's integrated undergraduate Core Curriculum comprises seven competencies, all of which aim to strengthen students' abilities to become intellectually curious, acquire professional rewards, become responsible citizens, and deal with change. Beginning with an interdisciplinary learning community in their first semester, students participate throughout their Daemen careers in other high-impact practices including service learning, career internships, and opportunities for student-faculty research. The academic year culminates in the College-wide Academic Festival, where students present posters, papers, and performances in collaboration with sponsoring faculty.

Significant events in the life of the College since our 2011 Periodic Review Report include the inauguration of the sixth President of the College, Dr. Gary A. Olson (September 2013); the addition of seven new academic programs; achievement of full membership in NCAA Division II (July 2015); and the Fall 2015 opening of a new \$5.6 million Academic and Wellness Center, providing 26,000 square feet of additional learning and indoor recreational and fitness space for the Daemen community.

In fiscal year 2014-15, the College increased its endowment by over \$1.6 million through federal and private grants, and individual and corporate gifts and pledges. As the year concluded, we also received news of the award of a \$480,000 New York State grant for a Graduate Technology Center, the second largest state grant received in Daemen's history. The College is now in the midst of the silent phase of a comprehensive campaign, with the public campaign slated to be launched in 2017.

With the support of a \$2 million U.S. Department of Education Title III Strengthening Institutions grant (2011-16), the College continues to make substantial progress in improving the retention and six-year graduation rates of students. Our most recent data show an increase of 6.7 percentage points in retention rates for all students (from 74.7% in 2012 to 81.4% in 2013) and 8.3 percentage points for underrepresented minority (URM) students (from 71.2% in 2012 to 79.5% in 2013). In addition, the data indicate an increase in four-year graduation rates of 8.2 percentage points (from 25.7% to 33.9%) between the Fall 2009 and the Fall 2010 entering cohorts.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

In 2014, Daemen College was honored to receive two awards, one local and one national, based on confidential surveys of its employees. Locally, *Business First Buffalo* recognized Daemen College as a “Best Place to Work” and nationally, Daemen received honor roll distinction as one of the *Chronicle of Higher Education’s* “Great Colleges to Work For.”

DESCRIPTION OF SELF-STUDY PROCESS

The self-study process was intended to provide a thorough evaluation of the operations of the College, determining the degree to which all aspects of operations further our mission to “prepare students for life and leadership in an increasingly complex world.” In addition to its demonstration that the College meets the fourteen standards delineated in *Characteristics of Excellence in Higher Education* (2006) of the Middle States Commission on Higher Education, the self-study served — equally and importantly — as a focused opportunity to engage questions and issues of particular significance to the institution itself at this point in time.

The comprehensive self-study model was selected as best suited to the needs and current circumstances of Daemen College. As had been hoped, this model allowed the College to examine the effectiveness of its skills-and-competencies-based Core Curriculum and to engage ongoing and robust campus conversation about the evolving 21st century identity of an institution that values both liberal learning and professional preparation. Integrated throughout the self-study are the goals of the 2012 Strategic Plan: rigorous education for the 21st century; global competency and service to the global community; and persistence to professional excellence. These ideals both informed the self-study design and served as key measures of institutional effectiveness and progress.

The Commission’s fourteen Standards of Accreditation were grouped into four areas of study according to both thematic linkages and the anticipated breadth and depth of analysis required for each standard at this juncture in the life of Daemen College. These areas and their associated standards are as follows:

I: Integrity, Transparency, and a Shared Mission

Standard 1: Mission and Goals

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

II. Institutional Stability, Sustainability, and Renewal

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 7: Institutional Assessment

Standard 3: Institutional Resources

III. Supporting Student Excellence and Global Competency



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 13: Related Educational Activities

IV. Rigorous Education for the 21st Century

Standard 10: Faculty

Standard 11: Educational Offerings

Standard 12: General Education

Standard 14: Assessment of Student Learning

The Standards referenced at the end of each Appendix and Document Room citation throughout this Self-Study are noted in brackets []. Document Room citations are accessible at: sites.google.com/a/daemen.edu/middlestates

A broad spectrum of Daemen community members representing all areas of the College participated in this opportunity for reflection. For the working groups assigned to each area, members were selected with a view to ensuring a productive blend of (a) expertise in the standards under review; (b) objectivity of perspective from persons outside the immediate area of study; and (c) cross-institutional representation. Charge questions developed by the Steering Committee guided the research of each group. Members of the Steering Committee, including the co-chairs, were distributed among the working groups ([Appendix 0.1 - Self-Study Working Groups](#)).

Self-Study Co-Chairs:

Kevin Telford, Associate Professor, Modern Languages; Core Curriculum Director

Kathleen Boone, Associate Vice President for Academic Affairs

Susan Marchione, Director, New Program Development & Strategic Initiatives, Academic Affairs

Steering Committee Members

Lisa Arida, Controller & Assistant Treasurer

Patricia Beaman, Director of Institutional Research

Kelly Duran, Chief Information Officer

Erica Frisicaro-Pawlowski, Associate Professor, English

Kathryn Graf, Director of Alumni Relations

Shawn Kelley, Professor & Department Chair, Philosophy & Religious Studies; Faculty Senate President 2014-15



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Linda Kuechler, Professor, Accounting/MIS

Isiah Marshall, Associate Professor and MSW Program Director, Social Work

Karen Moronski-Chapman, Data Analyst, Institutional Effectiveness & Title III Grant

Cheryl Nosek, Associate Professor and Director of Undergraduate Programs, Nursing

Kimberly Pagano, Director of Orientation & Student Leadership Development

Lisa Parshall, Associate Professor, Political Science

Mimi Steadman, Associate Vice President for Institutional Effectiveness

Adriane Williams, Senior Academic Advisor

Frank Williams, Associate Vice President for Enrollment Management & Dean of Admissions

Elizabeth Wright, Associate Dean for the Education Department



CHAPTER 1: INTEGRITY, TRANSPARENCY AND A SHARED MISSION

This chapter examines how Daemen's Mission and the 2012 Strategic Plan align to support both a short- and long-term shared vision for the College, including the level of effectiveness with which institutional leadership communicates this vision to various campus constituencies ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#); [Appendix 1.2 - Daemen College Strategic Plan 2012 \[1-14\]](#)).

It focuses on the degree to which the College's organizational structure and governance result in collegial decision-making; the ability of institutional leadership, including the Board of Trustees, senior administration, and faculty, to manage the needs of the College and yield positive student learning and institutional outcomes; and the College's ability to ensure, preserve, and support integrity on a variety of levels, including a commitment to diversity in multiple forms. The chapter demonstrates the College's compliance with the fundamental elements of Standards 1 (Mission and Goals), 4 (Leadership and Governance), 5 (Administration), and 6 (Integrity).

STANDARD 1: MISSION AND GOALS

OVERVIEW

The extent to which the Daemen College Mission Statement guides decision-making and informs college goals will be evident throughout this Self-Study Report. Its most salient passage is tangibly informing the life of the College at this moment in time, as we engage questions of identity and challenges of growth and sustainability which are certainly not unique to Daemen, as a relatively small private institution grounded in the liberal arts, but are framed, as they are for any institution, by distinctive language and rooted in a unique history.

That passage reads: ***“Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment.”***

What does it mean to call ourselves, as we do, a “liberal arts” institution, albeit one which “equally values” professional accomplishment? With over 70% of our undergraduates majoring in professional programs and a growing graduate enrollment in exclusively professional preparation programs, can Daemen still legitimately claim a liberal arts identity? Conversely, may not “study of the liberal arts” be less identified with counting how many students are in which majors and more focused on the degree to which the liberal arts are demonstrably integral in a variety of ways – both traditional and more contemporary – to a Daemen education, regardless of major? Conversely again, on the intimately related matter of our skills-and-competencies-based Core



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Curriculum, some faculty argue that competency-based learning devalues the approach of a discipline-based distribution requirement and question whether our students are graduating with the breadth of knowledge necessary to be informed, active citizens of the world.

This brief glimpse at the robust debate among our faculty will receive detailed attention in this report, especially in the section of Chapter 4 focusing on General Education. The debate is, we believe, an institutional strength and not a weakness, reflecting active faculty engagement with general education requirements, institutional responsiveness to the ever-changing demands of the world and workplace, and a commitment to ensuring our students are prepared and competitive in a challenging market.

Two decades into the 21st Century – and throughout the nearly 70-year history of Daemen College – the constant that has informed how we go about responding to ever-changing demands and equipping our students to engage those demands is the foundational belief that “education should elevate human dignity and foster civic responsibility and compassion.” This principle too will be found woven throughout the Self-Study Report, appearing in discussions of how we engage not only a changing student demographic but an ever-evolving local and global community – whether it be veterans transitioning from the military to a college campus, the growing and diverse refugee communities of the City of Buffalo, or first-generation students of all ethnicities, ages, and special needs.

Institutional priorities reflected in the following pages – among them, more effectively supporting equity and diversity initiatives, strengthening the global competency of our students (and employees), sustaining and continuously improving our services for students in need of academic and other supports – are all tangibly informed by that mission-centered valuing of the dignity of every human being.

REALIZING OUR MISSION AND SHARING A VISION FOR THE FUTURE

The 2012 Strategic Plan constitutes the Daemen College community’s most contemporary exposition of our mission. It develops themes of excellence in five broad areas: ***rigorous education for the 21st century; global competence and service to the global community; persistence to professional excellence; campus facilities, aesthetics and sustainability; and fiscal stability.*** Under the leadership of President Gary Olson, who began his tenure with the current Strategic Plan already in place, particular areas of focus among these priorities have been student persistence to professional excellence, campus facilities and aesthetics, and growing the endowment as an essential component of fiscal stability.

Recently developed undergraduate offerings in animation studies, paralegal studies, entrepreneurship, and global and local sustainability, as well as master’s degree programs in cytotechnology, social work, and public health clearly demonstrate an emphasis on professional development. An Ed.D. in interprofessional education: concentration in health professions is in development and, if approved, will be Daemen’s first academic doctorate. An additional program in the development phase is a dietetics internship (DI) program. The DI program builds on the strengths of our natural science and health care studies programs, and is being developed in partnership with Testing and Training International (TTI), the organization with which we collaborate in serving the Orthodox Jewish community at our additional location in Brooklyn. Similarly, articulation agreements have been developed with Nova Southeastern



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

University's School of Osteopathic Medicine and Lincoln Memorial University's College of Veterinary Medicine, enabling seamless transition to the DO and DVM degree, respectively, for five qualified Daemen students per program per year.

Increasing student persistence to graduation is, of course, critical to our strategic goal of persistence to professional excellence. Daemen can celebrate a 14.7 percentage point increase in overall retention rates over the last decade, with an 81.4% retention rate for the Fall 2013 entering cohort. Six-year graduation rates have also improved, from 39% for the 2004 entering cohort to 47.4% for the 2008 entering cohort. Along with academic challenges to persistence, financial pressures also pose barriers. Approximately 40% of Daemen students are Pell Grant recipients, and according to the 2012 NSSE, 42% of first-year students report working off-campus, with 4% reporting 30+ hours per week. Sixty-six percent of our seniors report working off-campus, with 16 % of them working over 30 hours per week.

Our strategic plan goals of “rigorous education for the 21st century” and “global competency” are treated so thoroughly in the following pages that detailed mention of them here risks redundancy. The reader will encounter, we trust, tangible evidence of the rigor of our programs along with substantial engagement in defining - as we reflect on our liberal arts identity - what does that education *for the 21st century* look like exactly? Surely “global competency” is an essential component, but do our curricular offerings, requirements, and co-curricular opportunities provide sufficient opportunity for student engagement?

Fewer ambiguities attend the strategic plan goal of enhancing campus aesthetics. A stated priority of President Olson, accomplishments in this regard have been many and visible, including new landscaping, well-placed and consistent signage, and traffic flow adjustments. Plants and a new fountain have replaced a poorly designed and dangerous crosswalk in front of the Wick Campus Center. The lobby of the Wick Center has a refreshed, modern look, with student artwork added to walls adjacent to a renovated front reception area. A newly installed decorative stone wall, entirely funded by private donations, now graces the front of the Daemen campus with new entrance signage enhancing the College's visibility. In Fall 2013, the College community answered the President's “One Hundred Tree Challenge” by donating funds and volunteering their time to plant memorial trees on the front lawn of the College. Complementary memorial stone benches have also been placed throughout campus. This transformative beautification effort occurred in partnership with Re-Tree of Western New York. Nearly 300 donors contributed almost \$40,000 to the project.

EFFECTIVE COMMUNICATION OF INSTITUTIONAL PRIORITIES

Avenues through which the College administration communicates with constituencies have increased significantly under President Olson's direction, given his stated commitment to transparency. These initiatives include: instituting a spring State of the College Address to complement the traditional fall address and videotaping these addresses and other similar events for posting on the President's webpage; regular e-letters to the campus community; and establishment of a President's Leadership Advisory Council, which meets regularly and includes Cabinet members, deans, the Faculty Senate President, and other key campus leaders.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Daemen's digital communication presence is managed by the Director of Web Communications and features official Daemen accounts on social media, including Twitter, Facebook, and Instagram. A weekly electronic newsletter, the *Daemen Voice*, keeps all constituents on and off campus informed about campus developments in a timely manner; it reaches roughly 15,000 subscribers, of which alumni constitute approximately 70%, current students around 20%, and faculty, staff, and friends of the College the remainder. The *Voice* includes news items submitted by faculty and staff from across the campus and is collaboratively produced by members of the College's Marketing Committee. As of Fall 2014, *Voice* was realizing a modest click rate of 1.4% and a 9.7% open rate, compared to an education and training industry benchmark average of 3.7% click rate and 18.7% open rate. As a relatively new communication initiative, the *Voice* has already raised Daemen's profile and its full potential to grow in readership continues to be explored.

In spite of, or perhaps because of, the addition of new avenues of communication as well as numerous scheduled meetings with the stated purpose of information sharing, the College is continually challenged to balance its valuation of transparency with the possibility of "information overload." Some positive steps have included consolidation of numerous emails about student events into a weekly digest format; a new student engagement "app" for mobile devices, Campus Quad, is also providing students with updates on campus services and activities.

During the Fall 2014 term, the College's Executive Director of Academic Computing was appointed to the newly created Cabinet-level post of Chief Information Officer, thereby uniting three separate IT units within the College. Among the several anticipated positive impacts of this restructuring is a more centralized and streamlined flow of information to campus consumers. Further discussion of improved access to data and information as a result of restructuring IT is included under Standard 7.

STANDARD 4: LEADERSHIP AND GOVERNANCE

AN ENGAGED AND COMMITTED GOVERNING BODY

The Board of Trustees bears ultimate responsibility for Daemen College, with the President as Chief Executive Officer having day-to-day responsibility for overseeing all matters concerning the institution, its students, faculty, and staff, and its physical plant. The 23-member Board is diverse with respect to ethnicity, gender, and professional backgrounds, including law, health care, banking and finance, education, and business. Recent appointees have included the CEO of a major health care system, the CEO of a manufacturing and aerospace technology company, the president of the Buffalo Division of M&T Bank, an Erie County Family Court Judge, an Assistant U.S. Attorney, the CEO of a construction management company, and the regional executive of a national utility company. The President of the College is an ex officio member of the Board ([Document Room 01 - Board of Trustees Roster 2015-2016 \[4\]](#)).

The Board's standing committees and their subcommittees oversee all aspects of the College's operation, with the Board Chair and the Executive Committee of the Board regularly monitoring the performance of these committees. Selection and vetting of Board



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

members is managed by the Nominations and Governance Committee, a standing committee of the Board of Trustees, which forwards to the full Board qualified candidates for approval.

There are various mechanisms in place to ensure that Board members act in the best interests of the College at all times. In August 2014, the Board approved significant modifications to its bylaws, including the conflict of interest section (Bylaws Article X; sections 1-4), which states, in part, that “a Board member shall be considered to have a conflict of interest if he or she, or person or entities with which he or she is affiliated, has a direct or indirect interest that may impair his or her independent, unbiased judgment in the discharge of his or her responsibilities to the Corporation” (Article X, Section 1, p. 22) ([Document Room 02 - Bylaws of Daemen College \[4,6\]](#)). Board members are required to disclose on an ongoing basis any conflicts that may arise, with any potential conflicts submitted to its Audit Committee for review, resolution, and record keeping of the matter (Article X, Section 2). In the event of a conflict, the Board member will recuse him or herself from any discussions or decisions related to the actions of the Board in that area. Each member of the Board signs an Annual Statement and Disclosure in Compliance with the Daemen College Board of Trustees’ Conflict of Interest Policy. These revisions are compliant with mandates contained in the Not for Profit Revitalization Act that was signed into law in December 2013.

In its August 2014 bylaws revision, the Board also reinforced active participation by all of its members by expressly defining attendance expectations: “Any Board member who has been absent from three consecutive regular meetings of the Board shall be deemed to have resigned from the Board, unless the Board has approved such absences in advance.” (Article III, Section 8, p.7). In addition, the revised bylaws put in place term limits for Board members, allowing a Board member to serve no more than three three-year terms.

In April 2014, the Board of Trustees engaged a consultant from the Association of Governing Boards to assist in strengthening its assessment mechanisms. The consultant provided a day-long workshop on best practices of strong boards, focusing on self-assessment and implementation of best practices. Several of the changes to the by-laws were a result of this workshop. Every Board member is now required to complete an annual self-assessment survey, as a component of the Board’s comprehensive assessment plan ([Document Room 03 - Board of Trustees Self-Assessment Performance Evaluation Procedures \[4,6\]](#)). An annual meeting is held that specifically focuses on how assessment informs the setting of annual performance goals, along with the development of governance improvement and continuing education plans. Triennial retreats are also scheduled for more in-depth reflection and resulting action for continuous performance improvement.

POLICY- AND DECISION-MAKING THROUGH SHARED GOVERNANCE

As the general representative agency of the faculty, Daemen’s Faculty Senate shares institutional governance in a lateral relationship with the President. The Senate also works to promote close liaison with the Board of Trustees, administrative offices, and stu-



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

dents. The Faculty Senate President issues an Annual Faculty Senate Report summarizing the Senate's efforts and accomplishments over the past academic year. In AY 2013-2014, for example, Faculty Senate worked with the administration to consolidate the College's retirement providers into one plan. Joint action was also taken to finalize the College's research conflict of interest policy.

The Faculty Handbook is the principal document governing the relationship between the faculty and institution and it defines the role of the faculty in policy development and decision making ([Document Room 04 - Faculty Handbook \[4,5,6,10\]](#)). The Handbook is revised as needed through joint action, subject to the ultimate authority of the Board of Trustees, which "in its sole discretion may add, delete, or modify the policies in this Handbook" upon mandatory consultation with the faculty (Faculty Handbook, p. 7).

As detailed in section VII of the Handbook, faculty are evaluated on a regular basis by department chairs, divisional deans, and the Vice President for Academic Affairs (VPAA). Departmental faculty have the opportunity to evaluate their department chair every three years when a chair's term expires and an election is held. They can also take action to remove a chair or divisional dean during the term of office (sections III.A.4 and B.4, respectively).

There is no formal process whereby faculty can assess the performance of non-faculty administrators; however, faculty have a number of opportunities through the College's committee structure to work collaboratively with administrators and provide their recommendations. All faculty also have direct access to the VPAA and their divisional dean whether by appointment or on an "open door" basis. Administrative staff also have various opportunities to meet with their department heads and/or respective vice presidents through regularly scheduled staff meetings and one-on-one conversations.

A suggestion emerged through the self-study process that formation of a staff council to represent the interests of non-exempt staff would provide all major campus constituencies a designated structure for voicing any concerns.

COLLEGIAL DECISION MAKING

A pattern of regular meetings, built into the academic calendar, is well defined at Daemen. Every academic department holds a meeting with its majors four times a year (Departmental Meetings) and key faculty committees (e.g., Faculty Senate, Educational Policy Committee) meet regularly on an established schedule. The Faculty Senate sponsors a full faculty forum four times during the academic year. Divisional deans meet with their respective faculty at least twice a semester. Each Cabinet member meets with his or her unit heads and directors on a regular basis, with meeting schedules established according to the needs of the unit.

Faculty and administrative representatives are appointed to all major College-wide committees, including significant ad hoc committees, such as search committees for key positions. Faculty, staff, and other stakeholders were integrally involved in the development and implementation of the College's Strategic Plan and Facilities Master Plan. The 2012 Strategic Planning committee included sixty faculty, staff and administrators from across all divisions of the College. The input of these committee members,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

combined with campus-wide feedback, resulted in the clarification and refinement of goals and key performance indicators. The 2014 Facilities Master Plan Committee was led by a steering committee with representatives from all divisions of the College and its subcommittees involved 18 additional faculty and staff. Other advisory groups with broad, cross-divisional representation include the Equity and Diversity Initiatives Council, StEP Task Force (Student Excellence & Persistence), Academic Festival Committee, Website Task Force, and the Commencement Committee. At the request of the Faculty Senate, faculty representation was added to the institution's Retirement Funds committee. The majority of Board of Trustees sub-committees, including Business Affairs, Student Affairs, and Academic Affairs, include faculty, student, and administrative staff representation.

In areas where interdepartmental communication and planning have been impeded by “silo” operations, the College has moved to facilitate cross-divisional communication and processes that provide for constituent participation. A good example is the creation of the aforementioned Cabinet-level Chief Information Officer (CIO) position, bringing three previously separate functional areas, under three separate Vice Presidents, under a single roof. Cross-unit committees ensure that diverse campus constituencies are part of frequent and open communication related to budget, planning, and governance of the institution ([Document Room 05 - Campus Communication \[2,4,6\]](#)).

The College's Data & Information Committee, discussed in more detail in Chapter 2 under Standards 2, 3, and 7, was established in 2012 to foster cross-divisional collaboration around access to, and use of, data and information. Quarterly meetings of the Business Office, Institutional Advancement, and the Academic Grants Office promote the tracking and monitoring of funding resources. The existence of such groups signifies a willingness on the part of Daemen College officials both to seek input from and share information with administrators, faculty, staff, and students.

STANDARD 5: ADMINISTRATION

Dr. Gary Olson was inaugurated in September 2013 as the sixth president of Daemen College. Previously Provost and Vice President for Academic Affairs at Idaho State University, Dr. Olson is a scholar of rhetoric and has been a regular commentator on higher education policies and practices in such national publications as *The Chronicle of Higher Education* and *Huffington Post*. His stated vision for the College includes “expanding our collective sense of ourselves beyond the artificial boundaries of Western New York to a national and international scope” ([Document Room 06 - President Gary Olson Biography and Curriculum Vitae \[4,5\]](#)).

Daemen's senior administrative team - the Cabinet - functions collaboratively and deliberately in guiding the institution toward achievement of its goals. Assembled and led by the President, the Cabinet meets weekly and comprises: the Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Student Affairs, Vice President of Enrollment Management, Vice President of Institutional Advancement, Chief Information Officer, Special Assistant to the President for Government Relations, the Athletics Director & Special Assistant to the President, and the Executive Director of the Office of the President & Board of



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Trustees ([Appendix 1.3 - Daemen College Organizational Chart \[1-14\]](#), [Document Room 07 - Cabinet Members' Curriculum Vitae and Job Descriptions \[1,5\]](#)). Representing all units of the College, the Cabinet discusses broad issues of institutional concern including policy matters, new academic initiatives, student supports, and enrollment and financial projections. Daemen's administrative leaders ensure that units of the College work collegially to prioritize strategic plan goals within their areas; advance the mission of the College among both internal and external constituencies through the development of partnerships in local, national, and global settings; allocate resources for purposeful faculty and staff professional development; and secure grants to support new academic programs and student affairs initiatives.

In addition to welcoming a new President, the College has made a number of other senior administrative appointments in recent years. In 2013, the College's longtime Vice President for Student Affairs and Dean of Students began service as Interim Vice President for Institutional Advancement upon vacancy of that position and was subsequently appointed to the position upon the College's embarkation on its first comprehensive campaign under her leadership. National searches were then conducted for a new Vice President for Student Affairs as well as a Registrar and a Vice President for Business Affairs, the latter two positions becoming vacant upon the retirement of employees with over 30 years of distinguished service to the College. The new Chief Information Officer (CIO) position was filled internally, as noted above, by a senior IT administrator. With the appointment of the College's Faculty Athletic Representative to the position of Director of Athletics, President Olson also used this occasion to shift the reporting line of Athletics from Student Affairs to his direct report, a change strongly encouraged by the NCAA, as Daemen entered its final year of moving to NCAA Division II status.

ENSURING EFFECTIVE ADMINISTRATIVE PERFORMANCE

Annual performance evaluations for administrative staff are submitted to the Office of Human Resources at the end of August. This annual evaluation cycle overlaps with the preparation of annual assessment reports by administrative units, a deliberate concurrence given the extent to which performance elements included in employee evaluations intersect with elements of unit performance. Supervisors are encouraged to set goals, review progress made on prior goals, and update job descriptions as part of the evaluation process. Administrators are evaluated in nine categories: job knowledge, judgment and problem solving, self-management, teamwork, excellence, innovation, community relations, communication, and supervision. One of three possible ratings may be selected for each of the categories: exceeds expectations; meets expectations; does not meet expectations. According to the Human Resources Director, most supervisors are satisfied with this format, although some would prefer additional rating opportunities to allow for more "grading" within the categories.

Human Resources has commenced an exploratory process relative to the feasibility and efficiency of an electronic, web-based evaluation system. An e-based system could facilitate "360 evaluation," if desired, a group evaluation process which includes one's



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

supervisor, selected peers, reporting staff, and individuals from other departments with whom one regularly works. Additionally, HR staff have prioritized exploring a similar e-format for performance reviews for program directors, divisional deans, and other faculty administrators, along with establishing an agreed procedure for utilizing such a system.

At the Cabinet level, the President has reviewed and updated formal job descriptions and performance expectations for each of his reports, instituting more formalized annual performance reviews, as well as regularly scheduled one-on-one meetings with each Vice President.

Administrative positions at Daemen require a baccalaureate degree, at minimum. Administrators are afforded mutually beneficial professional development opportunities, including the ability to earn a graduate degree at Daemen, such as the M.S. in Executive Leadership and Change or M.S. in Global Business. The employee benefit package includes remission of tuition and fees for all full-time and limited full-time employees to pursue graduate studies at Daemen. Budgetary allocations also ensure that administrators can participate in conferences and other professional development opportunities, provided the experiences benefit the College as well. On-campus opportunities, such as LEADS (Leadership and Empowerment for the Active Development of Students) workshops, Executive Leadership events and Career Services programs offered to students also welcome participation by administrative staff.

OPEN AND EQUITABLE SEARCH PROCESSES

National searches for full-time faculty and senior administrators are the norm at Daemen; however, institutional circumstances have entailed certain exceptions to that norm. Upon the retirement of President Martin Anisman in May 2011, for example, the Board of Trustees appointed then-Vice President for Academic Affairs, Edwin Clausen, as President under terms of a two-year contract in order to maintain institutional continuity while undertaking a thorough presidential search process. Dr. Clausen subsequently chose one of the divisional deans to serve as Vice President for Academic Affairs. Notwithstanding the views of some faculty that a full search should have been conducted for the VPAA, Dr. Clausen explained his position to the Faculty Senate at its March 23, 2010 meeting, stating that both he and the Board of Trustees felt it would be too disruptive to the College to search simultaneously for a new Vice President for Academic Affairs and that a new President would likely want the opportunity to select his or her own VPAA in due course. President Olson subsequently confirmed his own satisfaction with the incumbent VPAA, who continues to serve, as do all vice presidents, at the pleasure of the President.

On a related note, the Faculty Senate took up the issue of clarifying when and how faculty should participate in the selection and appointment of administrators. The Faculty Handbook states that “in the selection of a major administrator, a search committee shall be formed. This committee shall include at least two faculty members selected by their constituency” (Faculty Handbook, section V.H.). During the Spring 2014 semester, questions arose regarding the definition of “major administrator,” how faculty are appointed to search committees, and how search committee chairs are selected. The minutes of April 29, 2014, reflect the Faculty Senate



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

President's commentary that the principle of "selection by their own constituency" had been inadvertently overlooked initially and subsequently rectified ([Document Room 08 - Faculty Senate Minutes of April 29, 2014 \[5,6,10\]](#)).

It appears that issues in these areas have been clarified and resolved. The most recent vice presidential appointments (Student Affairs and Business Affairs) resulted from national searches, with search committees comprising administrators, faculty, and staff, and, in the case of the Vice President for Student Affairs search, students. Open forums were provided for all internal constituents to meet, question, and evaluate the candidates. During academic year 2013-14, the Faculty Senate drafted proposed Handbook language to further define and clarify faculty involvement in the selection of major administrators; the President of the College subsequently concurred, and the proposed Handbook modification was approved by a faculty vote and forwarded to the Board of Trustees for approval.

ROLES AND RESOURCES OF MAJOR POLICY COMMITTEES

The **Educational Policy Committee (EPC)** advises the Vice President for Academic Affairs, and thereby the President, on academic policy at the College, oversees the regular review of academic programs, and approves new programs and courses, as well as significant modifications to existing ones. The EPC oversees the Core Curriculum with the Core Director serving as the chair of the Core Advisory Subcommittee of the EPC (CASC). The EPC comprises fifteen elected faculty members (seven from each division and one at-large member) serving two-year terms, which are staggered to provide continuity from year to year. Two co-chairs are elected from within the EPC; they receive administrative reassigned time at the rate of three credits hours per semester. Clerical support is provided.

Serving as the general representative agency of the faculty, the Faculty Senate is composed of 11 members representing both academic divisions: Arts and Sciences, and Health and Human Services. To ensure that continuity is maintained, yearly elections alternate between divisional voting and at-large voting. In divisional elections, six faculty are elected (three per division) and in at-large elections the five faculty receiving the highest number of votes, regardless of division, are elected. With the exception of one term beginning in 2010, the representation between the divisions on the Senate has been more or less equal. Since 2008, three senators have been elected from the Arts & Sciences division and two from the Health and Human Services division during each of the at-large elections. In 2010, all five senators elected were members of the division of Arts & Sciences. All full-time tenure track faculty with a minimum of one year's employment at the College are eligible to serve as Senate members. The Senate has substantial input into policy which includes, but is not limited to, writing and revising the Faculty Handbook in consultation with the President of the College. All changes to the Handbook are brought forth to the full faculty by the Senate and must be voted on and passed by the faculty at large before any changes are made. The Faculty Senate President receives three credits of reassigned time per semester.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

While not an institutional governance committee, **the Human Subjects Research Review Committee (HSRRC)** - i.e., the College's Institutional Review Board (IRB) - is a work-intensive committee, particularly for its faculty chair. For this reason, there have been concerns about the adequacy of committee resources, specifically the HSRRC Chair's stipend. Restructuring of the HSRRC in 2013 did provide administrative support for the coordination and review of research proposals, as well as other administrative tasks. Absent a chair willing to accept the minimal financial resources offered during the summer months for chair's duties, however, no proposal review occurred during summer 2014, creating challenges for the departments of Nursing, Education, and Physical Therapy. The VPAA responded by providing resources to support the HSRRC co-chairs' summer 2015 duties, as well as improvements to committee protocols and the HSRRC website.

The Faculty Senate is examining whether chairs of these three major committees are receiving adequate reassigned time and resources, and further, whether the compensation that is provided is equitable among these positions. The Faculty Senate also continues to address a concern as to whether the Senate and the EPC have broad enough representation from the faculty, including whether non-tenure-track faculty, who are not eligible for election to these bodies, have an appropriate voice in policy decisions affecting them, a topic further discussed in Chapter 4/Standard 10: Faculty.

EFFECTIVENESS OF DAEMEN'S TWO ACADEMIC DIVISIONS IN MANAGING NEW PROGRAMS AND GROWTH

The College's two academic divisions - Arts & Sciences and Health & Human Services - house all of Daemen's programs, undergraduate and graduate. Arts and Sciences (A&S) offers 30 degree programs, all undergraduate with the exception of the BS Biology/MS Cytotechnology and MS Arts Administration. Health and Human Services (H&HS) offers 11 undergraduate, 3 BS/MS, and 15 graduate degree programs. New program development within the past decade is evident in both divisions. Programs developed in A&S include: BS Biology/MS Cytotechnology; BFA Animation; BA Liberal Studies; BA Global and Local Sustainability; BS Paralegal Studies (subsequently moved to the HHS division); BS Applied Theater; and BS and MS Arts Administration. New programs developed within the Health and Human Services division include: BS/MS Athletic Training; BS Nursing (1+2+1 format); MS Public Health; and MS Social Work.

Daemen's graduate program offerings include several linked undergraduate-graduate programs (4+1 and 4+2 curricula), including two of the College's largest programs, the entry-level BS/MS Physician Assistant and the Doctor of Physical Therapy (DPT) programs. The Faculty Handbook makes no distinction between undergraduate and graduate faculty. The two divisional deans oversee all matters of faculty resources, budgets, and program development. At the College level, the Associate Vice President for Academic Affairs handles student-focused matters at the graduate level in her capacity as Dean of Graduate Studies, in tandem with her responsibilities as Associate Dean of the College for student academic needs and concerns at the undergraduate level.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Given the linked undergraduate-graduate curricula noted above, the College has heretofore not considered a separate graduate school/graduate faculty a helpful structure, but given the growth of our graduate programs, current structures may bear revisiting. Indeed, in May 2015, the College held separate undergraduate and graduate Commencement ceremonies for the first time in its history to accommodate the increased number of graduates at both levels. The number of May graduates totaled 489; an additional 96 students and 139 students received degrees in September 2014 and January 2015, respectively totaling 724.

It is apparent that the College is growing steadily both in its graduate-level programming and enrollment. The self-study process has also helped bring to light whether some relatively large departments, specifically Natural Sciences and Visual and Performing Arts, could be better served by a structure that, in their view, might provide greater balance of attention to new program development, resources allocation, and faculty workload.

Citing increasing demand for Science, Engineering, Technology and Math (STEM) education, Daemen's Natural Sciences Department faculty have stated that they would be better served in a different type of divisional structure – one they posit could specifically promote the significance of their disciplines in remaining competitive regionally. The Natural Sciences faculty, along with colleagues in Art and Business Administration, requested that the Faculty Senate explore this issue.

Similarly, the Department of Visual and Performing Arts (VPA) has different needs than other departments within the Arts and Sciences division. VPA faculty assert that sustaining two buildings, the on-campus VPAC and our additional location at the Tri-Main Center housing BFA Animation facilities, requires a more direct association to the Vice President for Academic Affairs rather than to a divisional dean. In a strategic move to address this circumstance, the VPA department head position was changed from chairperson to program director, and from a nine to a twelve month contract. (All chairs and other program directors within the Arts and Sciences division are on nine month contracts.) The program director has stated that these changes have helped better meet the department's program development and curriculum oversight needs.

Notwithstanding questions about the contemporary adequacy of the current divisional structure, there is evidence of collaboration among faculty and departments across both divisions. The Natural Sciences Department (A&S) services many of the programs in the Health and Human Services Division with ongoing communications related to budget and course offerings between that department and the professional programs. One full time faculty member, an Assistant Professor of Physics, has a shared workload within the Natural Sciences and Athletic Training departments. An Associate Professor of Art Education, who is paid through the Education Department but whose office is located in the Visual and Performing Arts Department, maintains regular contact between the two divisions and is evaluated primarily by the Chair of VPA with input from the Associate Dean of Education.

To facilitate a data-informed and deliberative approach to revisiting the College's academic division structure, the Faculty Senate began discussion of the matter at its February 10, 2015 meeting and subsequently at a Faculty Forum on February 17. A number of issues were identified, possible models were discussed, and a committee was formed in Summer 2015 by the Faculty Senate President



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

to begin examination of the current organizational structure, including exploration of alternative structures that may better meet departmental needs.

STANDARD 6: INTEGRITY

The self-study process has confirmed that Daemen adheres to ethical standards and practices integrity in its delivery of programs and services, in matters of professional and student conduct, and in its formal policies and procedures, including its safeguarding of academic freedom, its articulation of student rights and responsibilities, and its commitment to diversity in a multiplicity of forms.

DELIVERING ON OUR COMMITMENT TO INTEGRITY

One of the highest aspirations articulated in our Mission Statement is that “education should elevate human dignity.” A legacy of our Franciscan founders, this aspiration still serves, nearly seven decades later, as an often-quoted principle underscoring our historic commitment to integrity in all undertakings and the dignity of every human being, as we seek to meet the needs of an increasingly diverse faculty and student body.

Daemen’s Strategic Plan and Title III grant include goals to improve student retention and graduation rates for all students, and for underrepresented minority students in particular. The College is in the process of a national search for a Director of Diversity and Multicultural Affairs, with an anticipated start date of January 2016 ([Document Room 09 - Director of Diversity and Multicultural Affairs Position Description \[6,8,9\]](#)). This new full-time senior staff hire will play a critical role in providing holistic diversity education and programming for all members of the campus community, working in close collaboration with faculty, student support services, residence life, and enrollment management. Discussion under Standard 9 in Chapter 3 provides additional narrative on how this cross-unit collaboration will support the academic and wellness needs of students.

The College is also working to enhance faculty diversity. In 2013, the Office of Human Resources implemented an online application system, features of which are enabling diversity recruitment efforts. At any point during the process, a search committee can collect and review demographics of applicants to ensure that the pool is suitably diverse. The system links with the Indeed.com job search program to cast a wider net for qualified applicants. Additionally, advertisements placed in *The Chronicle of Higher Education* include a supplemental fee for a diversity link which targets eleven diversity sites. Human Resources also posts faculty positions on the Diverse Job Board. This activity is in keeping with the Strategic Plan goal: “Recruitment and retention of a diverse faculty and staff mirroring Daemen’s diverse student population” ([Document Room 10 - Faculty and Staff Demographics \[6,10\]](#)).

The Equity and Diversity Initiatives Council (EDIC), together with the Diversity Action Committee (DAC) - a faculty and staff grassroots, voluntary collective of long standing on our campus - have played an integral role in the College’s vision and effort to promote diversity in all settings. In addition to overseeing the College’s 2008-2013 Diversity Plan, which encompassed curriculum,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

student life, faculty and staff development, and campus climate, EDIC and DAC members have spoken on behalf of issues raised by constituents related to equal opportunity and nondiscrimination ([Appendix 1.4 - Daemen College Diversity Plan 2008-2013 Tracking \[1,6,7\]](#)).

In 2012, the College engaged a diversity consultant, who developed, administered and analyzed a faculty-staff campus climate survey and subsequently facilitated student focus groups. The consultant's analysis concluded that faculty and staff were conflicted in their assessment of Daemen's relationship with diversity. For example, respondents were likely to agree with a statement indicating that Daemen values, supports, embraces diversity. However, the consultant reported that the comments also revealed a "general feeling that Daemen 'talks the talk, but does not walk the walk,' so to speak. While people acknowledged that Daemen has good intentions (wants to be accepting, inclusive, actively understanding diversity), they also feel that there are not consistent and sustained actions that follow the intentions" ([Document Room 11 - Daemen College 2014 Campus Climate Report \[1,6,7,9\], p. 10](#)). Overall, the survey revealed that faculty and staff were in favor of sustained and meaningful diversity and multicultural education for faculty, staff and students. In addition, several respondents recommended the creation of a diversity office with a full-time director, even though there were no survey items specifically referencing such measures.

ENSURING ACADEMIC INTEGRITY

Maintaining the academic integrity of the curriculum is a charge of the Educational Policy Committee (EPC) in accordance with the College's Academic Honesty Policy, Degree and Curricula Rules, Degree Requirements, and Grade Appeal Procedures, essential statements of our academic requirements and performance standards, all of which are contained in the College's Undergraduate and Graduate Catalogs and/or Student Handbook ([Document Room 12 - Undergraduate Catalog \[6,8,11,12,14\]](#); [Document Room 13 - Graduate Catalog \[6,8,11,12,14\]](#); [Document Room 14 - Daemen College Student Handbook \[6,8,9\]](#)). Academic integrity is also ensured by accreditation reviews for those programs subject to them, namely, Nursing, Education, Physician Assistant Studies, Physical Therapy, Accounting and Business Administration, Social Work, and Public Health. Evidence of program integrity and quality includes the strong performance of graduates on licensure exams, with pass rates that routinely exceed national averages ([Document Room 15 - Performance of Graduates on Licensure Exams \[6,14\]](#)).

We pride ourselves on maintaining a student centered atmosphere and a close professional and collaborative association between faculty and students. A focus on student progress toward completion of requirements for graduation is evident in the Daemen Strategic Plan, academic department strategic plans, and the goals of Daemen's Title III Strengthening Institutions program. Students are encouraged to meet regularly with their advisors to verify progress. As noted by Academic Advisement staff, it is common practice that when at all possible, individual students are accommodated in closed courses and/or additional sections are opened to ensure that students remain on track to graduate.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Academic freedom is ensured by *Article XIV* of the Faculty Handbook: “Every faculty member is entitled to freedom of research and publication, and freedom of classroom discussion.” In addition, the College’s “Policy Prohibiting Unlawful Harassment Including Sexual Harassment” contains language to safeguard academic freedom in the classroom, stating in part: “Daemen College, its employees and students also must be aware of the need for freedom of inquiry and openness of discussion in its educational and research programs, and must strive to create and maintain an atmosphere of intellectual seriousness and mutual tolerance in which these essential features of academic life can thrive.” (Article XXII, Faculty Handbook). The College’s Intellectual Property Policy, included in the Faculty Handbook, delineates general rules of ownership of intellectual property, as well as the role of the Faculty Senate-appointed Intellectual Property Committee in making initial determinations about property rights, deciding disputes over ownership, and hearing appeals regarding intellectual property decisions. The Intellectual Property Policy was developed by the Faculty Senate, guided by faculty input garnered at Faculty Forums, and approved by faculty vote. The policy was subsequently endorsed by the Vice President for Academic Affairs, the President of the College, and the Board of Trustees.

To date, there have been no reported claims of violations either of academic freedom or intellectual property rights at the College.

ACCURACY AND ACCESSIBILITY OF INFORMATION

The Undergraduate and Graduate Catalogs, together with the Student, Faculty, and Administrative & Staff Handbooks provide comprehensive information about the rights and responsibilities of these primary constituencies of Daemen College, including applicable policies, procedures, and avenues of appeal. Each of the documents is available on the College website and, in compliance with New York State Department of Education expectations, print copies of the Catalogs are available on request through the Office of Admissions. The Student, Faculty, Administrative & Staff, and Part-Time Faculty Handbooks each detail processes to address grievances and other disputes ([Document Room 16 - Staff and Administrative Handbook \[5,6\]](#); [Document Room 17 - Part-Time Faculty Handbook \[6,10\]](#)). In 2013-14, the Faculty Senate formally endorsed the AAUP Statement on Professional Ethics for inclusion in the Faculty Handbook.

To ensure accuracy of content and necessary updates, the above mentioned publications are reviewed annually by the appropriate division or department head (e.g., Associate Vice President for Academic Affairs - College Catalogs; Director of Human Resources — Faculty, Administrative & Staff Handbooks; and Vice President for Student Affairs and Director of Student Activities — Student Handbook). The College’s Marketing staff and Marketing Committee annually review promotional materials to keep information relevant and contemporary including campus building, and staff and student photographs.

The Director of Institutional Communication is responsible on a day-to-day basis for the accuracy and timeliness of our communications with the press and other external media outlets. The College’s social media presence is updated by Admissions,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Marketing, and Institutional Advancement for currency and accuracy. An A-Z page is included on our website as an additional reference tool: a comprehensive list of services, offices, and programs, arranged alphabetically to facilitate keyword searches.

As part of the self-study process, we sought to verify the accuracy of our marketing claims by consulting pertinent data from the 2014 Noel-Levitz Student Satisfaction Inventory ([Document Room 18 - 2014 Noel-Levitz Student Satisfaction Inventory Comparative Results by Transfer Plans \[6,7,8,9\]](#)). Students were most satisfied with the safety of the campus, their academic advisor's knowledge of the major, and faculty accessibility outside of class. Responses also confirmed that staff were caring and helpful and that the institution has a good reputation outside of the college. Also of note is the fact that academic support services adequately meet the needs of students and that students perceive course content within their major to be valuable. Analysis of Noel-Levitz data revealed close alignment of student satisfaction with our marketing of Daemen College as a safe, caring, high quality learning environment where personal attention from faculty is key.

The College continues to fully investigate all the capabilities and the challenges afforded through electronic publication. College Catalog content (academic policies and procedures, educational programs and program requirements) remains constant throughout each academic year; curricular and policy revisions, regardless of when approved, become effective in the ensuing academic year. Revisions to the electronic Student Handbook are ongoing and made in real time; this flexibility allows office staff to make updates when necessary or desirable.

Employee handbooks can be updated in a similar fashion, but Faculty Handbook changes require formal consultation between the administration and the Faculty Senate. This consultative process has resulted in inconsistencies between texts common to both the Faculty and the Administrative & Staff Handbooks or, conversely, less than timely updates of texts in both handbooks, a matter that has been potentially problematic where compliance issues may be concerned (e.g., addition of new protected classes to non-discrimination clauses). In addition, certain Student Handbook changes may have direct or indirect impact on employee policies and procedures, again in areas typically having legal or other compliance implications (e.g., nondiscrimination policies and associated grievance procedures), where complainants and respondents may well be members of different campus constituencies.

A significant step in alleviating this problem was made during AY 2014-15, when through joint action the Faculty Handbook was amended to incorporate by reference rather than verbiage within the Handbook the College's nondiscrimination statement, thereby ensuring that legally necessary updates could be implemented without delay. The College should continue to explore additional creative ways to manage both the output of information and revisions of that information to ensure timeliness, clarity, and consistency.

In keeping with a Daemen Leadership Priority to increase national recognition of the College (discussed in more detail under Standard 2), an ad hoc committee was appointed by the Vice President for Institutional Advancement in May 2014 to "to discover, investigate, research, and document the current state of [the College's] web presence" ([Document Room 19 - IA Memorandum of May 6, 2014 \[6\]](#)). In January 2015, this ad hoc committee was replaced by the Website Task Force, chaired by the recently appointed CIO,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

to continue work on a website renewal initiative. The committee's efforts involved assessing and redesigning the overall architecture of the website to enhance public awareness of the College. The new public website launched in October 2015. An overall guiding principle of website redesign was to improve dissemination of College news and information and communication with our constituents.

Additional items of note with regard to institutional integrity and transparency include the November 2013 adoption of a new policies and procedures manual detailing ethical standards for charitable giving, donor activities, and fundraising. In that same month, the Board of Trustees also approved a Research Financial Conflict of Interest Policy that promotes objectivity in research and the "open exchange of ideas in an atmosphere free from commercial conflict and influence;" this policy also serves to affirm Daemen's commitment to the integrity of the College as a community of scholars ([Document Room 20 - Research Financial Conflict of Interest Policy \[5,6\]](#), p. 1).

FOSTERING INTEGRITY IN STUDENT LIFE

During academic years 2013-14 and 2014-15, substantial revisions were made to the Student Code of Conduct and associated procedures for disciplinary hearings and appeals ([Document Room 14 - Daemen College Student Handbook \[6,8,9\]](#), p. 81). These changes reflected an evolving compliance environment, particularly with regard to Title IX, the Clery Act and its incorporation of the Violence Against Women Act (VAWA), New York State's "Enough Is Enough" campus sexual assault legislation, as well as the need to further ensure a level of due process appropriate to a private institution, including implementation of a cross-disciplinary campus standards board.

In Fall 2012, the division of Student Affairs, in collaboration with the College's Title IX Coordinator (Associate Vice President for Academic Affairs) took a proactive approach to the issue of campus sexual assault by implementing a public awareness campaign entitled "Right to Know," designed to inform the campus community of every person's right to a safe and nondiscriminatory learning environment. A series of visually and verbally impactful posters were displayed throughout campus and FAQ leaflets were placed in central locations and in Welcome Weekend packets at orientation. Since Fall 2014, all new students, including transfers and graduate students, complete Campus Clarity's *Think About It* online training program on prevention of substance abuse and sexual assault. A comprehensive Bystander Intervention Training program, developed through a partnership with Crisis Services of Buffalo, was launched in Fall 2015 for student leaders, including student athletes, students in Greek organizations, resident assistants, orientation leaders, peer mentors, and campus tour guides.

These activities, developed and implemented under the auspices of our Sexual Assault Prevention and Education Task Force, are an example of how Daemen develops or refocuses college policies, procedures, and services to meet the holistic academic and wellness needs of its students. Informed by a campus climate survey administered in Spring 2015 that addressed ways to improve the college's educational efforts and programming related to sexual assault prevention, this Task Force continues to provide prevention education



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

as noted above and will identify new interventions going forward. The Task Force, chaired by the Vice President for Student Affairs, includes student and academic affairs staff, faculty, and a student liaison.

Opportunities for student leaders to represent the interests of the student body are plentiful, including the Student Affairs subcommittee of the Board of Trustees, the Equity and Diversity Initiatives Council, Library Committee, Campus Safety and Security Advisory Committee, and the Peer Disciplinary Review Board. The latter operates in collaboration with the Office of Residence Life and is composed of resident students focused on preserving ethical standards through student self-discipline, behavior modification, and respect for the rights and privileges of others within the residential community.

SUGGESTIONS:

- Continue to explore creative ways to manage both the output of information and revisions of that information to ensure timeliness, clarity, and consistency.
- Consider formation of a staff council to ensure that non-exempt employees have a formal structure for representation of their interests and concerns.

RECOMMENDATIONS:

- The suitability of the current divisional structure to Daemen's current needs at the institutional, departmental, and individual levels requires examination. The Faculty Senate should continue its exploration of this matter, with specific attention to the impact of new and proposed programs, both graduate and undergraduate. Senate and College administration should collaborate to effect any changes needed to ensure the most effective and efficient delivery of quality instruction.
- Now that the decision has been made to establish an office specifically devoted to diversity and multiculturalism, the College should use this opportunity to regroup and to revive its stated commitment to diversity. Specifically, attention should be given to the expired 2008-2013 Diversity Plan as planning goes forward.



CHAPTER 2: INSTITUTIONAL STABILITY, SUSTAINABILITY, AND RENEWAL

This chapter examines the work of the College in aligning strategic planning, resource allocation, and assessment to ensure that institutional goals are achieved and a culture of renewal is cultivated. Fiscal and human resources and infrastructure, including physical plant and technology, have been found adequate to deliver and sustain current and proposed projects, in compliance with Standards 2 (Planning, Resource Allocation, and Institutional Renewal), 3 (Institutional Resources), and 7 (Institutional Assessment).

STANDARD 2: PLANNING, RESOURCE ALLOCATION AND INSTITUTIONAL RENEWAL

OVERVIEW

Strategic integration of planning, assessment, and resource allocation processes at Daemen College has been in place for a decade. The linkages across these processes are made explicit by annual assessment reporting templates, and will be discussed in more detail under both Standards 7 and 14. The hiring of a full-time assessment director in 2006, the ongoing expansion of her role, and her promotion in 2014 to Associate Vice President for Institutional Effectiveness signal the importance placed on access to data and assessment information to inform planning, budgeting and decision making.

STRATEGIC PLANNING PROCESS

Daemen's Strategic Planning Steering Committee, appointed in December 2010 by Daemen's former President Martin J. Anisman, met regularly throughout the 2011 calendar year. Driven by a mission-informed vision statement: *Daemen College will continue to thrive by preparing students for professional excellence, intellectual rigor, and service in the global community*, two subcommittees were created with broad cross unit representation: a Student Success Subcommittee, chaired by the Vice President for Academic Affairs (VPAA); and a Finance Subcommittee chaired by the Vice President for Business Affairs (VPBA). Proposed goals were aligned with the College mission and informed by existing institutional assessment data and other information collected as part of the strategic planning process, including data on demographic and workforce trends. Once initial goals were crafted, the VPBA used the draft plan to inform long range budget planning for the development of the College's 2011-2015 annual budgets.

The resulting 2012 Strategic Plan, referenced throughout the self-study, features three overarching themes of intellectual rigor, service in the global community, and professional excellence. Five key goal areas are: ***I) Rigorous Education for the 21st Century; II) Global Competency and Service to the Global Community; III) Persistence to Professional Excellence; IV) Campus Facilities, Aesthetics and Sustainability; and V) Fiscal Stability.*** Each goal area includes objectives and associated key performance indicators



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

(KPIs). KPIs are tracked annually by the Office of Institutional Effectiveness, using data provided by units across campus. Strategic Plan progress updates are communicated to Cabinet and other campus leaders through a dashboard website that provides data for each KPI ([Document Room 21 - Strategic Plan Tracking Dashboard \[1,2,7,8\]](#)). The color-coded dashboard tool indicates whether a goal has been met (green), is in progress (yellow), or delayed (red). This assessment tool allows accountable departments to monitor progress, confirm objectives have been met, identify and address specific areas for improvement, focus resource allocations, or revise objectives as needed.

Substantial progress on the 2012 Strategic Plan, and the subsequent 2015 Facilities Master Plan is evident across campus, with progress communicated and celebrated in the President's State of the College Addresses and other venues, including the *Daemen Voice*.

TABLE 2.1: OVERVIEW OF 2012 DAEMEN STRATEGIC PLAN

GOAL		OBJECTIVES
I. Rigorous Education for the 21st Century	Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands and that develop the liberal arts-based skills and competencies necessary to professional excellence.	<ul style="list-style-type: none"> • Grow recently developed programs (e.g., Animation, Paralegal Studies, Sustainability, and Entrepreneurship) • Develop new programs (e.g., MSW, MPH, Ed.D. in Interprofessional Education: Concentration in Health Professions, and Cytotechnology) • Conduct academic program review • Align Core curriculum (general education) and academic department curricula • Assess Core outcomes with a national instrument • Improve student writing • Develop online course quality framework
II. Global Competency and Service to the Global Community	Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum, increasing participation in experiential learning opportunities, and continuing to grow its population of students and faculty from international and other diverse backgrounds.	<ul style="list-style-type: none"> • Enhance global content in courses • Increase global service learning, study abroad, and other experiential learning opportunities and student participation • Increase recruitment and retention of international students, including local immigrant and refugee students • Provide student services meeting the diverse needs of international students, including an expanded ESL program • Recruit and retain diverse faculty and staff



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

III. Persistence to Professional Excellence	<p>Daemen College will continue to improve its rates of student retention and persistence to graduation by using the resources of its Title III grant (retention activities centering on faculty development and student underperformance in gateway courses), enhancing student services, and strengthening career readiness through professional development initiatives.</p>	<ul style="list-style-type: none"> • Maintain a stable enrollment with focused growth • Increase retention and graduation rates • Increase student satisfaction with student services • Develop formal application process and training for students working in on-campus jobs • Grow and enhance the athletic program
IV. Campus Facilities, Aesthetics, and Sustainability	<p>Daemen College will provide a sustainable campus environment consonant with intellectual rigor and professional excellence by renovating classrooms, acquiring necessary additional space, and improving campus aesthetics, including landscaping and on/off-campus parking options.</p>	<ul style="list-style-type: none"> • Renovate classrooms and faculty office space in Duns Scotus Hall • Improve landscaping, signage, and campus traffic flow • Integrate technology • Design energy saving capital initiatives and waste reduction initiatives • Establish a Sustainability Committee • Develop plans for campus expansion
V. Fiscal Stability	<p>The College will continue to operate in a financially sound manner that will produce balanced budgets, maintain competitive tuition and fee rates, provide and maintain quality physical plant facilities and equipment, strive for cost efficiencies, and provide sufficient resources for new and current academic programs.</p>	<ul style="list-style-type: none"> • Achieve annual balanced budget (audits, financial ratios, and federal compliance) • Set tuition and fee rates equal to or lower than the national average for private institutions • Strengthen donor relations and increase giving • Secure funds to areas of giving that will provide unrestricted, capital, restricted and endowment support in the \$500,000 to \$1 million range per year

(Full plan can be found in: [Appendix 1.2 - Daemen College Strategic Plan \[1-14\]](#))



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Daemen's Strategic Plan originally established institutional priorities for 2012-2017. To more closely align with the institution's new Facilities Master Plan, College officials developed an abridged document: *Daemen's Drive to National Distinction: Strategic Plan 2015-2020*, which extends the scope of Strategic Plan activities to 2020 while maintaining the vision expressed in the original document ([Document Room 22 - Daemen's Drive to National Distinction: Strategic Plan 2015-2020 \[1,2\]](#)). New key performance indicators for 2017 forward will be developed during the 2015-16 academic year.

OTHER PLANNING EFFORTS ALIGNED WITH STRATEGIC PLAN

President's Leadership Priority Planning: President Gary Olson assumed office in February 2013 with a strategic plan launched just one year earlier already in place. In summer 2013, Dr. Olson hosted his first Cabinet Retreat during which leadership priorities were also developed and subsequently published in *Daemen's Drive to National Distinction: Strategic Plan 2015-2020*. These priorities were discussed and further refined by the President's Leadership Advisory Council and Cabinet. Three of the four leadership priorities aligned with and expanded upon the 2012 Strategic Plan, while the introduction of a focus on increasing visibility was a new area of emphasis for the College.



Since 2013, Daemen's endowment and long-term investments have grown from \$11 million to \$17 million — an increase of 54% — and the College is poised to embark on the public phase of a comprehensive campaign.

TABLE 2.2: DAEMEN'S LEADERSHIP PRIORITIES AND ALIGNMENT WITH THE STRATEGIC PLAN

DAEMEN'S LEADERSHIP PRIORITIES	STRATEGIC PLAN
Increase Visibility Regionally and Nationally (e.g., media presence, awards, and surveys)	n/a
Enhance Campus Infrastructure (e.g., 100 Tree Challenge, new campus signage, and academic building improvements)	Alignment with: Campus Facilities, Aesthetics, and Sustainability (goal area IV) – Renovation of former YMCA building
Implement Cost Savings Measures and Create Revenue Generators	Alignment with: Fiscal Stability (goal area V)
Manage Enrollment and International Recruitment	Alignment with: Maintain stable enrollment within and beyond WNY (goal area II)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

FACILITIES PLANNING

Facilities planning at Daemen is an ongoing process that involves identification of needs aligned with the mission and strategic plan, budgeting for improvements, implementation of projects, and ongoing management of the physical plant. In 2013, President Olson appointed the VP for Business Affairs as chair of the Facilities Master Planning Steering Committee, tasked with developing a plan to align with the goals of the 2012 Strategic Plan and respond to emerging campus needs and opportunities. The academic and administrative needs of the College guided planning, with consideration for how facilities will support current capacity and anticipated growth and renewal (e.g., revenue generating projects such as adding residence hall rooms in Canavan Hall). Planning subcommittees were organized by focus areas, and Lauer-Manguso & Associates Architects were engaged to provide architectural and technical assistance (Table 2.3).

TABLE 2.3: FACILITIES MASTER PLAN SUBCOMMITTEE CHARGES AND FOCUS AREAS

FOCUS AREAS	CHARGE: TO CONDUCT COMPREHENSIVE ANALYSIS OF...
Academic Facilities	Classrooms, laboratories, library, faculty offices, study space, and teaching/ research technology needs.
Administrative Facilities	Administrative office space, technology, and storage.
Student Life	Athletics (on- and off-site needs), residential, dining, and student social/study/meeting space needs.
Common/ Community Space	Facilities needed for campus and community events, conferences, lectures, and outdoor programming space.
Site Improvements	Parking, road and walkway systems, landscaping, green space areas, building deferred maintenance, signs and future land acquisition.

Subcommittee reports yielded information on the conditions and usage of existing facilities, areas in need of improvement, and short- and long-range priority recommendations, with cost projections provided by the VPBA ([Document Room 23 - Facilities Master Plan Cost Projections \[2,3\]](#)). Targeted financing for the Master Plan includes gifts, private and public grants, the use of operating reserves, and a limited amount of new debt.

Following the retirement of the VPBA in July 2014, Dr. Olson tasked the VP for Institutional Advancement with finalizing the Master Plan and soliciting campus feedback. *Building a Campus for the Future: The Daemen College Facilities Master Plan 2015-*



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

2020 was published in early 2015 ([Document Room 24 - Building a Campus for the Future: The Daemen College Facilities Master Plan 2015-2020 \[1,2,3,4,13\]](#)).

ACADEMIC DEPARTMENT AND ADMINISTRATIVE UNIT STRATEGIC PLANNING

In 2012, at the request of the Vice President for Academic Affairs and the divisional deans, each academic department developed a department-level strategic plan aligned with the College's Strategic Plan ([Document Room 25 - Academic Affairs Assessment Reports 2011-12 \[2,5,7,14\]](#)). Progress updates on departmental plans are included as part of the annual academic department assessment process, discussed under Standard 7. Administrative unit planning also aligns with the Strategic Plan, at both the office and division (e.g., Athletics, Information Technology, and Institutional Advancement) level. The Vice President for Institutional Advancement (VPIA), for example, in collaboration with her staff, launched a strategic planning process for the division ([Document Room 26 - Institutional Advancement Strategic Plan: Inspire, Innovate, Imagine 2015-2020 \[1,2,3\]](#)). In the Institutional Advancement Strategic Plan, three overarching goals in the areas of facilities enhancement, student support, and faculty and academic success link to themes of the Daemen Strategic Plan and provide a foundation for a Comprehensive Campaign that will be launched in 2017. Both the Athletic Department's Strategic Plan and the Information Technology Strategic Plan further demonstrate administrative division alignment with the College's Strategic Plan ([Document Room 27 - Strategic Plan Daemen Athletics 2011-2016 \[1,2,8,9\]](#); [Document Room 28 - Office of Information Technology June 2015 Report \[1,2,3\]](#)).

LINKED PLANNING, BUDGETING, AND ASSESSMENT

As part of the institutional assessment process, discussed in more detail under Standard 7, all units of the College annually assess unit level goals and identify areas for improvement and related resource needs. A review of archived assessment reports from both academic departments and administrative units provided evidence that the majority of units provided information on outcomes or resource needs linked to the College's five strategic planning goal areas ([Appendix 2.1 - 2013-14 Annual Assessment Reports: Initiatives & Resource Needs Linked to Daemen Strategic Plan \[2,3,7,14\]](#)). In AY 2013-14, all but one administrative unit and all but one academic department referenced one or more unit outcomes aligned with the Strategic Plan. In both academic and administrative units, the most common linkages were to the goal areas of *Rigorous Education for the 21st Century*, and *Persistence to Professional Excellence*, with a focus on new program development, writing initiatives, and retention. The third most common linkages were to Global Competency, with administrative units focused on diversity and service, and academic departments focused on curriculum and service. Unit level planning, linked to the Strategic Plan and the annual assessment process, discussed below under Standard 7, help academic and administrative units identify resource needs that inform the annual budget process in the spring.

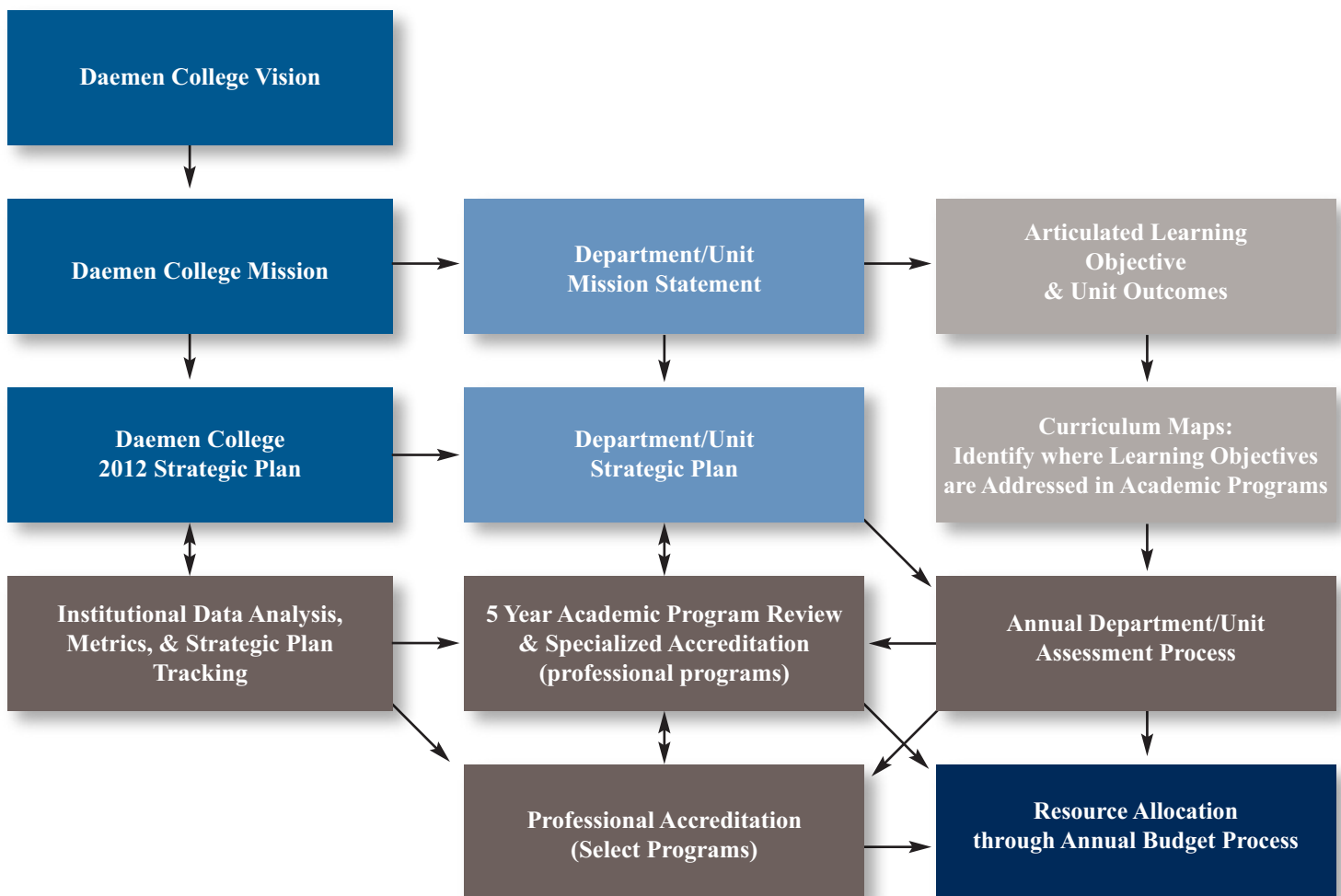


STANDARD 7: INSTITUTIONAL ASSESSMENT

OVERVIEW

For over a decade, Daemen has followed an overarching institutional assessment plan that guides academic departments and administrative units to gather annual data indicating the degree to which the College is achieving institutional, department-level, and student learning goals (Figure 2.1; [Document Room 29 - Institutional Assessment Plan \[2,7,14\]](#)). These results are used to inform program improvement and resource allocation. To support the quality of assessment efforts, the College has invested in administrative leadership for assessment and data analysis, and extensive professional development on assessment, as outlined in [Document Room 30 - Professional Development on Assessment \[2,7,14\]](#).

FIGURE 2.1: DAEMEN COLLEGE INSTITUTIONAL ASSESSMENT PLAN



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The Associate Vice President for Institutional Effectiveness oversees the implementation of the institutional assessment plan, which at Daemen encompasses the assessment of student learning outcomes in both the major and the Core Curriculum (to be discussed in Chapter 4 under Standard 14), and the annual process of assessment of and reporting on other academic department and administrative unit goals. The plan also incorporates, via the tracking of various metrics and key performance indicators, the College's assessment of overarching institutional effectiveness in achieving its mission and strategic plan goals. In addition, a process of Academic Program Review on a five-year cycle uses a self-study process that includes a review of student learning outcomes assessment and of progress on department goals such as enrollment or retention. The Five Year Academic Program Review process, administered through the Education Policy Committee (EPC) will be discussed here under Standard 7, and revisited in Chapter 4 (Standards 11 and 14). Finally, several professional programs (Athletic Training, Business, Nursing, Physician Assistant, Physical Therapy, and Social Work) also undergo specialized accreditation on regular cycles.

The annual assessment process for both academic and administrative units is guided by an annual reporting template (Appendix 2.2 - Assessment Report Templates [2,3,7,14]). As outlined in the Institutional Assessment Plan, the Daemen Mission and Strategic Plan inform the mission and goals of individual academic departments and administrative units. Each department or unit's mission and outcome statements are articulated on a template provided by the Office of Institutional Effectiveness, archived online on the Daemen Assessment web page, and updated as needed. The mission statement template also includes the department or unit's assessment plan.

The annual report template was designed to encourage reflection and response to assessment results, with a consideration of resource needs, if any, for next steps. The original narrative template format from 2004 was simplified into a table format in 2007 to improve sustainability of the process by reducing paperwork, and to streamline the report review process by deans and vice presidents to help them see an explicit link between outcomes, results, and resources needed to "close the loop."

COMMUNICATING AND USING ASSESSMENT RESULTS

The Daemen Institutional Assessment timeline includes a prescribed plan for information flow and alignment (Table 2.4). Annual academic department assessment reports are submitted to the respective divisional deans, who subsequently prepare, for submission to the VPAA, a comprehensive summary of all departments under their oversight. Administrative directors' reports are submitted to divisional vice presidents. Vice presidents and other Cabinet members submit their division reports to the College President. The President communicates updates from Cabinet members' annual reports, along with other institutional highlights, during his biannual State of the College addresses and at meetings of the Board of Trustees.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 2.4: INSTITUTIONAL ASSESSMENT TIMELINE & COMMUNICATION FLOW

Ongoing	Department/Unit Level Assessment of Learning Objectives and Unit Outcomes
Ongoing	Institutional Assessment (e.g., retention studies, commercial and local surveys, KPI tracking)
May	Annual Core Assessment Day
June	Annual Administrative Assessment Day
June 1	Academic Department and Core Curriculum Reports sent to Division Deans, and Posted to Assessment Website
July 1	Division Deans Report to VPAA, Faculty and Assessment Website
July 1	Administrative Unit Reports to Respective VPs and Assessment Website
August 1	Assessment Officer Summary of Academic Affairs Assessment to VPAA
September 1	Cabinet Members' Division Reports to President and Assessment Website
October	President shares highlights in Fall State of the College Address
January- March	Chairs, Unit Heads, and VPs use assessment results in Budget Planning

Since 2006, faculty have gathered each May after commencement for Core Assessment Day. On Core Assessment Day, a group of 20 to 40 faculty gather for rubric-based scoring of student work samples and a review of other Core (general education) assessment issues and results. The Director of the Core Curriculum shares results of Core assessment with faculty at department chair meetings, full faculty meetings (approximately two times per semester), and on the website ([Document Room 31 - Core Curriculum Assessment Website \[7,12,14\]](#)). Core assessment findings include both the direct assessment of Core student learning outcomes (e.g., communication, critical thinking, and information literacy), and the assessment of Core experiences (e.g., learning communities and service learning) through both local assessments and national surveys. The Director of the Core Curriculum disseminates, for example, the results of a national learning community survey from the Washington Center and the NSSE (National Survey of Student Engagement). NSSE results related to Core experiences (e.g., learning communities, service learning, or the first year experience course) have been visually communicated via posters displayed at Daemen's annual spring Academic Festival to faculty, students, and campus guests ([Document Room 32 - Measuring the Success of Daemen Seniors with the 2012 National Survey of Student Engagement \[7,8,12,14\]](#)). The former Core Assessment Committee (2005-2013) and the new Core Advisory Subcommittee (CASC) of the EPC (2013-present) review assessment findings in greater detail, making recommendations for curriculum and program enhancements as needed. Assessment of the Core Curriculum will be discussed further in Chapter 4 under standards 12 and 14.

Assessment of student learning in major programs will also be discussed in more detail in Chapter 4 under Standards 11 and 14. From an institutional perspective, it is worth noting that for the past decade, virtually all academic departments have completed annual



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

assessment reports, and these reports, from AY 2006-07 forward, are archived on the assessment website. Academic Program Review reports, along with EPC feedback, are also archived on the assessment site. Administrative unit assessment reports are gradually being added to the online archives. Academic Affairs administrative unit reports are archived from 2006-07 forward, Student Affairs from 2009-10 forward, Enrollment Management divisional reports from 2011-12 forward, and Institutional Advancement reports from 2013-14 forward ([Document Room 33 - Assessment Report Archive \[5,7,14\]](#)). In the past, the sharing of assessment reports took place primarily within, rather than across, divisions of the College. However, new cross-campus communication efforts, such as the President's Leadership Advisory Council, as well as the Data & Information Committee and its forthcoming institutional factbook, foster transparency of assessment findings.

Institutional assessment results, including national surveys (e.g., the NSSE, the Noel Levitz Student Satisfaction Inventory), home-grown surveys (e.g., surveys of graduates or of campus climate), institutional research retention studies, and other ad hoc studies are also shared with campus in committee meetings and via email. An annual graduating student survey conducted by the Division of Enrollment Management, and the annual Career Services Survey of Graduates are disseminated to Cabinet members, key administrators, and department chairs. Whenever possible, results are shared in meetings to provide additional context and analysis to guide individual units in using this information for decision making and improvement.

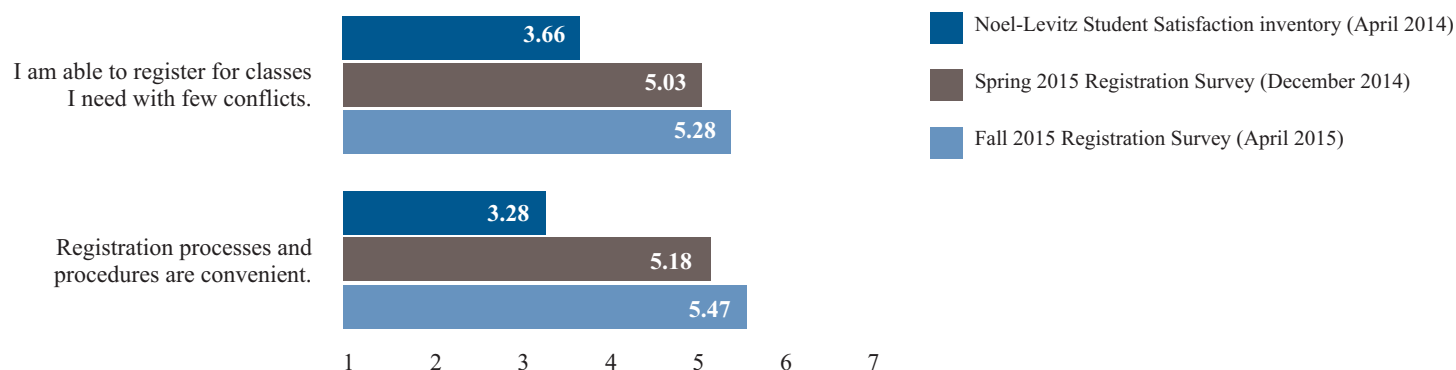
Administrative Assessment Day in June engages administrators and faculty in reviewing institutional assessment results and planning responses as needed. In June 2014, representatives from a cross-section of administrative units, from Institutional Advancement to Residence Life to Career Services, met to share key assessment findings and responses from across departments and to review the results of the Noel Levitz Student Satisfaction Inventory. Participants were provided with survey findings, along with a discussion guide to assist with data interpretation, for consideration of actions for improvement ([Document Room 34 - Administrative Assessment Day Data Discussion Guide and Agenda \[7,14\]](#)). Disappointing findings related to student satisfaction with registration resulted in a collaboration between the Registrar's Office and Information Technology to improve the process, including follow up surveys to see if these changes made a difference. Subsequent survey findings indicated considerable improvement in student satisfaction (Figure 2.2).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

FIGURE 2.2: DAEMEN COLLEGE STUDENT SATISFACTION WITH REGISTRATION



The satisfaction scale ranges from 1- "not satisfied at all" to 7- "very satisfied".

Institutional assessment results, including key student success metrics like retention and graduation rates, are communicated at Cabinet Meetings, the President's Leadership Advisory Council, the Annual Retention Summit, and at meetings of the StEP (Student Excellence & Persistence) Task Force. These data, which are also used to track progress on Daemen's Title III Strengthening Institutions Grant goals, are also shared during the annual Title III Celebration, on posters strategically placed throughout campus, and via a [digital flip book \(Document Room 35 - Title III posters \[7,8,14\]\)](#). Institutional assessment data briefs, customized for department chairs (e.g., retention or grade distribution reports by academic program), are disseminated at the VPAA's academic chairs' meetings ([Appendix 2.3 - Sample Department Chairs Data Brief: DFW Analysis \[2,7,8,14\]](#)). As noted under Standard 2 above, other institutional assessment results that correspond to Key Performance Indicators on the Daemen 2012 Strategic Plan are also shared on the Strategic Plan Tracking Dashboard ([Document Room 21 - Strategic Plan Tracking Dashboard \[1,2,7,8\]](#)).

The StEP Task Force was formed to improve retention: by using an evidence-based approach for ongoing improvement, this group reviews data, including retention studies, survey data, and program evaluation results, to identify areas of concern and priority interventions ([Document Room 36 - StEP Task Force Overview \[7,8,9\]](#)). Data that inform retention initiatives and student success programming include the Daemen Exit Survey, retention studies by major, student demographics, student residence, work hours, and more. The Annual StEP Task Force Data Summary provides evidence of how Daemen communicates institutional assessment results and uses these findings to inform activities or policy ([Appendix 2.4 - StEP Task Force Data Summary 2014-15 \[7,8,9\]](#)). For example, StEP Task Force analysis of retention based on student housing resulted in a decision to no longer house first-year students at Collegiate Village, an off-campus apartment complex (Figure 2.3).

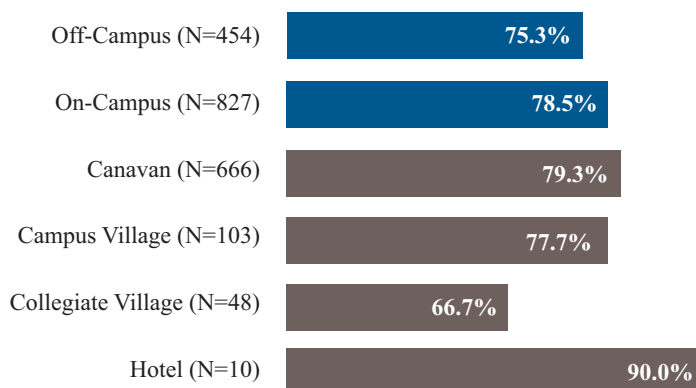


DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

FIGURE 2.3: RETENTION RATES BY RESIDENCY

Returned for Second Year



Combines first-time, full-time students enrolled in the 2011, 2012, and 2013 Fall semesters. Residency is based on room at the beginning of the semester. Many who were in hotels or Collegiate Village were moved to campus housing during the semester.

A campus climate survey, an action item in the 2008 Daemen Diversity Plan ([Appendix 1.4 \[1,6,7\]](#)), was administered by an outside diversity consultant in spring 2014 through Title III funding. With an intentional effort at carving out time for thoughtful discussions about potentially sensitive findings, the results of the faculty and staff climate survey findings were disseminated through a series of facilitated Campus Climate Survey Conversations with 19 academic departments and 18 administrative units on campus ([Document Room 37 - Climate Survey Discussion & Schedule \[6,7\]](#)). The survey, the dissemination conversations, and a subsequent report that combined survey and dissemination conversation findings ([Document Room 11 - Daemen College 2014 Campus Climate Report \[1,6,7,9\]](#)), informed the March 2015 announcement by President Olson that the College had approved the creation of a new position of Director of Diversity and Multicultural Affairs.

COMMUNICATING ASSESSMENT RESULTS BEYOND THE CAMPUS COMMUNITY

Institutional data and the results of outcomes assessment are shared with other audiences, including prospective students. Institutional profile information is updated each spring and is displayed on the College website under [Fast Facts](#). Accredited programs, including Athletic Training, Education, Physician Assistant, and Physical Therapy, regularly share student outcomes, such as licensure pass rates, on the Daemen website. Daemen faculty and staff also share assessment results via presentations at regional and national conferences, including the Assessment Network of New York (2011-14), the Association of American Colleges & Universities (AAC&U) annual meeting and General Education and Assessment meetings (various years 2006-2013), the Council of Independent



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Colleges (CIC) Lumina-funded Degree Qualifications Profile Consortium (2011-13), the SUNY Council on Assessment Workshop (2014), and the Western New York Consortium for Higher Education (2014). Daemen and its programs are also featured each year on the CICU (Commission on Independent Colleges and Universities in New York) website and in its newsletter, *Independent Sector (IS)*. Finally, Daemen also participates in the University and College Accountability Network (U-CAN), a college information website that shares student demographics, campus safety information, and other information. Developed and managed by the National Association of Independent Colleges and Universities (NAICU), this site provides consumer-friendly information on private, nonprofit college and universities to help students and families make informed college choices.

ACADEMIC PROGRAM REVIEW INFORMS DECISION-MAKING AND RESOURCE ALLOCATION

A comprehensive academic program review process, mentioned earlier in this chapter, is part of the overarching institutional assessment plan, and includes data from both institutional assessment and the annual assessment of student learning outcomes (discussed under Standard 14 in Chapter 4). The purpose of the Five-Year Program Review is to assess program currency, enrollment, and operations, and to review assessment results and identify areas for improvement and associated resource needs. By the end of the 2014-15 academic year, 13 departments had completed the program review process, with three to four programs scheduled annually until all departments have been through the process. Most programs will have completed this program review process by Spring 2016, and the five year cycle will start again.

TABLE 2.5: DAEMEN COLLEGE FIVE YEAR PROGRAM REVIEW CYCLE 2011-2016 (*Activity as of 10/1/2015*)

Department Name	Scheduled	Review Completed	Follow-up meeting with Dean & VPAA	Progress Made on Recommendations
ARTS & SCIENCES				
English	2014	2014	x	x
Global & Local Sustainability	2015	<i>pending</i>		
History & Political Science	2014	2014	x	x
Mathematics	2012	2012	x	x
Modern Language	2012	2012	x	x
Natural Sciences	2013	2013	x	x
Philosophy & Religious Studies	2013	2013	x	x
Psychology	2015	<i>pending</i>		
Visual & Performing Arts	2011	2011	x	x



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Department Name	Scheduled	Review Completed	Follow-up meeting with Dean & VPAA	Progress Made on Recommendations
HEALTH & HUMAN SERVICES				
Athletic Training	2011	2011	x	x
Business/Accounting & Paralegal Studies	2015	<i>pending</i>		
Education	2015	<i>pending</i>		
Executive Leadership & Change	2015	<i>pending</i>		
Global Business	2015	<i>pending</i>		
Health Care Studies	2011	2011	x	x
Nursing	2011	2011	x	x
Physical Therapy	2015	<i>pending</i>		
Physician Assistant	2013	2013	x	x
Public Health	new program			
Social Work	2014	2014		

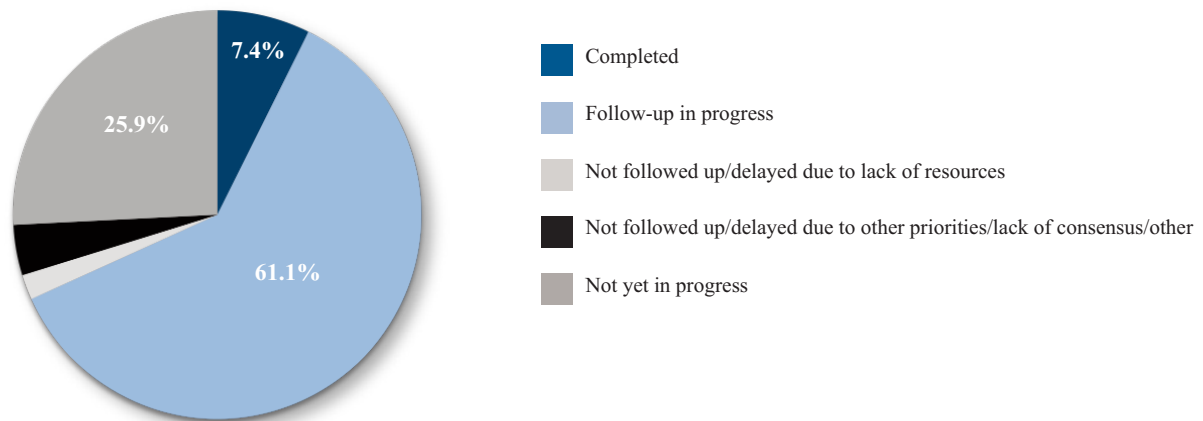
During the scheduled program review year, academic departments engage in a self-study process, then submit a program review report to the EPC ([Appendix 2.5 - Academic Program Review Template \[7,14\]](#)). An EPC subcommittee reviews the report and provides feedback to the department chair. Following requested revisions, if any, the EPC sends the report for review by the divisional dean and the VPAA. The culmination of the review process is a meeting of the divisional dean, the VPAA, and the department chair to review the program's role and fit in the College, recognize successes, discuss concerns, and prioritize resources needed (e.g., faculty, staff, or facilities) to move forward on recommendations that emerged from the process. Meeting notes are used in budget planning. Progress toward implementation of program review recommendations, as prioritized in this culminating meeting with the VPAA, is tracked annually. A Google spreadsheet portrays in both narrative and graph form an overview of progress on program review recommendations in each department. In many instances, progress on recommendations (e.g., a new faculty line) is dependent on the allocation of resources ([Document Room 38: Program Review Recommendation Tracking \[4,7,10,11,14\]](#)). Figure 2.4 displays the proportion of program review recommendations that have been completed or are in progress in academic departments that underwent program review from 2011 through AY 2014-2015. The significant proportion of recommendations in progress is an indicator of resource allocation that results from the program review process.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

FIGURE 2.4: PROGRAM REVIEW SUMMARY: IMPLEMENTATION OF RECOMMENDATIONS



In the Arts and Sciences Division, the Mathematics Department completed the program review process in 2012-13. The self-study process and follow up meetings resulted in a recommendation for a new full-time position to teach college algebra, a gateway course that is critical to student retention and persistence in many majors. The Divisional Dean and VPAA allocated resources for a faculty line, and a new faculty member was hired and started in Fall 2014. The Modern Languages self-study identified concerns about the recruitment and retention of Caribbean and Latino students, a growing demographic both on campus and nationwide. In addition, Modern Languages developed a proposal to enhance enrollment through the +Plus Pathways program, an innovative integration of professional coursework with the liberal arts. This initiative resulted in resource allocation for the development of marketing materials and financial support for a program coordinator. The program review for English described the hiring in 2014 of two new tenure-track faculty in World Literature to meet the Strategic Plan Goal of increasing global content in the curriculum, with a third hire, a writing specialist, responding to the identified need to strengthen student writing and to facilitate development of a writing track. In History and Political Science, the program review process addressed the department's efforts to increase the enrollment and retention of its majors. The department sharpened its identity in marketing materials, expanded recruiting efforts by working with the Office of Admissions, enhanced the department website and provided outreach through the Model UN program. The creation of a Daemen Chapter of the AAUW and the newly launched Academic Passport Program that tracks student attendance at academic speakers and events are both helping to increase the department's visibility and enhance the department's approach to student advisement. The aforementioned efforts have yielded an increase in enrollment in the department from 44 in Fall 2013 to 51 in Fall 2015.

Program review in the Health and Human Services Division identified a need for office space reallocation in Health Care Studies and Nursing. With the renovation of office space in Duns Scotus, and with new office space made available with the opening of the Academic and Wellness Center, both departments will have new office space in AY 2015-16. In Athletic Training, program review recommendations included exploration of new program tracks to increase enrollment. The department submitted a proposal in Fall



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

2015 for a new Natural Science/Athletic Training track that may also set the stage for a new Athletic Training/Physical Therapy program. The Nursing Department's 2013 program review recommendations for new faculty lines to support graduate thesis projects in doctoral and master's level nursing programs resulted in resource allocations to hire two new faculty in 2014, with a third new faculty member starting in September 2015. Overall, program review has resulted in the identification of program needs, prioritized in alignment with strategic plan goals, and the allocation of resources to move programs forward.

INSTITUTIONAL ASSESSMENT EFFORTS ENHANCED BY DATA & INFORMATION COMMITTEE

The Data and Information Committee (D&I) was convened by the VPAA in 2011 to further cross-campus collaboration around the use of data and information, streamline processes and avoid duplication, and strengthen the use of Student Information Systems to improve student success. The D&I committee offered the first opportunity for data collectors and users campus-wide to meet and dialogue about data issues and needs. During its inaugural year, the D&I committee completed its initial charges from the VPAA: to identify barriers and challenges to data collection, access, storage, and dissemination; and to draft recommendations to address them. In 2013, the Data and Information Committee presented a comprehensive report to President Olson and Cabinet, which included, in addition to recommendations for improvement, a map of data systems and pathways, and an office-by-office inventory of data needed, collected, and disseminated ([Document Room 39 - Data & Information at Daemen College: Challenges and Recommendations \[2,3,7\]](#)). The President subsequently engaged an outside IT consultant to review the recommendations and articulate further suggestions for information technology improvements.

Since 2013, D&I has made extensive progress on recommendations, including the formation of a new Office of Information Technology, the creation of a Chief Information Officer (CIO) position that reports directly to the President, and ongoing meetings of the Data & Information Committee, which includes members from all six divisions of the College. The 2014 appointment of the CIO efficiently realigned IT staff into three categories: 1) data management; 2) systems administration; and 3) computer support. Access to data for planning, reporting, and decision making has been streamlined as a result of staff training in Ellucian (formerly Datatel) Colleague and Crystal Reports and the creation of a new data analyst position which supports the Title III Project Director, Strategic Plan tracking, Institutional Research and Assessment, and other projects as needed. With collaboration across IT, Student Affairs, and the Student Success Center, new systems, including Insight and Advocate by Symplicity, were successfully implemented. In Fall 2014, the committee brainstormed how to filter campus-wide requests for institutional data. The result was the creation of an alias email address (datarequest@daemen.edu) which automatically forwards faculty and staff requests for institutional data and reports to staff from key offices. Upon receipt of the request, staff members clarify the parameters of the data request and match it to the appropriate provider. In Spring 2015, the Data & Information Committee prepared a brief report for the President's Cabinet that summarized the progress



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

on the committee and consultant's recommendations ([Appendix 2.6 - Progress Report on Improving Access to Data & Information at Daemen College \[2,3,7\]](#)).

An IT goal for 2015-16 is to create snapshots of data and a secure web page where end users can select the information they want without IT support. Progress to date on this goal includes a new Student Registration Search tool created by an IT programmer that enables faculty advisors to see a list of their advisees who have failed to register for the upcoming semester, rather than manually looking up individual students. This project supported Title III goals for strengthening advising and strategic plan goals on retention.

STANDARD 3: INSTITUTIONAL RESOURCES

OVERVIEW

Daemen College strives to operate in a financially sound manner that produces balanced budgets, maintains competitive tuition and fee rates, provides and maintains quality physical plant facilities and equipment, and provides adequate resources for existing and new academic programs. Financial support for programs is provided through a budgetary process which is followed by all administrative and academic departments ([Appendix 2.7 - Daemen College Operating Budget Timeline \[2,3\]](#)).

FISCAL STABILITY PRESERVES QUALITY AND FOSTERS INSTITUTIONAL RENEWAL

Daemen College's operating budget, which currently totals \$46.3 million, is the primary document used for administrative and fiscal control of the institution ([Document Room 40 - Daemen College Definitive Budget 2015-16 \[2,3\]](#)). The College operates on a fiscal year from June 1 to May 31 and resource allocation is informed by the Five-Year Budget Model, College Mission, Strategic Plan, and Facilities Master Plan.

Given a tuition-driven institution facing a projected demographic downturn in the traditional college-aged population (see evidence in Standard 8), Daemen College officials have been responsive to the importance of operating in a lean "...financially sound manner that will provide balanced budgets" (Goal Area V: Strategic Plan). Daemen has a long-standing policy of requiring annual balanced operating budgets with the understanding that enrollment and net tuition revenue are essential components of responsible financial budgeting.

To this end, the College develops conservative five-year budgets with enrollment projections ([Document Room 41 - Five-Year Budget with Enrollment Projections \[2,3\]](#)). This budget model identifies assumptions related to future enrollment levels, revenue and expense projections, tuition rate adjustments, and anticipated tuition discount rates. Evidence of institutional fiscal stability, as stipulated in the Strategic Plan includes: compliance with the U.S. Department of Education Ratio Methodology to demonstrate



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

financial responsibility (2012, 2013, and 2014); sufficient tuition and fee rates to produce a balanced budget (2012, 2013, and 2014); and financial ratios and federal compliance indicating fiscal stability (2012, 2013, 2014).

The Mission and Strategic Plan direct the fundraising priorities of Institutional Advancement and Academic Grants and Sponsored Programs; an infrastructure is in place which supports the procurement and administration of grants from a diverse set of funding sources to support mission-based initiatives. Further, the 2015 Facilities Master Plan provides a blueprint for improvements to campus facilities and technological infrastructure necessary for achieving the College's mission.

The annual budget process solicits input from every department. Requests are channeled through the appropriate department head, reviewed and approved by division deans and associate vice presidents if applicable, and finalized at the Cabinet level. Department heads are encouraged to involve department staff in the planning process prior to making recommendations to their respective dean or vice president. Deans and VPs are responsible for compiling and managing budget requests for their units and sharing final budget requests with the Cabinet. Once final allocation decisions are made by Cabinet, the President and Vice President for Business Affairs present the proposed budget to the Board of Trustees for formal adoption. The VPBA/Treasurer awaits this final approval and subsequently reports the approved appropriations.

The VPBA and the Controller oversee all aspects of Daemen's fiscal operations, including oversight of the annual budget, monitoring day-to-day financial activities, and providing guidance to investment and retirement committees. As attested by Daemen's Certified Public Accountants, Dreschler & Malecki LLP, the College is in sound financial condition. Daemen's Net Income Ratio, which determines whether or not the College is living within available resources, was a positive 10.2% in fiscal year 2012/2013, 8.8% in fiscal year 2013/2014, and 1.4% in fiscal year 2014/2015, indicating that the College experienced an operating surplus for each of these years. The net income ratio for the college is significantly affected by non-operating revenues. In 2012/2013 and 2013/2014, Daemen experienced a positive change in the fair market value of its derivative instrument of \$2.2 million and \$.8 million respectively, while the fair market value of the derivative instrument declined \$.6 million in 2014/2015. The decline in the fair market value in 2014/2015 versus the increase in 2013/2014 accounted for most of the decline in the income ratio of 8.8% in 2013/2014 versus 1.4% in 2014/2015. Other factors affecting the ratio would be an increase in depreciation expense and market value fluctuations in long term investments.

Using only one ratio does not give a fair presentation of the overall financial health of an institution. The college also utilizes the Composite Financial Index (CFI) to measure its performance. The CFI reflects the overall relative financial health of institutions along a scale from negative 4 to positive 10. Daemen's CFI score for fiscal year ending May 31, 2015 is 3.0. A CFI score of 3 is the threshold of institutional financial health. The CFI combines four core ratios to achieve a single score which includes the net income ratio. This combination allows a weakness or strength in a specific ratio to be offset by another ratio result, thereby allowing a more holistic approach to understanding the total financial health of the institution. By utilizing the same criteria to determine the CFI over a period



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

of time, the board and management are given the opportunity to measure the overall financial progress that it is making. This aids as a planning tool and provides insight into the financial impact of different activities ([Document Room 42 - Composite Financial Index \[2,3\]](#)).

The impact of investing in new facilities and increases in debt will decrease the CFI. Daemen's CFI score has declined slightly over the past few years due to several larger capital projects that have been completed since 2012/2013 and the change in the value of the derivative instrument as discussed above. Significant renovations over the past few years have included: Marion Library renovation to the new Visual and Performing Arts Center (2012/2013), renovation of Dun Scotus classrooms and faculty offices (ongoing), Wick Center renovation (2013/2014), new parking area (2013/2014), Canavan Hall renovation and server room (2014/2015), exterior lighting project (2014/2015) and renovation of the former YMCA to the Academic and Wellness Center (2013 through 2015).

The CFI measures the financial component of an institution's well-being. It must be analyzed with other associated activities and plans to assess overall institutional health, not just financial health, of the institution. CFI scores below 3 would indicate that the institution may need to reengineer and change or improve their focus. Scores of 3 or better indicate that institutions should be directing resources to transformation and as the score increases resources can be directed to future initiatives and expansion of mission. As shown, Daemen has been in a phase of expansion and renewal.

In alignment with Strategic Plan goals, recent budgetary allocations have supported a healthy increase in the institution's full-time faculty lines, as well as staff hires to support technology system needs, and office and physical plant changes which accommodate program initiatives. New full-time faculty hires in the departments of English, History & Political Science, Psychology, and Mathematics have helped to expand offerings in world literature, revitalize the political science major, and limit reliance on adjunct instruction in introductory psychology and gateway mathematics courses, respectively. One of the appointees in world literature will collaborate with colleagues in the History & Political Science and Modern Languages departments to develop a program in Caribbean Studies. Four of the faculty welcomed to the College in the past two years are international, contributing to the diversity of the campus community. Discussion of new faculty hires continues in Chapter 4, under Standard 10.

The Education Department was provided resources to add a Data Manager to its team; this individual manages data related to quality issues associated with teacher preparation and compliance as required by the national accrediting body (TEAC/CAEP) for Education. A Writing Specialist was hired in Fall 2014 by the Learning Center to facilitate writing proficiency among Daemen students. Information Technology added a position to facilitate expanded campus information technology capabilities and infrastructure, as well as to provide technical support campus wide. Resources were also dedicated to the renovation of the new Athletic and Wellness Center, as well as to the renovation and redesign of space in Dun Scotus Hall, the latter to accommodate the increased administrative and coaching staff required with Daemen's membership in NCAA Division II.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

ENSURING EFFECTIVE USE OF RESOURCES

The use of the institution's resources are analyzed regularly, both as part of the annual audit, and as part of the annual tracking of financial objectives in the Strategic Plan. Similarly, when drafting budgets for strategic, academic, and facilities planning, the financial ratios of the College are monitored. Daemen defines five core financial ratios (return on net assets; primary reserve ratio; net income ratio; viability ratio; and debt service coverage ratio) which serve as indicators of the College's financial stability and ability to maintain a steady increase in growth ([Document Room 43 - Daemen College Core Financial Ratios \[2,3\]](#)). Evidence of stability and improvements in financial ratios over the past five years is outlined below:

- The viability ratio is one of the most basic determinations of financial health to identify the availability of expendable net asset to repay existing debt. In fiscal year 2014/2015 there was a ratio of \$0.832 of Expendable Net Assets (ENA) for every \$1.00 of Debt. Over the last 5 years this ratio has been increasing in a positive direction, an important indicator of a healthy financial condition. This ratio exceeded the \$0.50 amount required by the AIDA Series 2006 A&B Bond Covenants.
- The Return on Net Assets ratio increased by 7.3% in 2014/2015 reflecting a positive change in net assets.
- The Primary Reserve Ratio equaled 55.5% in fiscal year 2014/2015 and shows the College to have expendable net assets to cover approximately 7 months of expenses.
- The Net Income Ratio equaled a positive 1.4% in fiscal year 2014/2015.
- Debt Service Coverage ratio equaled 1.83. This ratio exceeded the 1.25 amount required by the AIDA Series 2006 A & B Bond covenants.

ROLE OF ASSESSMENT IN BUDGET PLANNING PROCESS

By 2009, the College had fully institutionalized a process for annual assessment of administrative unit goals and for annual assessment of student learning outcomes in academic departments. Each academic department submits an annual assessment report to the appropriate divisional dean, who subsequently submits a summary divisional report to the VPAA by July 1, with recommendations for planning and resource allocation. The assessment report template is designed to: 1) enhance sustainability of the assessment process by reducing excessive workload and simplifying reporting; 2) clearly illustrate the relationship between assessment findings and resources needed for improvement; and 3) streamline the review process by deans and vice presidents so they can more efficiently close the loop and use assessment findings for planning and budgeting ([Appendix 2.2 - Assessment Report Templates \[2,3,7,14\]](#)). The results of five-year academic program review are also used in the budget process that commences in January.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

RESOURCES AND PROCESSES FOR NEW PROGRAM DEVELOPMENT

The process of program development and approval, annual assessment, and the program review process, particularly since the implementation of zero-based budgeting in the Academic Affairs and Institutional Advancement sectors, has proven to be inclusive, responsive, and reflective of the College's mission and goals. The College's commitment to supporting new program development is reflected in monies dedicated to Instructional Expenses and Academic Support from 2012-2014.

Historically, new academic programs have originated from the mission, strategic plan, and faculty who recognize a new program's potential to attract students and lead to career opportunities for graduates. In June 2014, the VPAA created the new mid-level leadership position of Director of New Program Development and Strategic Initiatives to facilitate this process. In collaboration with divisional deans and faculty, she established a development committee to further explore new program ideas, conduct market analyses, and draft curricula. Whether produced by this development committee or developed directly by interested faculty and/or academic department(s), the concept for a new program initiative is then brought to the Educational Policy Committee (EPC) for a "Phase I" review; EPC evaluates program viability and fit for the institution, and provides feedback to the program developers. A "Phase II" review to more formally examine the curriculum, program feasibility, and its impact on other departments and the College is conducted prior to submission of the program to the New York State Education Department.

Various new programs developed in recent years, such as Cytotechnology and Athletic Training, together with increased enrollments in Physician Assistant (PA) and Physical Therapy (PT), significantly impacted the Natural Sciences department, which delivers prerequisite coursework. In support of these program initiatives, the College hired additional Natural Science faculty to meet the increased demand: nine new faculty hires over the past three years: three in Natural Science; two in Physician Assistant Studies; and four in Physical Therapy (Table 2.6). These new programs have produced additional revenue streams, which are earmarked to provide support to other essential academic programs.

TABLE 2.6: NEW FACULTY HIRES 2011-2014

Program	2011-2012	2012-2013	2013-2014
Natural Science	1		2
Physician Assistant	2		
Physical Therapy	2	2	



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

INSTITUTIONAL ADVANCEMENT AND GRANT INITIATIVES IMPACT FISCAL STABILITY AND INNOVATION

The divisions of Institutional Advancement and Academic Affairs (which houses Academic Grants and Sponsored Program Services) have established formal procedures over the past three years to promote institutional collaboration in support of academic initiatives such as new programs, curriculum development, faculty research, and student support services. Aligned with Strategic Goal Area V: Fiscal Stability, institutional collaboration related to grants is focused on new sources of funds and campaign revenue ([Document Room 44 - Funding Chart 2008-2014 \[3\]](#)).

The Institutional Advancement (IA) division directly supports all aspects of campus life, with an emphasis on academic initiatives. IA's mission, formally adopted in Fall 2014, states, in part, "[IA] blends campus initiatives with intentional institution-building activities in support of student learning environments through continued relationship building with internal and external college communities." ([Document Room 26 - Institutional Advancement Strategic Plan: Inspire, Innovate, Imagine 2015-2020 \[1,2,3\]](#), p. 4). Advancement goals focus on both building endowment and raising funds to support academic facilities and equipment, faculty and staff, programming and various speaker series, as well as constituent student organizations.

Academic Grants & Sponsored Program Services (AGSPS), within the Office of Institutional Effectiveness, aims "to advance academic initiatives, faculty research, institutional initiatives and community partnerships by helping faculty, staff, and administrators obtain external sources of funding." ([Document Room 45 - Academic Grants & Sponsored Program Services Handbook \[2,3\]](#), p. 2). For grants in which indirect costs are recovered, the College has established policies and procedures regarding the distribution of these recovered costs ([Document Room 46 - Policy for Distribution of Recovered Indirect Costs from Academic Grants \[2,3,6\]](#)). An annual assessment of institutional priorities, developed in accordance with the College's mission and Strategic Plan, guide resource development efforts for the following year. The addition of a full-time Special Assistant to the President for Government Relations in 2012 has significantly strengthened the College's ability to advocate for institutional initiatives and secure funding from government resources. Highlights of how grant-funded initiatives have led to innovation at the College are found in [Document Room 47 - External Resources Supporting Innovations across Campus \[2,3\]](#).

The Academic Grants & Sponsored Program Services Handbook illustrates campus-wide procedures related to the pursuit of external grants. An updated IA Policies and Procedures manual (2013) outlines systems and practices currently in place that enhance College coordination and communication in order to optimize funding opportunities in support of institutional renewal ([Document Room 48 - Institutional Advancement Policies and Procedures \[2,3\]](#)). Most recently, AGSPS, IA, and Business Affairs refined procedures for recording grants and classifying award amounts in the appropriate budget classifications, e.g., grants, scholarships, endowment; and unrestricted vs. temporary and permanent restricted accounts. IA and Business Affairs have established procedures to systematically update and share reports that exist on separate databases. The new Director of Academic Grants and Sponsored Programs (hired June 2015) will facilitate more extensive information sharing among campus constituents in pursuit of grants and



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

external funding and the prioritization of funding aligned with strategic priorities, mission, and new initiatives, including the 2017 Comprehensive Campaign.

Project sustainability and impact on the fiscal health of the College are key considerations in determining whether a grant funding opportunity is a good fit. In addition, the College is conservative by practice in serving as a fiscal agent to outside organizations, a common request from some of our community partners. Policies regarding grant review process, match commitment, and award (contract, grant, industry agreement) that may be financially binding to the College are included in the Academic Grants & Sponsored Program Services Handbook.

SUSTAINING AND IMPROVING PHYSICAL PLANT RESOURCES

The Vice President for Business Affairs is charged with allocating resources to sustain and improve campus facilities and aesthetics. In coordination with the Director of Facilities, the VPBA plans and monitors projects aligned with *Strategic Plan Goal Area IV: Campus Facilities, Aesthetics, and Sustainability*, the Facilities Master Plan, and the President's Leadership Priorities. The VPBA and Director of Facilities also oversee two programs which address facility renewal; major maintenance and deferred maintenance. The annual maintenance budget, funded through the annual operating budget, is utilized for the general upkeep of facilities; by contrast, major repairs are often deferred and strategically included as part of a planned capital project with provisions for the renovation of existing facilities. For example, the renovation of Canavan Hall offices and the addition of dorm rooms provided the resources and opportunity to replace the boiler, install a sprinkler system, and renovate the server room to include air conditioning. The transformation of the former Marian Library into the Visual & Performing Arts Center (VPAC) allowed for the vacating of office and instructional space in Duns Scotus Hall; these spaces were later renovated into new offices and classrooms as part of a capital maintenance project. The College operating budget also provides \$200,000 annually for miscellaneous capital projects relating to the maintenance of the campus which are not part of an existing plan, such as an unforeseen but urgently needed roof repair, repaving of a parking lot area, necessary equipment purchases, or office renovations.

TECHNOLOGY AND INFORMATION RESOURCES

Technology and information resources broadly support the needs of faculty and the campus community as a whole, and more specifically, student needs at both the undergraduate and graduate levels. Student needs will be addressed in greater detail in Standard 9. In brief, technology and information resources support *Strategic Plan Goal Area I (Rigorous Education for the 21st Century)*, and advance teaching and learning in a variety of ways. For example, most classrooms on campus are equipped with contemporary learning technologies including an instructor computer station, LCD projector or flat screen television display with audio and video,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

and a document camera. Sixteen computer classrooms, six portable laptop carts, and ten public and program-specific computer labs provide instructional technology for the teaching and learning environment.

Located in Daemen's Research and Information Commons ("the RIC"), the Daemen College Library supports classroom instruction and provides information for independent research relating to the College curriculum. Library staff collectively possess the specialized skills necessary for the library to function in a global information environment. All library study spaces within the RIC have wireless connectivity, and the [library homepage](#) contains resources and research tools to assist faculty and students in their research.



Opened in 2009, the Research and Information Commons (affectionately known as "The RIC") was the single most important construction project in Daemen history. It is one of only a few structures in Western New York designated by the U.S. Green Building Council as a Gold LEED building for leadership in energy and environmental design — and was joined in 2012 by yet another Gold LEED building on Daemen's own campus: The Haberman Gacioch Visual & Performing Arts Center.

Cross-institutional collaboration and external funding have enhanced technology resources in support of academic and institutional initiatives. Most recently, in June 2015, Daemen received \$480,000 in New York State funding (approved through the New York State Municipal Facilities Program) to establish a Graduate Studies Technology Center in our Research and Information Commons. This is the second largest state grant received in Daemen's history. The proposed technology hub will significantly upgrade and improve the educational technology infrastructure necessary to keep pace with the College's increase in graduate program offerings.

Through US Department of Education Title III funding, faculty and staff from IT and the Center for Excellence in Teaching and Learning researched and designed a 30 seat technology classroom which opened in September 2013. The Technology Enhanced Collaboration Lab (TEC Lab) promotes student engagement and powerful collaborative learning experiences through simple interfaces and designs.

A New York State-funded Visual Effects Grant enabled the purchase of a new Next Generation Firewall, part of steps taken behind the scenes in IT to ensure the security of institutional data. Both the location of the system and the addition of network security layers have helped to ensure physical security. Next Generation provides multiple layers of security not previously available in older units and is the first line of defense in a sequence of security devices. A second firewall dedicated to the protection of student information systems, such as Ellucian Colleague, has also been installed; this additional layer of security protection further shields and deters outsider access to the College's most critical systems.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

In June 2015, the Office of Information Technology published a Technology Report which provides an overview of the current state of campus IT architecture and includes both an operational plan and a three-year technology refresh plan ([Document Room 28 - Office of Information Technology June 2015 Report \[1,2,3\]](#)).

SUGGESTIONS

- Encourage additional administrative units to enter information into the student information system (e.g., information on participation in student government and campus groups such as sororities and fraternities) to advance reporting, tracking, decision making, and institutional advancement efforts.
- Complete the development of an electronic Daemen Fact Book to serve as a common repository of key institutional data.
- Create a Survey Clearinghouse in the Office of Institutional Effectiveness to schedule institutional survey administration to avoid overlap and survey fatigue, and to increase access to existing survey results from across campus.



CHAPTER 3: SUPPORTING STUDENT EXCELLENCE AND GLOBAL COMPETENCY

Recognizing the importance of our ability to sustain the diversity of our student body and prepare for projected shifts in student demographics, we used the self-study process to evaluate the ways in which admissions policies, organizational structures, and cross-unit collaborations effectively advance holistic service and support for Daemen students. This chapter examines the effectiveness of transition and other academic support programs in meeting the needs of academically underprepared students. We also examined the degree to which our external affiliations and partnerships serve the College's overall mission and how successful we have been in expanding students' horizons beyond the classroom. Standards discussed in this chapter are 8 (Student Admissions and Retention), 9 (Student Support Services), and 13 (Related Educational Activities).

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

OVERVIEW

Daemen's Strategic Plan highlights challenges shared by the majority of our peer institutions: attracting new students during a decline in the traditional college-age population and retaining and graduating those students who do enroll. Strategic Plan Goal III: Persistence to Professional Excellence includes objectives for maintaining stable enrollment with focused growth and for increasing retention and persistence to graduation by enhancing student services and strengthening career readiness. Strategic Plan Goal Area II: Global competency and service to the global community looks, in part, toward recruitment and retention of international students, including local immigrant and refugee students.

Retention goals and related initiatives have been bolstered by Daemen's Title III Strengthening Institutions Grant. While the profile of entering students has been strengthened, Daemen also maintains a mission-centered commitment to serving educationally and economically disadvantaged students. Daemen staff are committed to enhancing student success among specific student populations, including underrepresented minority, low-income, and first generation college students.

ENROLLMENT MANAGEMENT STRATEGIES FOR A CHANGING DEMOGRAPHIC

A projected decline in the number of high school graduates in New York State and across many regions in the United States challenges private institutions like Daemen which serve a predominantly regional student population. The predicted demographic shift presents both a challenge and potentially significant opportunity for Daemen.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

According to the National Center for Education Statistics, in 2014, for the first time, the total percentage of minority students – Latino, African-American, Asian-American, Pacific Islander, and Native American combined – was larger than the percentage of white students in public grade school classrooms. NCES statistics further suggest that 41% of black first-year students, 37% of Latino/a first-years and 31% of white first-years will need remedial help. (www.usnews.com/news/college-of-tomorrow/articles/2014/09/22/college-of-tomorrow-the-changing-demographics-of-the-student-body). While college enrollment of white students is projected to increase just 4% between 2010 and 2021, enrollment of Hispanic students will increase by 42%, and black students by 25% (nces.ed.gov/pubs2013/2013008.pdf).

TABLE 3.1: DAEMEN COLLEGE FULL-TIME UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY

Race/Ethnicity	Fall 2010 N= 1545	Fall 2011 N= 1654	Fall 2012 N= 1665	Fall 2013 N= 1720	Fall 2014 N= 1677
Non-Resident Alien	1.2%	2.6%	1.4%	0.9%	0.9%
American Indian/Alaska Native	0.1%	0.2%	0.2%	0.0%	0.4%
Asian	1.9%	1.9%	1.4%	1.9%	2.0%
Black/African American	11.5%	10.5%	12.1%	11.3%	12.6%
Hispanic/Latino	3.2%	4.3%	5.3%	5.4%	6.4%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.2%
White	77.8%	76.3%	75.7%	74.9%	73.9%
Two or more races	0.5%	0.5%	0.8%	1.0%	0.7%
Unknown	3.7%	3.6%	3.0%	4.2%	3.0%

In response to this demographic shift, Daemen is looking strategically at restructuring admissions practices, boosting financial aid, and providing enhanced remediation for students from underperforming high schools to enhance their academic preparedness. At Daemen, the proportion of Black/African American students and Asian students has remained relatively constant, while the enrollment of students of Hispanic origin has more than doubled between Fall 2010 and Fall 2014, from 50 to 107 students (Table 3.1). Daemen's Fall 2014 student profile can be found in Table 3.2.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 3.2: DAEMEN COLLEGE FALL 2014 STUDENT PROFILE

	Undergraduates		Graduates	
All	2045		755	
Full-time	1677	82.0%	553	73.2%
Female	1465	71.6%	583	77.2%
Underrepresented Miniority	373	18.2%	41	5.4%
American Indian or Alaska Native	8	0.4%	0	0.0%
Asian	40	2.0%	19	2.5%
Black or African American	240	11.7%	29	3.8%
Hispanic/Latino	120	5.9%	12	1.6%
Native Hawaiian or Pacific Islander	5	0.2%	0	0.0%
White	1496	73.2%	538	71.3%
Race Ethnicity Unknown/Other	136	6.7%	157	20.8%
Pell Grant Recipient	37.5%		n/a	
First Generation	32.5%		n/a	
Students with Documented Disabilities	101			

Daemen's test-optional admissions practice is intended to be inclusive of students from diverse educational and cultural backgrounds. Admissions considers not only traditional measures such as grades and standardized test scores, but a student's unique personal and educational history. Daemen welcomes students whose prior education took place in an underperforming high school in the United States or perhaps in a refugee camp on another continent. With a mission-driven approach to admitting diverse students, the College also remains committed to maintaining admissions standards that result in enrolling students with the potential to persist and graduate, rather than withdraw from college significantly burdened with debt and without a degree.

In that regard, it is noted that three programs are no longer test optional. Assessment of student progression in the Nursing, Physician Assistant, and Physical Therapy programs, and the recognition that students in these programs would need to take standardized tests as part of a board or certification process upon completion, has resulted in a return to the use of SAT/ACT scores in the admissions process for those three programs.

Strategic Plan Goal III: Persistence to Professional Excellence includes objectives for maintaining stable enrollment with focused growth. With an eye toward strategic planning to meet enrollment goals, the Enrollment Management team holds two retreats



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

annually, dedicated to projecting and planning for the upcoming three years. Their holistic approach includes the following components: 1) enrollment research - use of historic and current data obtained through the Ruffalo Cody Predictive Model, and geographic and demographic data gathered through Hobsons CRM; 2) robust marketing, publications, events, and advertising efforts including live chats and social media campaigns; and 3) strategic recruitment activities. This approach is both data-driven and relationship driven - a term which, according to Daemen's Vice President for Enrollment Management, keeps admissions counselors focused on creating and sustaining personal relationships with the 100+ prospects (and their families) each counselor is responsible for cultivating.

Enrolled First-Year statistics and retention data over a five-year period illustrate Daemen's ability to meet its enrollment goals on a consistent basis (Table 3.3; [Appendix 3.1 - Admissions Statistics Fall 2011 - Fall 2014 \[8\]](#); [Appendix 3.2 - Retention and Graduation Rates of First-Time, Full-Time, Degree-Seeking Freshmen \[7,8\]](#)).

TABLE 3.3: DAEMEN COLLEGE ENROLLMENT AND RETENTION RATES OF FIRST-TIME, FULL-TIME, DEGREE-SEEKING FRESHMEN FALL 2009 - FALL 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	400	440	434	438	409
Returned for Second Year	70.6%	76.6%	76.0%	74.7%	81.4%

ENROLLMENT RESEARCH INFORMS RECRUITMENT

Daemen casts a broad net in seeking prospects. Each year, nearly 100,000 prospect leads are purchased from select higher education prospect companies. Once vetted by the Enrollment Management team, these prospect lists will typically yield a 30% return for Daemen's recruitment pool. While 90% of our prospects reside in New York State, the College is making inroads both out of state and internationally. Recent recruitment strategies have also targeted veterans and international permanent residents. The Office of Enrollment Management's recruitment plans for 2015-16 are illustrated in Table 3.4.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 3.4: DAEMEN COLLEGE RECRUITMENT PLAN 2015-2016

2015–2016 National Recruitment Plan	
Geographic Focus	States in the South and West with reported growth/increase in number of graduates and/or growth in underrepresented students preparing to enroll in college: California, Arizona, Texas, Florida.
Hispanic student recruitment	California, Arizona, Texas, Florida are all states from which Daemen can recruit this growing demographic.
Texas	Texas has experienced tremendous growth in high school graduates since the early 1990s. Projections indicate that this trend will continue through 2024-2025, by which time the state will have more than doubled its graduation rate (115%). Hispanic graduates are predicted to climb by 94% between 2008-2009 and 2024-2025.
2015–2016 International Student Recruitment Plan	
Geographic Focus	Saudi Arabia, Brazil, Colombia, China, Mongolia, Turkey, and Canada.
U.S. Focus	California, New York, Massachusetts, Texas, and Pennsylvania, states home to the largest concentrations of international students. <i>Nearly 4% of all U.S. enrollments are international.</i>
Goals	1) to increase Daemen's visibility in the above countries; 2) to create strategic partnerships with international higher education institutions; 3) to increase international student recruitment/enrollment in undergraduate and graduate programs.

The College continues its longstanding practice of recruiting in New York City and is actively recruiting among New York's growing Hispanic population. Recruitment efforts now also include a focus on small niches in Chicago and neighboring states for students with interest in Physician Assistant Studies and Physical Therapy, programs that have enhanced the College's visibility and reputation both nationally and internationally.

In light of the decline in the traditional first year student pool, Daemen is turning increasing attention to transfer and graduate student populations. Our investment in new mission- and market-driven graduate programs (Master's in Public Health, Master's in Social Work, BS/MS Cytotechnology) has potential not only to attract new graduate students but to provide new graduate education options for Daemen's current undergraduate students, including - and deliberately so - majors in the Arts & Sciences.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Strategic Plan Goal II: *Global competency and service to the global community states* that the College will increase recruitment and retention of international students, including local immigrant and refugee students. During academic year 2014-15, six refugee students enrolled at Daemen. Academic preparation, language, and financial concerns, however, pose barriers to the enrollment of students from the region's burgeoning refugee population, as does the challenge of competing with Buffalo's "Say Yes" program, which covers tuition only to SUNY/CUNY schools. Several private colleges are also offering "Say Yes" scholarships to Buffalo Public School students from families meeting income guidelines, but the institutional investment is substantial. At the present time, Daemen is able to offer just three "Say Yes Buffalo" scholarships. Our Center for Sustainable Communities and Civic Engagement is nevertheless very active in other efforts to increase access to higher education for refugee teens, notably through its Refugee Teen Empowerment Program, providing after-school tutoring and mentoring, in cooperation with the Buffalo Public School system.

In support of institutional goals for diversity, global competency, and enrollment stability, Enrollment Management recently created a new position, the Director of International Recruitment, whose role is to increase the College's visibility on both national and international fronts. Travel destinations are deliberate and aligned with recruitment for academic programs through which the College can establish strategic partnerships with national or international institutions of higher education. One example is the interactive academic/cultural experience Daemen has provided for Saudi Arabian healthcare students; this summer program is a direct result of Daemen's partnership with the Saudi Arabian Cultural Mission. Similar partnerships have been formed with entities in Mongolia, Colombia, Brazil, and China.

CONNECTING WITH PROSPECTIVE STUDENTS ELECTRONICALLY

The College has allocated financial and human resources to engage prospective students through the Internet and social media, including the Daemen website, Facebook, Twitter, and LinkedIn. Introduced in AY 2013-14, Online Open Houses and web-based chats have also effectively engaged prospective students electronically. Admissions and Financial Aid staff, along with Student Ambassadors, participate in discussion and deliver materials entirely online. While not intended to replace traditional open house events, this initiative has expanded outreach to those students and families not able to attend regularly scheduled open houses, as well as generated interest among students in new targeted recruitment regions, domestically and internationally. Online Open House events target the traditional, international, and California student markets.

Overall, increased attention to online recruitment efforts has provided occasions for Daemen to expand its footprint nationally and internationally. As a complement to the Online Open House, Admissions has offered thematic web-based chats, including: Parent and Family, International Student, Graduate Student, Transfer Student, Preparing for Scholar's Day, and Financial Aid. Sixteen percent (16%) of the Fall 2014 entering class participated in one or more of the chats, with the greatest numbers participating in Preparing for Scholars Day Chat (46 participants yielding 28 enrolled students) and the Financial Aid Chats with 73 participants in February



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

and 32 participants in March yielding a combined 42 enrolled students ([Document Room 49 - Enrollment Management Report \[8\]](#)). To date, students from eleven different states have participated in chats, suggesting that this method is successfully expanding recruitment outreach. Moreover, during the 2014-15 recruitment year, 342 international students participated in “International Chat” sessions.

Along with such traditional recruitment activities as college fairs, senior visit day, and accepted student day, Daemen has had particular success with its annual Scholar’s Day event, where nominated prospective first-year students have the opportunity to compete for one of twelve Trustee Scholarships, ranging in value from full tuition to \$13,000 annually for four years. Of the 188 students who attended Scholar’s Day 2014, 61% enrolled. Given the excellent yield from this event, an additional Scholars Day targeted to transfer students has just been instituted, with six Transfer Trustee Scholarships to be awarded annually. Scholars Day has expanded with greater faculty and staff participation each year and provides an opportunity for high school guidance counselors to join Daemen admissions counselors and faculty in the interview process.

Daemen admissions policies and criteria for both undergraduate and graduate studies are outlined on the College’s website and are articulated in the Undergraduate and Graduate Catalogs ([Document Room 12 - Undergraduate Catalog \[6,8,11,12,14\]](#); [Document Room 13 - Graduate Catalog \[6,8,11,12,14\]](#)). Applications and other admissions materials (e.g., transfer credit policies and financial aid eligibility) are available for students and parents on the Daemen website at: www.daemen.edu/admissions. In addition, the Marketing Department annually updates academic program arsenal sheets, produced in collaboration with each academic department chair, including comprehensive information relative to individual program requirements, expected student learning outcomes, career opportunities, and aid and scholarship packages.

While the Office of Admission is the driving force behind recruitment, admissions is a collective endeavor at Daemen with many departments actively engaged. Academic departments host information sessions during Open House events and Visit Days, providing prospective students and families the opportunity for conversation directly with faculty about academic programs and requirements. Key student services departments, including financial aid, academic advisement, disability services, and career services, are also integrally involved in recruitment events and the overall admissions and retention effort, including Summer Orientation and Welcome Back Weekend immediately prior to the first day of classes. As our Dean of Admissions often emphasizes, “New Student Orientation represents both the last step in the recruitment process and the first step in the retention process.”

MAKING A DAEMEN EDUCATION AFFORDABLE

The College strives to make education as affordable as possible for students. Daemen’s average net price for undergraduates is one of the lowest among peer institutions. In 2012-2013 Daemen ranked fourth out of the thirty-six institutions in this peer group (Table 3.5). In the same year, Daemen had the lowest average net price for students with incomes below \$48,000.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT



A Daemen College education was ranked among the top 200 of private colleges in the country for best return on investment (ROI), according to PayScale's 2015 ROI Report. Daemen is listed at No. 186 in the category for private colleges.

The Office of Financial Aid creates individualized financial aid packages for both undergraduate and graduate students. In 2014-15 academic year, ninety-four percent (94%) of Daemen full-time undergraduate students receive financial assistance: the average undergraduate financial aid package is over \$26,000. The Director of Financial Aid reports that despite subtle differences in the amounts drawn from various funding pools, the College's financial aid packaging model is similar to that of local, private, peer institutions. The Net Price Calculator tool accessible on the College's website helps students and parents calculate the cost of attending Daemen. The final value of each student's package is 85% of direct costs or financial need (whichever is less) using the following formula: **Financial need = cost of attendance (COA) – expected family contribution (EFC)**. Students can be packaged higher than 85% of direct cost when exceptional circumstances warrant. Over the last seven years between 2008-09 and 2015-16, the average annual increase in tuition and fees has been a moderate 3.9%.

TABLE 3.5: DAEMEN COLLEGE AVERAGE NET PRICE OF ATTENDANCE FOR FULL-TIME, FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE STUDENTS WHO WERE AWARDED GRANT OR SCHOLARSHIP AID: 2008-09 - 2012-13 WITH AFFORDABILITY RANKING OF SELECTED PEERS*

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Net Price	Rank	Net Price	Rank	Net Price	Rank	Net Price	Rank	Net Price	Rank
Average Net Price	16,402	5	15,876	3	15,609	4	16,357	3	17,300	4
By Income Range										
\$0 - \$30,000	11,502	6	9,254	4	15,260	13	9,821	1	10,515	1
\$30,001 - \$48,000	11,696	3	12,048	3	15,580	8	12,096	1	11,331	1
\$48,001 - \$75,000	15,952	4	15,167	3	16,806	5	14,398	1	15,040	2
\$75,001 - \$110,000	18,178	6	18,868	5	18,903	3	19,399	4	19,898	5
\$110,001 and more	20,485	7	20,238	6	20,952	4	21,182	4	23,163	7

*As compared to 35 peer institutions, a rank of 1 indicates having the lowest net price, and a rank of 36 indicates having the highest net price. Peer



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

data is available in [Appendix 3.3 - Average Net Price of Attendance with Affordability Ranking of Selected Peers \[7,8\]](#).

Source: Integrated Postsecondary Education Data System (IPEDS)

While Daemen's 2012 Loan Indebtedness, at \$30,034, is comparable to the 2012 National Average for Private Schools at \$29,400 (US News & World Report: <http://www.usnews.com/news/articles/2013/12/04/average-student-loan-debt-jumps-10-percent>), we also strive to take into account financial need and limit the amount of loans taken out by our students. Daemen's 3-year loan default rate of 5.5% (2012 draft 3 year cohort default rate) was significantly lower than the national rate of 11.8%. Our Financial Aid Office provides two financial literacy education programs for students each year through the LEADS program and partners with "CashCourse" on a website designed to help students manage their money effectively.

In the 2014-15 academic year nearly 25% of all institutional aid was need-based; merit aid made up 49% of institutional aid. The President's Scholarship (merit) constituted a large source of institutional aid (30%) as did the Dean's Scholarship (11.5%) and the Nursing Scholarship (13.9%).

Beginning in Fall 2015, Daemen's full-time tuition range was increased by one credit hour — from 12-17 credits to 12-18 credits — in support of efforts to reduce student cost and facilitate on-time completion of degrees. With support from Title III course re-design funding, two faculty have piloted the design of late start, two- or three-credit courses for students who need to drop a course but maintain credits - an initiative that will also facilitate students staying on track for completion.

A profile of scholarships awarded to incoming students shows evidence of the quality of Daemen student recruits. In Fall 2014, 50% of incoming first-year and transfer students were recipients of our second-highest level award, the Presidential Scholarship (Table 3.6). This data also illustrates Daemen's commitment to the success of transfer students, with merit based scholarships ranging from \$3,000 to \$12,000 provided for eligible transfer students. These scholarships are awarded on the basis of academic achievement and renewed annually based on academic performance.

Every student applicant is considered for a merit scholarship. A complete list of merit scholarships is updated annually. [Document Room 50 - Financial Aid \[8\]](#) provides greater detail, along with additional scholarships and grants offered to prospective and current Daemen students in recognition of outstanding academic performance, civic engagement, and other accomplishments. Scholarship/grant criteria and procedures for application are included. A list of sources of all student financial aid can be found on the Daemen website.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 3.6: FALL 2014 SCHOLARSHIP RECIPIENTS

	Percentage of incoming first-year & transfer recipients (N=575)	Annual Award
President's Scholarship (renewable upon maintaining 3.0 GPA; full-time status)	50.0%	First-year: \$9,500 - \$12,000 Transfer: \$7,000 - \$8,000
Dean's Scholarship (renewable upon maintaining 3.0 GPA; full-time status)	31.8%	First-year: \$8,500 - \$9,500 Transfer: \$5,500
Alumni Scholarship (renewable upon maintaining 2.0 GPA; full-time status)	18.2%	First-year: \$5,500 - \$8,000 Transfer: \$3,000 - \$4,000

A mark of the effectiveness of the College's scholarship awards is that Daemen's incoming Fall 2014 class GPA average was 90, 10 points above our admission standard. The median SAT score was 1050, the median Verbal SAT was 520, and the median Math SAT was 530 ([Appendix 3.1 - Admissions Statistics Fall 2011 - 2014](#)).

SUPPORTING A GROWING GRADUATE STUDENT POPULATION

During the self-study, questions arose relative to financial supports provided to the institution's rapidly growing and diverse graduate student population. In Fall 2014, Daemen enrolled 755 students seeking graduate or post-professional degrees. In addition to the individualized financial aid packages offered to graduate students, financial aid counselors provide advisement to graduate students who require additional funding for off-campus living and transportation expenses. In addition to financial support, the College may wish to consider surveying its graduate students to garner data on their perceptions of academic and non-academic supports. Possibilities might include establishing a Graduate Student Lounge to encourage interdisciplinary interaction and peer-support among graduate students and/or including a page on our website dedicated solely to the needs and interests of graduate students.

RETENTION AND PERSISTENCE AS AN INSTITUTIONAL PRIORITY

Increasing retention and graduation rates was identified as a priority in both the 2006 and 2012 Daemen Strategic Plans. In 2011, Daemen was awarded a \$2 million Title III Strengthening Institutions Grant. The Title III grant project was developed around the



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

integrated Beatty-Guenter Retention Strategy Model (Longden, 2006), which features five interdependent strategies for student success (Table 3.7).

TABLE 3.7: INTEGRATED DESIGN OF DAEMEN TITLE III PROJECT AND OTHER CAMPUS INITIATIVES TO IMPROVE RETENTION AND PERSISTENCE

Retention Strategies	Selected Grant Activities
1. Sorting: Grouping students based on entry characteristics and academic records.	Use of Student Information System (SIS) to identify students at risk for targeted interventions; improve access to data and information to help faculty and staff use student data to advise and register students and to inform retention interventions and other institutional decision making.
2. Supporting: Supporting students in their lives outside the classroom and college.	Early alert, new automated alert system through Symplicity Insight; Campus CARE team; faculty development on: holistic and appreciative advising; supporting students on the autism spectrum; and supporting underrepresented, low-income, and first generation students.
3. Connecting: Developing and fostering relationships between students and faculty, the College and each other.	New Academic Orientation, Extended Orientation Course, and advising initiatives; formation of umbrella Student Success Center; Daemen College Men's Leadership Academy; New Majors Fair.
4. Transforming the Student: Stimulating the student to improve attainment levels and skills.	Summer Bridge program; new Academic Orientation; January Intervention Program to help students stay on sequence in gateway math and science courses; and academic coach training program.
5. Transforming the Institution: Enhancing all aspects of the teaching and learning and working environments.	Student Success Committee; new StEP Task Force; Center for Excellence in Teaching & Learning; TEC Lab; faculty development in instruction, technology, and advising; DFW analysis of gateway courses; gateway course revision stipends (e.g., Bio Lab, Chemistry Redesign, Quantitative Analysis course for Business majors); new late start; and variable credit courses.

Longden, B. (2006). *An Institutional Response to Changing Student Expectations and their Impact on Retention Rates*. *Journal of Higher Education Policy and Management* 28(2).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Upon his arrival at Daemen, President Olson re-emphasized Strategic Plan goals to improve retention as an institutional priority, holding an inaugural Retention Summit in 2013. At the second annual Retention Summit in August 2014, he appointed the Vice President for Student Affairs and the Associate Vice President for Institutional Effectiveness as co-chairs of the StEP (Student Excellence & Persistence) retention task force, underscoring the principle that responsibility for the College retention effort is shared across Academic and Student Affairs. The charge of this group is to improve retention and persistence through data-informed discussions and planning, and to oversee the institutionalization of Title III retention activities when the grant ends in 2016 ([Document Room 36 - StEP Task Force Overview \[7,8,9\]](#)). In AY 2014-15, the StEP Task force reviewed data including Noel-Levitz Student Satisfaction Survey results, Daemen Exit Survey results, and course pass rates (i.e., DFW analysis). Further, they reviewed analyses of retention by major, student demographics, and more, using these data to make programmatic and policy based decisions such as housing changes for first-year students and grade minimums for students in the natural sciences.

COURSE AND CURRICULUM INTERVENTIONS TO SUPPORT RETENTION AND STUDENT SUCCESS

Ongoing assessment of student pass and withdrawal rates in gateway science courses resulted in the creation of “Drop Down” courses in Chemistry (CHE 102) and Biology (BIO 105). These courses are offered at mid-semester to students who are struggling in General Chemistry I (CHE 110) and General Biology I (BIO 109), respectively. The drop down option prevents students from failing or having to withdraw from a course by allowing them to transition into an alternative three credit hour course. In the drop down course, students continue to earn credit but in a course designed to strengthen their study skills and develop new approaches to learning rigorous science content.

Our January intersession Challenge Programs are then available to help students progress through the prerequisite gateway courses in math and chemistry in which they had struggled during the fall semester. Students in the Challenge Programs attend classes with approximately four hours of daily instruction on weekdays throughout the three-week intersession period, then have the opportunity to obtain credit by passing a departmentally constructed and graded challenge examination following this intensive intersession. The initial program years, offered at no cost to students, were initiated through Title III funding and are now fully institutionalized. Even if students do not pass the challenge exam, they are better prepared to succeed if and when they do repeat the original course.

In Fall 2015 Daemen began offering late start, variable credit courses for students who found that they needed to withdraw from a course but still needed to maintain a minimum number of credits for financial aid eligibility. Through Title III funding, faculty in History & Political Science and Natural Sciences have designed general interest courses suitable for students in most majors. Existing one or two credit courses offered in some majors make these new courses easier to implement as part of regular registration processes.

In Spring 2016, Daemen will offer a new one-credit course for undeclared students, based on analysis of retention data that indicate consistently lower retention rates for this population. A Majors Fair, offered in alternate years, is another intervention that aims to



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

inform undeclared students of their many options at Daemen, as well as reaching students who find that they are unlikely to be successful in their originally intended major, often in one of our competitive health programs.

FIGURE 3.1: DAEMEN COLLEGE RETENTION AND GRADUATION RATES BY ENTERING COHORT



An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.

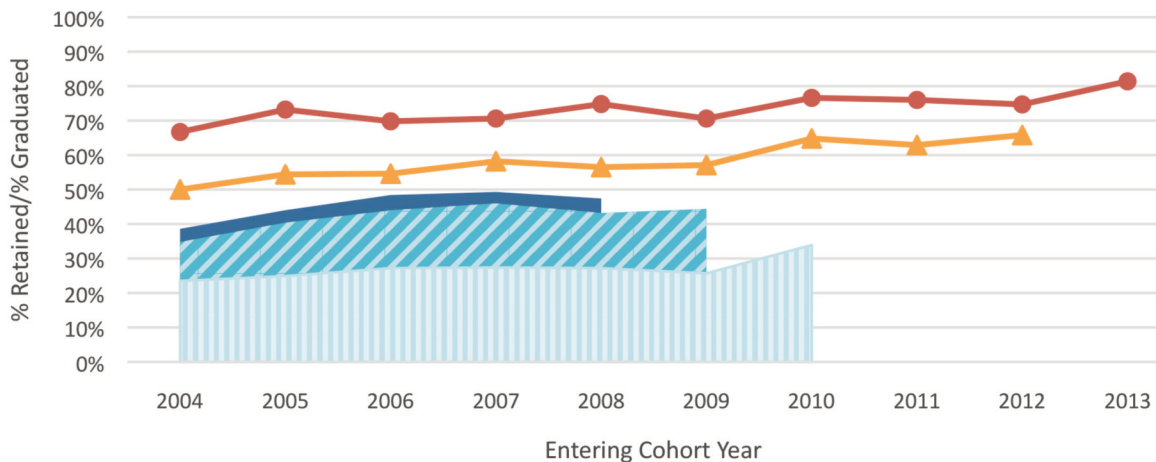
RETENTION AND GRADUATION RATES INCREASING

As a result of existing institutional efforts combined with new Title III initiatives, Daemen has seen increases in first-to-second year retention rates and overall student retention and persistence to graduation (Figure 3.1). Over the last decade, Daemen has observed a 14.7 percentage point increase in overall retention rates, with the Fall 2013 entering cohort first-to-second year retention rate at 81.4%. Six-year graduation rates have also improved, from 38.6% for the 2004 entering cohort to 47.4% for the entering cohort of 2008. We anticipate that increases in retention rates since Title III interventions were implemented in 2012 will result in correspondingly higher graduation rates going forward (Figure 3.2).



DAEMEN COLLEGE MIDDLE STATES 2016 SELF-STUDY REPORT

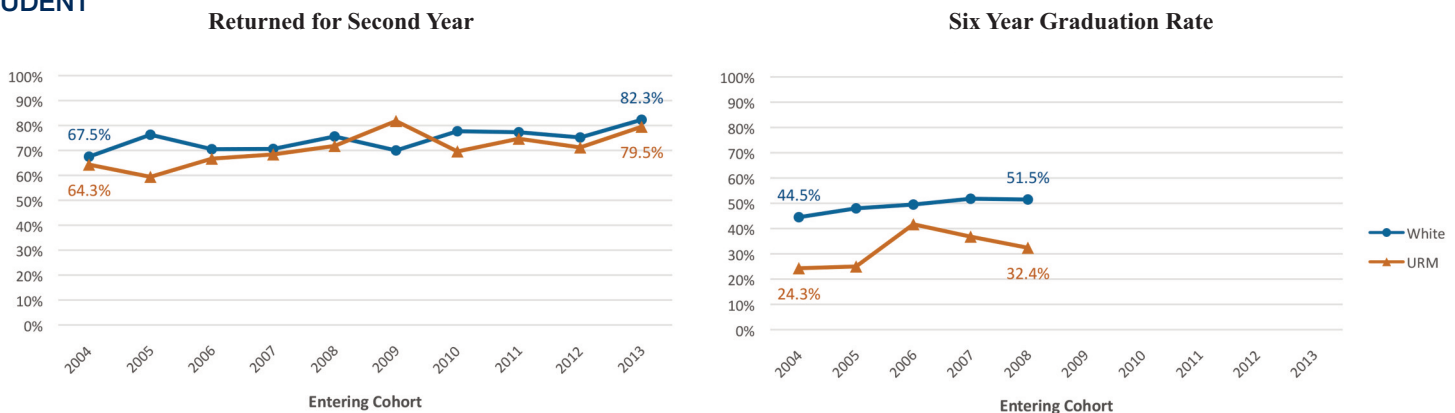
FIGURE 3.2: RETENTION AND GRADUATION RATES FOR ALL STUDENTS



An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.

Along with improving college-wide retention and graduation rates, improving outcomes for underrepresented minority students is a key goal of both the Strategic Plan and the Title III project. First-to-second year retention for underrepresented minority students has increased from 64.3% for the Fall 2004 incoming cohort to 79.5% for the 2013 cohort. The six-year graduation rate for URM students has also improved modestly, from 24.3% for the Fall 2004 cohort to 32.4% for the 2008 cohort. While the College is pleased with this progress, particularly in the retention of URM students, graduation rates for URM students are markedly lower than rates for white students at Daemen (Figure 3.3). Closing the gap in completion for URM students remains an institutional priority.

FIGURE 3.3: RETENTION AND GRADUATION RATES FOR WHITE AND UNDERREPRESENTED MINORITY (URM) STUDENT



An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.



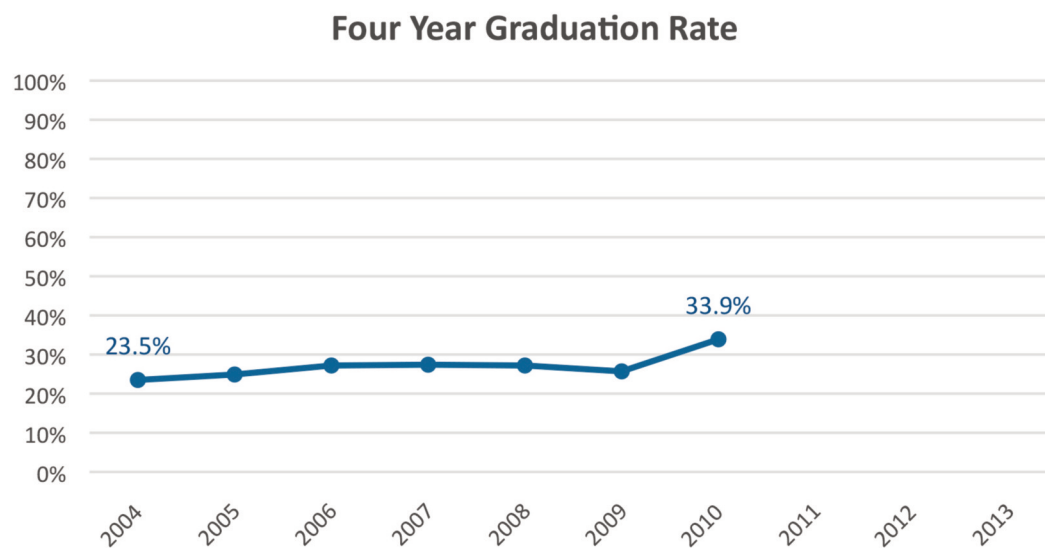
DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Another concern that has emerged from recent analysis of persistence data is that Daemen's four year graduation rate (although not our six year graduation rate) is negatively skewed by the fact that students enrolled in five year programs (BS/MS Professional Accountancy, BS Business Administration/MS Global Business, and BS/MS Physician Assistant) do not earn a baccalaureate degree until Year 5. The College is considering a restructuring of the Physician Assistant curriculum to de-couple joint degree conferral and allow for conferral of a BS in Year 4 (as is currently the case in the 6-year entry-level Doctor of Physical Therapy). This initiative could also offer a BS completion option to students who do not plan to continue on to complete the MS Physician Assistant degree, and may subsequently result in a more accurate representation of our four-year graduation rate.

Notwithstanding the distortion in the four-year graduation rate due to five-year degree programs, Daemen has observed a significant increase in four year graduation rates (Figure 3.4). The four-year graduation rate for the Fall 2009 incoming cohort was 25.7%, increasing to 33.9% for the incoming 2010 cohort.

FIGURE 3.4: DAEMEN COLLEGE FOUR YEAR GRADUATION RATE BY ENTERING COHORT



An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 3.8: RACIAL/ETHNIC DIVERSITY OF DAEMEN COLLEGE UNDERGRADUATE DEGREE-SEEKING STUDENTS 2008-2012*

	2008	2009	2010	2011	2012
Diverse Students	15.6%	16.1%	16.8%	16.9%	19.0%

* Diverse students includes American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and multi-racial. Additional data is available in [Document Room 51 - Student Demographics \[8\]](#).

Source: Integrated Postsecondary Education Data System (IPEDS)

TABLE 3.9: RACIAL/ETHNIC DIVERSITY OF DAEMEN COLLEGE EMPLOYEES 2003 -2011*

	2003	2005	2007	2009	2011
Diverse Employees	11.3%	9.9%	10.0%	8.3%	7.6%

* Diverse employees includes American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and multi-racial. Additional data is available in [Document Room 10 - Faculty and Staff Demographics \[6,10\]](#).

Source: Integrated Postsecondary Education Data System (IPEDS)

DIVERSITY OF THE CAMPUS COMMUNITY

As articulated in Strategic Plan Goal 2, Daemen is committed to “continuing to grow its population of students and faculty from international and other diverse backgrounds” ([Appendix 1.2 - Daemen College Strategic Plan 2012 \[1-14\]](#), p. 1). While diversity of the student body increased between 2008 and 2012 (Table 3.8), the overall diversity of faculty and staff decreased from 2003 to 2011 (Table 3.9). The number of international students on campus also declined between 2010 and 2014 (Table 3.10).

TABLE 3.10: TOTAL ENROLLMENT OF MATRICULATED INTERNATIONAL STUDENTS, AS INDICATED IN THE OPEN DOORS REPORT

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
102	95	79	55	37

Excludes permanent resident aliens and dual citizens



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

This decline was largely due to decline in Canadian teacher education students, a substantial population for Daemen and other border institutions in years past until the New York State Education Department required students to provide an assessment of their teaching using video recorded classroom interaction. The Province of Ontario does not allow video recording in the classroom, so Daemen could no longer allow Canadian students to complete their clinical teaching requirements in Ontario. Enrollments were correspondingly impacted and programs targeting Canadian students were discontinued ([Document Room 52 - 2012 TEAC Inquiry Brief \[8,13\]](#)).

Nonetheless, the College has been proactive in identifying opportunities to recapture its international student population and has committed resources to enhancing international student recruitment. As mentioned above, recent changes in the Office of Enrollment Management have included the hire of a Director of International Recruitment and Partnerships. In anticipation of increased enrollment of international students in the coming years, the Strategic Plan calls for the design and implementation of support services, particularly ESL. Enrollment trends, targets for the coming year and support services in place or in development can be found on the Strategic Plan Tracking Dashboard ([Document Room 21 - Strategic Plan Tracking Dashboard \[1,2,7,8\]](#)). Further examination of ESL support issues is found under Standard 9 below in discussion of the needs of English Language Learners.

STANDARD 9: STUDENT SUPPORT SERVICES

OVERVIEW

The College builds, sustains, and modifies support services in response to evolving student needs, interests and demographics. Student support services are overseen primarily by Academic Affairs and Student Affairs, with support from other divisions of the College. As articulated in our Strategic Plan Goal of facilitating student persistence to professional excellence, we recognize a particular need to support our underrepresented minority (URM) and the educationally and/or financially disadvantaged students we are committed to serving. As articulated in our Student Affairs division's current Mission Statement: "The division of Student Affairs serves students and the greater campus community through programs and services that support scholarship, leadership development, and a work/life balance in a safe, secure, and caring environment. We strive to empower students to be responsible and respectful citizens with an understanding of and appreciation for diversity." ([Document Room 53 - Student Affairs Mission, Values, and Vision \[9\]](#)).

STUDENT SUCCESS CENTER

Our Student Success Center brings Academic Advisement and The Learning Center, including Disability Services staff and a Writing Specialist, into a single, conveniently located suite on the ground floor of the Research and Information Commons ("the



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

RIC”). This one-stop area maintains close working relationships with other student service offices such as Registration, Financial Aid, and Career Services, enabling students to make effective connections across Daemen’s comprehensive system of resources.

The Academic Advisement Office supports first-year student transition by coordinating the Peer Mentor Program associated with IND 101, our first year seminar course. A rigorous application process is used to recruit qualified current students to serve as peer mentors in each of the IND 101 sections. Peer mentors work collaboratively with the IND 101 instructor to ensure that first semester students are making a successful transition from high school to college. Peer mentors assist first-year students with social adjustment issues, understanding the Core Curriculum, and navigating WebAdvisor, the College's online course registration system.

The mainstay of academic support is the Learning Center, which provides individual and group coaching to students in most subjects and classes. The Learning Center employs professionally trained writing coaches and ESL professionals and works closely with the Campus CARE Team and the Committee on Academic Standards. Both peer and professional coaching is offered at no cost. Every fall, the Writing Specialist presents a workshop on time management to students in developmental English courses and requires those students to develop individual time management strategies. Another popular workshop, offered by a psychology professor, addresses college preparation, study skills, and how to be successful in college. Assessment results highlighting the impact of the Learning Center include: (i) 81% of failing students assigned to the Writing Specialist earned passing grades in their respective courses; (ii) among students who participated in two or more hours of academic coaching in Fall 14, 71% earned a C or better and 47% earned a B or better in courses for which they were coached; and (iii) more students who attended Peer Led Team Learning for chemistry, coordinated through the Learning Center, achieved grades of C or higher than those who did not participate ([Document Room 54 - 2014-15 Learning Center Annual Assessment Report \[8,9,14\]](#)).

The Learning Center also houses Disability Services, which provides testing accommodations, note taking services, assistive technology, texts in alternative formats, and other necessary accommodations, all identified on a case-by-case basis through interactive dialogue with the student requesting accommodations.

The staff of the Student Success Center play a significant role in assisting students in academic difficulty, including students who have been reviewed by the Committee on Academic Standards and placed on academic probation (and often assigned a special advisor). Student Success Center staff proactively reach out to students receiving a critical number of mid-term deficiency grades (C- or below) to offer advisement and academic coaching.

Another key student service area is the Office of Career Services. The fact that this office is housed in Academic Affairs, rather than Student Affairs, demonstrates the College’s long-standing philosophy that a student’s academic program is part and parcel of career preparation. Academic advisors and Learning Center staff frequently refer students to Career Services to complete interest assessments and for assistance with choosing or changing majors, minors, or anticipated career paths. Career Services offers a variety



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

of resources to assist students and alumni in all phases of their career decision making and job search, from walk-in appointments with professional staff or career peer mentors to classroom and residence hall programs. The introduction of Career Services “Drop In Hours” in 2014-15 resulted in an increase of 112 additional students (a 33% increase over the prior year) meeting with Career Services staff ([Document Room 55 - 2014-15 Career Services Annual Assessment Report \[8,9\]](#)).

CAMPUS CARE TEAM

The Campus CARE team, including administrative staff from both the academic and student affairs divisions, reaches out to students in a timely manner to offer advisement, counseling, and academic coaching. An “Early Alert” system to identify and assist students in difficulty had been in place at Daemen since 2003. The CARE Team is a new iteration of this effort and was initiated in 2013 by the Associate Vice President for Academic Affairs. Initially serving as a crisis intervention/threat assessment team, the CARE team was retooled in 2014 by the incoming VP for Student Affairs, in collaboration with the Director of Academic Advisement, as a holistic intervention strategy, incorporating both the original “CARE” concept and the longstanding “Early Alert” model.

Campus CARE meets weekly and aims to address student concerns by assisting faculty and staff in helping students navigate challenges such as absences, academic deficiencies, and behavioral issues. Early intervention and timely follow-up have proven essential to the success of this process. Faculty and staff having a concern about a student are encouraged to complete an online Care Report to enable timely intervention (www.daemen.edu/concern). Purchase of the Symplicity Insight tool has enabled swift reporting and response to concerns. Implemented with a soft rollout in Fall 2014, the CARE report system is now fully operational with faculty and staff having availed themselves of training opportunities on the system.

ORIENTATION AND LEADERSHIP DEVELOPMENT

The Office of Orientation and Leadership Development manages New Student Orientation, held in July, and Welcome Back Weekend, which provides additional informational sessions and social activities for our entering students. The LEADS student leadership program builds on orientation programming and is open to students throughout their years at Daemen. This popular and well attended workshop series offers programs on leadership development, academic success, time management, test taking skills, and avoiding procrastination. Student Affairs has established goals for enhanced professional development opportunities for students through the LEADS program. In 2014-2015, approximately 1200 participants attended in total.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TRANSITION & SUPPORT FOR ACADEMICALLY UNDERPREPARED STUDENTS

Daemen remains committed to providing students who may be at risk academically with programming and supportive staff through the New York State-funded Arthur O. Eve Higher Education Opportunity Program (HEOP) and Daemen's complementary Vision for Success and Accelerated Academic Achievement (AAA) programs. Each of these programs affords conditionally admitted students a structure of support from the beginning of their academic careers and may include both academic and financial assistance. The latter two programs were established for academically at-risk students who do not meet HEOP income or New York State residency guidelines.

HEOP offers an intensive and mandatory 4 ½ week summer program for entering students, including academic support classes (developmental math, reading, writing, and study skills), and social and life skills sessions. During the academic year, HEOP staff closely monitor student progress through weekly advisement sessions and mandatory study hall. Students also participate in a College Awareness and Preparation class.

Similarly, Vision and AAA students attend weekly advisement meetings, have mandatory weekly study hours, and are encouraged to take advantage of Daemen-wide support structures ([Document Room 56 - Vision for Success Brochure \[8,9\]](#); [Document Room 57 - Vision for Success Individual Graduation Plan \[8,9\]](#)). AAA students enter into an academic contract whereby the College provides academic, social, and transitional support, and students agree to mandated coaching and attendance at advisement sessions, study sessions, and workshops.



A \$238,000 grant from The Peter and Elizabeth C. Tower Foundation has enabled a life skills and peer mentoring transition program for students on the autism spectrum. Targeted to students in the Visual & Performing Arts, the program welcomed its first participants in Fall 2015.

Through Title III funding, Daemen launched a two week Summer Bridge program in July 2013 to provide academic enrichment, college acculturation, and social support to incoming first-year students enrolled in science-based majors whose academic credentials predict a degree of risk ([Document Room 58 - Title III SMART Summer Materials \[8,9\]](#)). The College identifies and invites up to 20 students, with a focus on underrepresented minority (URM) and first generation students, to participate at no cost to the student.

VETERAN STUDENTS

Daemen's Center for Veterans and Veteran Family Services provides military veterans and their families with resources, supports, and advocacy. Since 2009, Daemen has been formally designated a Military Friendly College by Victory Media. A Veterans Advisory Board and a compliance coordinator are trained and prepared to assist with issues that veteran students may encounter, including but



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

not limited to tuition benefits, academic difficulties, or personal issues. The Veterans Center Coordinator will assist directly and/or make referrals to Counseling Services, the Learning Center, or other student service areas as needed. As part of the Yellow Ribbon College Program, Daemen offers eligible students lower tuition rates under the Post-9/11 Bill.

INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE LEARNERS

The Global Programs Office (GPO) functions as a one-stop information resource and support center to assist international students in adjusting to life in the United States. GPO staff provide advocacy, cultural and social programming, and immigration advisement to international students, collaborating with departments across campus to ensure that student needs are addressed, especially for those struggling academically.

English Language Learners (ELLs) in need of writing assistance have access to ESL-trained, professional coaches via the Learning Center. There have been ongoing challenges, however, in delivering adequate supports to ELLs. During academic year 2010-11, the Director of Global Programs launched an ESL bridge program which provided support (full ESL for 18 hours a week) to advanced and upper level ELLs. In order to create a more robust program and expand international recruitment, the College subsequently hired a full-time director to design and develop an Intensive English Language Program (IELP); however, the program was suspended in 2014 due to low enrollment. A further retreat from full ESL implementation occurred when the ESL 215 Scholarly Research and Writing course was discontinued. At present, there are no ESL semester course offerings at the undergraduate or graduate level.

Following suspension of the IELP in 2014, a consultant was hired to develop recommendations and a curriculum for implementation, as needed, when the requisite numbers of international students are on campus. Development of an ESL curriculum has now been completed by an outside consultant (Nicole M. Houser, Ph.D., ESOL Specialist/Instructor, Saint Peter's University) and is ready for implementation relative to market demand ([Document Room 59 - ESL Curriculum \[8,9\]](#)). Additionally, the College has begun exploring possible partnerships with free-standing ESL agencies which specialize in recruitment of international students and the delivery of ESL services in a co-location model, whereby the agency would locate to a space on the Daemen campus and provide necessary services on site. When ready, students would then transition into the regular Daemen College curriculum.

The College remains committed to the development of a robust ESL program when recruiting efforts start to bear fruit. The College recognizes the need to have adequate ESL resources in place for international students whose IELTS or TOEFL scores indicate that they need such programming.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT



In July 2015, Daemen College was advanced to active membership status in the NCAA Division II, becoming the only Division II institution in the Buffalo-Niagara region. The dawn of a new era in Daemen athletics, our NCAA membership will significantly enhance opportunities for our student-athletes to compete and to excel, both on and off the field.

ATHLETICS

Daemen is celebrating its attainment of the Strategic Plan goal of transitioning from the National Association of Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association (NCAA) Division II. The College applied to the NCAA in the spring of 2012, was invited as a member that July, and full membership was awarded in July 2015. Daemen is now the only NCAA Division II institution in the Buffalo Niagara region. The culmination of three years of hard work, facilities improvements, organizational adaptations, and staffing enhancements, both administrative and coaching, our membership in the NCAA has taken Daemen Athletics to a new level and is expected to contribute to raising the profile of the College, enhancing student recruitment, and most importantly, providing our student-athletes with a high quality competitive experience integrated with academic success.

Student-athletes are monitored closely and provided with a success plan that may mandate advisement, a supervised study table, college success course, or academic coaching at the Learning Center. Two full-time staff members play an essential role in academic support: the Associate Athletic Director for Student Athletic Development and the Director of Compliance. Included in all 20 part-time coaching job descriptions are responsibilities associated with the oversight and support of the academic success of student-athletes. Staff job performance is now determined not just by team performance but by how well students' academic endeavors are supported and also by graduation rates.

The Associate Athletic Director works closely with the College's Senior Academic Advisor and the Director of the Learning Center on Academic Recovery Plans for student-athletes with mid-term deficiency grades. Title III funding has supported the development of a one-credit course, The NCAA Student Athlete Experience, which provides academic support, time management, and study skills enrichment. A mandatory study table has been organized for all transfer and incoming students with GPAs lower than 2.7. The study table also supports students receiving mid-term deficiencies. The Athletic Director and coaches have instituted NCAA's "never miss class for a practice" rule. Student-athletes are also prohibited from leaving the campus more than 30 hours prior to an out-of-town competition and must attend all classes more than two hours prior to on-campus competition. The College has committed to purchasing 3G/4G WiFi cards and/or mobile hotspots to provide greater access for student-athletes to focus on studies while traveling for competition.

NCAA rules require incoming SAT scores of 1020 or above and successful completion of 16 core courses in high school (4 math, 4 science, 4 English, 4 college-prep) to be eligible to compete and receive financial aid. Daemen student-athletes exhibit balance in both

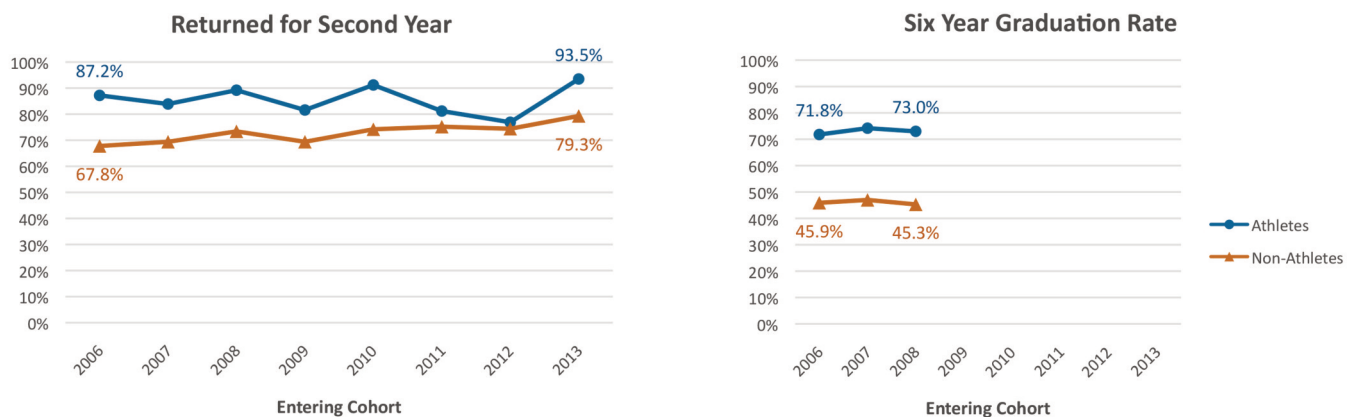


DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

their academic and athletic efforts; in Fall 2013 the combined GPA for all teams was 3.20, with 64% of student-athletes earning above a 3.00 ([Document Room 60 - Daemen College NCAA Division II Annual Report 2014 \[3,8,9\]](#)). Figure 3.5 highlights the higher retention and graduation rates of our student-athletes relative to non-athletes.

FIGURE 3.5: DAEMEN COLLEGE RETENTION AND GRADUATION RATES FOR ATHLETES AND NON-ATHLETES



An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.

STUDENT SAFETY AND WELLNESS

Among recent developments is the 2014 move of Campus Security from the division of Business Affairs to Student Affairs and its rebranding as Campus Safety. This change represents a tangible shift in philosophy and has yielded noticeable results, including increased staff professionalism and visibility. To ensure compliance with federal mandates for campus safety (e.g., the Clery Act), the College invested in Advocate by Symplicity software to afford Campus Safety personnel greater ease in tracking and monitoring all incidents reported on campus, as well as our Clery geography. New security cameras have been installed throughout the campus affording greater viewing capabilities.

Additionally, the VPSA was appointed to chair a new Emergency Response Team formed in Fall 2014 and has reorganized emergency response efforts around the National Incident Management System's Incident Command System (ICS). Critical to a concerted response effort with emergency responders, this initiative also ensures the College's compliance with Presidential Directive #5 as issued under President Bush in 2003.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Ongoing efforts by the VPSA and the Associate VP for Academic Affairs in her capacity as Title IX Coordinator resulted in formation of a Sexual Assault Prevention and Education Task Force in Fall 2014. This Task Force has implemented mandatory education on sexual assault prevention and alcohol and drug use for incoming students as part of New Student Orientation. Other programming, informed by a Spring 2015 campus climate survey of students concerning sexual assault prevention and awareness, includes theatrical presentations targeted to all first-year Learning Communities and bystander intervention training ([Document Room 61 - Assessment of Wellness Initiatives \[8,9\]](#)).



Speakers on Daemen's lecture series have included Coretta Scott King, Julian Bond, Sherman Alexie, Erin Brockovich, New York's Lt. Governor Kathy Hochul, former U.S. Representative Eric Cantor, and Ice-T.

DIVERSITY AND MULTICULTURAL AFFAIRS

As noted in Chapter 1, a national search is underway for a Director of Diversity and Multicultural Affairs (DMA). This new office will be housed in the division of Student Affairs and operate in partnership with Academic Affairs. This data-informed initiative has been funded through a reprioritization of existing College funds, with substantial support from the Student Association. The director will coordinate outreach and retention efforts with underrepresented minority students and their families, provide leadership for key campus wide initiatives, and serve as an advocate for all populations.

Thirty-one (31) special interest student organizations are currently active on campus, twelve (12) of them serving predominantly minority populations. Racial/ethnic identity groups include the Black Student Union, the Chinese Culture Club, the African Student Association, Hispanos y Latinos Unidos, Club Caribana, Voices of Zion, Brother-to-Brother, and Sister-to-Sister. Sister to Sister was formed in 2010 to foster a sisterhood of interdependence and independence among female students. In 2013, the Daemen College Men's Leadership Academy was established, with funding from Title III, in response to the low persistence and graduation rate among young men of color. Student clubs are funded by the College's student activity fees, with funds allocated by the student-run Student Association.

TECHNOLOGY SUPPORT FOR STUDENTS

Whether in the classroom, researching or writing an assignment in the RIC, or using their personal laptop in a residence hall, Daemen students are supported in the use of technology. In addition to the IT infrastructure and support provided by the Office of Information Technology, our student-staffed S.M.A.R.T. (Student Mentored Assistants for Resources in Technology) Squad provides students with solutions for their technology needs and problems. The S.M.A.R.T. Squad student staff are trained and mentored by IT,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

and are accessible by telephone or email. They help diagnose and remedy problems, with a quick turnaround, for personally owned student computers, including recovery of lost or damaged data, installation and repair, and installation of anti-virus software.

IT annually surveys students and faculty to ensure that the College is adequately serving their technology needs; this assessment includes satisfaction with the wireless network, Internet connection speed, access to email, the College's learning management system (Blackboard), and library resources. Findings have indicated the wireless network is an area in need of improvement. This is not surprising given other IT assessment results that found increased usage of mobile devices by both students and faculty. The 2013 Daemen IT survey revealed that 57.8% of faculty owned a smartphone, up from only 38.5% in 2010. Similarly, in 2013 82% of faculty reported owning iPads or iPods, up from only 37% in 2010. The 2013 survey found that 99% of students owned smartphones and 96.6% owned laptops. Moreover, 89% of students reported that they never “plug in”, accessing the Internet only via wireless connectivity. The use of multiple mobile devices by individual students and faculty on campus taxes wireless access points and strains connection speeds campus-wide ([Document Room 62 - 2013-14 Academic Computing Services Annual Assessment Report \[2,3,7,8,9\]](#)).

These assessment results have guided IT planning for enhancements to the campus technology infrastructure. In response to challenges with wireless access, IT added thirty-three new wireless access points in the residence halls and hired Vanda Aruba wireless consultants for an onsite evaluation, subsequently implementing recommendations to improve wireless coverage. In light of planned expansion of online course and program offerings, particularly the Ed.D. program in development, the College should also consider expanding the availability of IT help-desk service - currently coincident with opening hours of the RIC - up to and including 24-hour availability to accommodate the needs and probable expectations of working adults and other students attracted to online instructional delivery. IT plans are pending for a new portal system, enabling centralized student access to online information and resources.

Standard 13: Related Educational Activities

OVERVIEW

Daemen College has embraced the value of engaging in external affiliations and partnerships to advance academic initiatives, student internship opportunities, and service to the local and global communities. As stated in the 2012 Strategic Plan, “Daemen College will continue its practice of developing new programs that are consonant with institutional mission and that build on institutional strengths. . . . The College will cultivate and strengthen relationships with the for-profit as well as non-profit sector and be alert to mission-compatible opportunities for collaboration” ([Appendix 1.2 - Daemen College Strategic Plan 2012 \[1-14\]](#), p. 4). Daemen has employed this philosophy in establishing two off-site locations in Brooklyn, New York serving the Orthodox Jewish community. This perspective has also been the foundation for offering certificate programs grounded in market and workforce analysis, and in develop-



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

ing experiential opportunities--locally and abroad--which enhance and strengthen college-level learning. Although a variety of Daemen courses are offered in web-based or web-enhanced formats, the College presently offers no fully online academic programs.

ADDITIONAL LOCATIONS IN BROOKLYN

Daemen offers two graduate Alternative Certification Master's programs in Education and an undergraduate Certificate in Accounting in Brooklyn. The Education Department on the main campus oversees the two graduate programs in Education (Alternative Certification MS Childhood/Special Education and MS Early Childhood/Special Education) and the Business Administration and Accounting Department on the main campus oversees the Accounting Certificate program.

Education programs have been offered since 2003 in partnership with Testing and Training International (TTI) to serve Brooklyn's Orthodox Jewish community. TTI manages student recruitment, with Daemen delivering and maintaining complete control over instruction. Student supports parallel those of the Amherst campus, and senior College leadership regularly attend Brooklyn graduation ceremonies. Our graduate education curriculum has been adapted to be delivered in a module format--all students in a cohort are paced through the courses together--and to accommodate Orthodox religious holidays with regard to instructional, registration, and graduation periods. Our IT staff on the main campus have collaborated with our Education Department to introduce specialized technologies to ensure that IT services for Brooklyn conform to the needs and standards of Halacha (Jewish law).

All program options have been accredited by TEAC (Teacher Education Accreditation Council) from 2013-2020. TEAC subsequently merged with CAEP (Council for the Accreditation of Educator Preparation) and the Education Department is now responsible for meeting CAEP quality standards on an ongoing basis. As part of this accreditation process, an on-site review of Daemen's Brooklyn-located program options was conducted; no areas of weakness were noted in relation to these off-site programs. All program assessments implemented on the main campus are also implemented at Daemen's Brooklyn location and have been evaluated by TEAC for their reliability and validity ([Document Room 63 - CAEP Annual Reports \[7,11,13\]](#); [Document Room 52 - 2012 TEAC Inquiry Brief \[8,13\]](#)).

The Education Department maintains a data feedback loop by holding an annual joint faculty meeting of its Brooklyn and Amherst faculty members; a standing agenda item is how to address quality concerns raised by data. The department annually engages in institutional assessment of all program options offered within the teacher preparation program and reports outcomes evidenced through these assessments in the department's annual assessment report ([Document Room 33 - Assessment Report Archive \[5,7,14\]](#)). All faculty members teaching in the Brooklyn program are evaluated annually by the Program Director, a full-time Education Department faculty member based in Amherst, as well as by the teacher candidates themselves in their end-of-semester student course evaluations.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Historically, the Brooklyn Alternative Certification programs have been the largest of our Education Department's offerings, with total enrollment ranging from 133-168 students per year since 2011 (Table 3.11). TTI predicts that enrollment will remain steady with 80-100 students each fall between the two program options and 50-70 students each spring for the next five years.

TABLE 3.11: EDUCATION DEPARTMENT ALTERNATIVE CERTIFICATION PROGRAMS NEW STUDENT

	2011/2012	2012/2013	2013/2014
Early Childhood Special Education	98	78	100
Childhood Special Education	62	55	68
Total	160	133	168

While our Accounting Certificate program has been available for many years, it has never attracted many students on Daemen's main campus. But partnership with COPE Institute in Brooklyn has yielded a substantial increase in high school educated adults looking for vocational training leading to career advancements or transfer into baccalaureate degree programs. Recruitment for this program, which draws heavily from the Orthodox Jewish community, is managed through COPE.

The Accounting Certificate is not currently accredited by the IACBE (International Assembly for Collegiate Business Education), as this accrediting body does not yet provide accreditation for certificate programs. Change is anticipated, however, as IACBE is now aligned with an international accrediting body that has refocused its attention on seeking evidence of the quality of the programs and services offered to students enrolled in certificate programs. The Program Director in the Business Administration and Accounting Department on the main campus observes course offerings on a regular basis to ensure quality of instruction, as well as to ensure the quality of faculty credentials, syllabi content, and textbook selection. The Department Assessment Report for 2013-2014 includes enrollment trends for the Accounting Certificate Program contextualized within Amherst campus offerings ([Document Room 64 - 2013-14 Accounting and Information Systems Annual Assessment Report \[7,11,13\]](#)). In the future, the Assessment Report will also include tracking of program assessment measures, inclusive of the Brooklyn Accounting Certificate Program, as Certificate Programs will be monitored by IACBE.

Enrollment in the Accounting Certificate Program offered in Brooklyn has dramatically outpaced Amherst campus enrollment in the same certificate program, ranging from a low of 35 students in 2012 to a high of 76 students in 2011 (Table 3.12). Fall 2014 enrollment in Brooklyn was 46 students. It is predicted that enrollment will remain constant in the Brooklyn Accounting Certificate program given continued interest within the Orthodox Jewish community.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 3.12: ACCOUNTING CERTIFICATE PROGRAM FALL ENROLLMENT IN BROOKLYN AND AMHERST

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Brooklyn	59	76	35	55	46
Onsite (Amherst)	1	2	2	4	6

Enrollment is total headcount

THE INTERNATIONAL CENTER FOR EXCELLENCE IN ANIMATION (ICEA)

Daemen leases space for its International Center for Excellence in Animation (ICEA) in the Tri-Main Center, a former factory in the City of Buffalo housing a variety of enterprises from individual offices to art studios to a Buffalo public school. Both our BFA Animation and 15-credit hour Visual Effects (VFX) Training Certificate are at home in the ICEA.

A \$4.5 million “Buffalo Billion” initiative grant was awarded in 2013 by New York State Governor Andrew Cuomo to Daemen College together with Empire Visual Effects, a post-production and animation company. Our share of this funding - \$1.9 million - has now supported significant upgrades to the 16,000 square foot ICEA, including a new 85-seat theater and screening room; high definition and 3D production capabilities; a color editing suite; a 20-student visual effects training studio, and a green screen stage for film and video production products.

As part of this initiative, the 15-credit hour Visual Effects Training (VFX) Certificate was established to provide students with the training needed for career and employment opportunities including work in animated commercials and films. Enrollment in the certificate has as yet been modest, ranging from three to eight students per cohort since inception, with three cohorts per year. The enrollment goal for 2015 was set at 45 students annually. However, in September 2015, the new cohort was postponed due to low enrollment. The administration decided that this was a time to evaluate the reasons for low enrollment and to make recommendations for adjustments. The accelerated delivery of the program may have been a disincentive in that it required courses to be taught during the day. Future cohorts will run over the course of a full year and will correspond to the traditional semester format. Further, courses will be offered in the evenings in the hope that they may be more attractive to students who work full-time. Recruitment efforts are ongoing and include media exposure events, as well as plans to bolster enrollment through partnerships with regional community colleges, including pending articulations, close to finalization, with Erie and Genesee Community Colleges. A new cohort is expected to begin in 2016.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

CERTIFICATE PROGRAMS SERVING BOTH FULL- AND PART-TIME STUDENTS

Over the years, Daemen College has offered a number of postsecondary certificates targeted to adult, non-degree, part-time populations. These certificate programs often mirrored degree programs and certified that a person had earned academic credit for studying a specific topic. Certificate programs are developed following market and workforce analysis, approved through the Educational Policy Committee, and assessed in the same manner as degree programs; each also articulates student learning goals and outcomes. Each of the accelerated undergraduate certificate programs (Accounting, Paralegal Studies, and Visual Effects Training) provides sequenced courses in a specialized topic. We have observed that certificate programs do less to increase enrollment than to offer opportunities for current students to enhance their credentials and employment prospects by completing a certificate along with their degree ([Appendix 3.4 - Certificates Earned Between 2008 and 2014 by Enrollment to Earn Certificate Alone or Added as Part of a Degree Program \[13\]](#)).

Our 28 credit hour Certificate in Paralegal Studies is modeled on our B.S. in Paralegal Studies and is a post-baccalaureate certificate intended for working adults. Annual enrollment has been a modest five to six students since inception in 2009 and this low enrollment has prompted a reduction in tuition as a means to enhance recruitment. The self-study process yielded a suggestion that the College explore a more practice-oriented, intensive, and less costly seven-week program, similar to that offered at two peer institutions in Western New York.

The Paralegal Studies Program (baccalaureate and certificate) is directed by a licensed, practicing attorney who also teaches in the program along with other practicing local attorneys, a City Court judge, and several litigators from the New York State Attorney General's office. All program faculty sit on the 20-member Advisory Committee established during the program's launch in compliance with American Bar Association regulations and to ensure that the program continues to meet the demands of the market place. The Advisory Committee is exploring market feasibility for a Paralegal Certificate in Brooklyn, noting that paralegal is one of the fastest growing careers nationally, with the U.S. Bureau of Labor Statistics projecting paralegal and legal assistant jobs to grow 17 percent from 2012-2022 (www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6).

Daemen offers four advanced certificates at the graduate level: Nursing Executive Leadership (post-baccalaureate); Nursing Education (post-master's); Adult-Gerontology Primary Care Nurse Practitioner (post-master's); and Partners in Health for People with Disabilities (post-baccalaureate). The 12-credit hour Advanced Certificate in Nursing Education is offered as a post-master's certification and is available to nurses who minimally possess a Master of Science in Nursing degree. The certification meets the workforce needs of nurses who are employed in nursing education positions but lack nursing education academic preparation. Nursing Executive Leadership is a 24 credit hour Advanced Certificate conceived through a creative collaboration between our Nursing and Executive Leadership & Change departments. The certification is offered as an abridged version of the Master of Science in Nursing Executive Leadership and enrolls cohorts of nurses from Western New York's Kaleida Health system who possess a minimum of a Bachelor of Science in Nursing degree and are desirous of enhancing their knowledge and managerial skills in nursing leadership.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Should these students wish to continue, they can move seamlessly from the certificate program into our MS in Nursing Executive Leadership.

ACCELERATED DEGREE PROGRAMS

Daemen offers two accelerated degree programs, both in Nursing: 1) a Nursing RN to MS Accelerated Degree Program and 2) an RN to MS Accelerated Program for nurses seeking the adult-gerontology MS degree. The first of these programs evaluates experience derived from work and assigns credit based upon review and evaluation by Nursing Department faculty.

The Nursing RN to MS Accelerated Degree program affords registered nurses with a non-nursing baccalaureate degree the ability to attain advanced standing in the nursing graduate program by documenting their achievement of identified baccalaureate nursing competencies through a process of academic transcript and resume review, and a personal interview with the nursing faculty. Nursing department faculty review records to evaluate the applicant's mastery of five baccalaureate competencies which have been deemed foundational for nursing graduate study. Similarly, the RN to MS Accelerated Program in Nursing is designed for associate degree and diploma prepared nurses interested in pursuing the adult-gerontology primary care nurse practitioner MS degree. A GPA of 3.25 or higher is required. As with the RN to MS Accelerated Degree Program, faculty members from the Nursing Department evaluate applicants' records to determine course of study ([Document Room 65 - Nursing Accelerated Programs \[7,11,13\]](#)).

EXPERIENTIAL LEARNING

Daemen College awards credit for experiential learning in the areas of service learning, study abroad, internships, and in one of its accelerated degree programs as described above. There is considerable variation in the approach to evaluating student learning within each of these areas, as discussed below.

STUDY ABROAD

Daemen students earn credit for experiential learning through several forms of international coursework: traditional study-abroad courses taken through established programs offered by other colleges and universities; study-abroad courses in several countries taught by Daemen faculty who accompany and teach on site, with length of stay ranging from one week to one month; and international service learning that is either a component of a course taught abroad or a component of a course taught on the Daemen campus. Students may also arrange to complete independent study coursework with a Daemen faculty member during international travel.

The Global Programs Office is the point of contact for students interested in study abroad opportunities. Between Fall 2010 and Spring 2014, the number of students studying abroad has slowly but steadily increased, ranging from 63 to 90 annually (305 total



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

students), with over 25 countries represented ([Document Room 66 - Open Doors Report \[1,8,9,13\]](#)). Of the 305 students who took part in study abroad opportunities, 72% took part in internships, volunteer, or work/research abroad. Between Fall 2014 and Summer 2015, 96 Daemen students - an all-time high - studied abroad in 12 countries in placements that included short-term, January term, summer, and semester-long offerings. The range of placements included six providers, eight university partnerships, and six faculty-led programs.

For students who take courses through study-abroad programs operated by other colleges or universities, the institution of record is responsible for the academic integrity of the program offered. Courses taken during the exchange are accepted as transfer credit by Daemen. For independent studies with Daemen faculty, the faculty member determines the academic components and assignments required for students to earn credit. Such work is then assessed by the supervising faculty member.

Daemen study-abroad courses vary both in time spent abroad and in what is required from students. Several courses require students to complete part of the class, or a partnering class (often taught the semester prior to travel) before traveling abroad, and faculty typically require students to write journals or complete other assignments that are then evaluated by the supervising faculty. Some, but not all, of these courses require pre-travel components, but most do not scaffold contextual or cross-cultural communication elements into the curriculum prior to travel. Some students are required to make presentations at Academic Festival and/or in the community in which they discuss their experiences and explain what they learned.

INTERNSHIPS

As a form of experiential learning, Daemen internships integrate knowledge and theory from the classroom with practical application and skills development in a professional setting. Students make invaluable connections in professional fields and with potential future employers. Daemen is part of the College Central Network, which enables provision of a prompt, comprehensive array of services related to internships. Students register for credit-bearing Career Field Experiences, with requirements determined by the faculty member in the student's academic department. Students can also complete a semester-long, 15-credit-hour internship that includes classroom instruction and internship supervision through the Washington Internship Institute (WII). WII staff members arrange placements, verify internship hours, and assess student work in collaboration with supervising personnel at the internship sites.

Daemen students can also complete international internships arranged through the Global Programs Office. Grades for internships are collaboratively determined by the career services advisor (50%), site supervisor (25%) and the faculty project coordinator (25%) in accordance with the expectations delineated by the supervising faculty member at the beginning of the internship.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

SERVICE LEARNING

Daemen's commitment to service, outreach, and civic engagement is woven into the fabric of the campus culture, Core Curriculum, and service-oriented majors. It is articulated in our Mission Statement & 2012 Strategic Plan and manifested in the breadth of activities in which students and faculty participate both locally and globally. Service and civic engagement efforts are supported through the Office of Service Learning, the Center for Sustainable Communities & Civic Engagement (CSCCE), and the Thomas Reynolds Center for Special Education and After-School Programs.

Strategic Plan Goal Area I states, in part, that "the College will build upon its existing, mission-centered strengths in service learning and other forms of experiential learning by intentionally increasing opportunities for out-of-classroom experiences that foster global competency and service to the global community, both internationally and locally, e.g., among Buffalo's large and diverse refugee population" ([Appendix 1.2 - Daemen College Strategic Plan 2012 \[1-14\]](#), p. 9). Goals projected in the 2012 Strategic Plan for completion by 2016-2017 were achieved in 2012-2013; e.g., increased work with refugee youth and adults from 50 to 70 students; and growth in globally-focused service-learning placements from 6 to 9 was met in 2013-14 ([Document Room 21 - Strategic Plan Tracking Dashboard \[1,2,7,8\]](#)). Daemen's outreach efforts across the West Side of Buffalo currently extend to 150 or more refugee youth and adults. Locally, four service-learning sites with a refugee focus have been added. Globally, six students traveled to Poland during Summer 2013 for an inaugural outreach activity that included restoration of an historic Jewish cemetery; subsequent trips to this locale are continuing under the guidance of History faculty.

Because of its central role in the Core Curriculum, Service Learning (SL) is the category of experiential learning at Daemen involving the most students. All undergraduates, with the exception of transfer students entering with a degree, are required to complete three credit hours in SL (45-60 clock hours depending on supplemental curricula); most students also use this SL credit to fulfill the Civic Responsibility competency in the Core. For each credit hour awarded, students must complete 20 hours of community service for a total of three credit hours - i.e., 60 service hours. Most students fulfill the SL requirement through placements among our nearly 50 community partners in some of Buffalo's most impoverished neighborhoods (Seneca-Babcock, West Side, and Fillmore Corridor), but students can also fulfill the SL requirement by working as Peer Mentors for IND 101 courses on campus or through study abroad experiences led by Daemen faculty members. In 2014, for example, Daemen students engaged in service learning in Poland, the Dominican Republic, and Uganda. Students may also take one-credit "SL add-on" courses offered in conjunction with partner courses (e.g., SW 218 Introduction to Social Work). The long-term presence of the Western New York Service Learning Coalition (WNYSLC) on Daemen's campus (through 2013) provided considerable resources to train faculty interested in developing service learning (SL) courses.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The College's wide range of SL courses (approximately 15-20 each semester) exhibit considerable variation in requirements for earning credit. For students placed with community groups, the representatives of partnering organizations document the hours of service and supervise student work completed on site.

Student learning is assessed primarily through students' self-reflective essays. These essays and other student work are evaluated by the Daemen faculty and staff members who teach the SL courses. SL courses offered to fulfill the Civic Responsibility competency require the inclusion of self-reflective essays, weekly/semester journaling, video or audio taped presentations, or other creative documents that articulate the level of connection achieved by students, whether individually or as part of a cohort, with their service site and those they served. Courses offering add-on credit for service experiences are also required to connect the SL component to the course content to help students master course concepts.

However, the amount of academic content (assigned readings, contextualization of social, political, and economic issues, etc.) has varied, both among stand-alone SL courses taught on campus and through international SL. For example, in PHI/REL 232 Learning Through Service, the College's inaugural service learning course, developed and taught by a faculty member now deceased, assigned readings were not part of the syllabus; student learning was assessed primarily through self-reflective essays. A transcript analysis of 137 May 2010 Daemen graduates who started as Freshmen under the competency-based Core Curriculum revealed that this single course (taught by its founding instructor) was the most popular course used to fulfill students' Civic Responsibility competency and Service Learning requirement. Of all Service Learning courses completed by these students (who may have completed more than one) 32.8% were PHI/REL 232. Similarly, this course comprised 23% of all Civic Responsibility courses taken by these students ([Document Room 67 - 2010 May Graduates Transcripts Analysis: Completion of Daemen Core Curriculum \[12,13,14\]](#)). By contrast, other SL courses, such as Theater as Outreach and Refugee Studies, included reading assignments and assessment of additional written, oral, or performative assignments in addition to self-reflection. (It should be noted that the faculty member now responsible for PHI/REL 232 is making changes to the syllabus, including incorporation of assigned readings.) Indeed, in Fall 2015, a group of faculty who are involved in the delivery of Service Learning courses began meeting with a view to establishing common expectations and guidelines for assessment of the SL courses.

Inconsistency of requirements and assessment of student learning has also been evident in international SL courses. Some international SL courses integrate SL with academic content either in coursework that students take prior to travel (e.g., health education in Uganda; Hope for Tomorrow medical mission to Haiti), or the SL field work is integrated with academic content during a month-long study-abroad course (e.g., Poland). Some programs, such as a January 2014 trip to Dominican Republic, feature cultural immersion with students living with host families, while others (Physician Assistant service trips to Dominican Republic) do not.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The Association of American Colleges and Universities (AAC&U) Civic Engagement rubric is used to evaluate SL's Civic Responsibility competency. Daemen adopted this rubric in order to evaluate the degree to which students are: "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference" (Excerpted from Civic Responsibility and Higher Education, ed. Ehrlich, Oryx Press, 2000, Preface, page vi.). (The AAC&U rubric for Civic Engagement is linked from Daemen's Core Assessment website: [Document Room 31 - Core Curriculum Assessment Website \[7,12,14\]](#)). Service-Learning faculty embed these indicators in course syllabi as a means to assess student learning outcomes.

Evidence of student achievement assessed using the rubric may include self-reflective narratives and essays. This is similar to a 2008 Daemen faculty-designed Civic Responsibility rubric. Evidence of student achievement included: self-reflective narratives for Service Learning Course; self-reflective narratives in portfolio; recorded service learning hours on file for students; essays in political science, social work or related courses ([Document Room 68 - Daemen Civic Responsibility Rubric 2008 \[12,13,14\]](#)).

Assessment instruments have assisted faculty in identifying student learning outcomes and competencies, as well as addressing potential problems at partnership sites and implementing programmatic changes. Assessment data has been used to procure grants, establish new program components, determine necessary human and financial resources for future program success, and improve the overall service learning effort and related partnerships. Table 3.13 illustrates student participation in local/global service-learning over the past four academic years.

TABLE 3.13: DAEMEN SERVICE-LEARNING STUDENT OUTCOMES

	2011-2012	2012-2013	2013-2014	2014-2015
Number of students successfully completing 60 hours of service in local and global communities	395	402	364	378
Number of service hours completed annually	23,700	24,120	21,840	22,680
Course/service completion rate	98%	99%	99%	99%

MOVING STUDENTS TOWARD A GREATER SENSE OF CIVIC RESPONSIBILITY

Daemen College's June 2011 Periodic Review Report highlighted the role of civic responsibility and service at the institution. Over the past four years, the breadth and depth of community engagement activity on campus, specifically related to new course



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

development, faculty teaching, and research has cascaded (e.g., new courses: Paralegal Studies for Refugee Adults; Environmental Education in the Community). Daemen faculty have formed small cohorts to lead service initiatives locally and globally. Daemen College has earned national recognition of its strong commitment to civic engagement and service with its designation as a Carnegie Classified Institution of Higher Education for Civic Engagement (until 2025). In 2014, the College was named to the U.S. President's Higher Education Honor Roll for Community Service for the seventh consecutive year. Both of these recognitions place significant value on student outcomes achieved through service related academic activities that are intended to help students think beyond their own reality, gain a more global perspective, and develop a lifelong commitment to helping those in need ([Document Room 69 - Carnegie Reclassification Application \[1,13\]](#); [Document Room 70 - Daemen College 2015 Partnership Grid \[1,13\]](#)).

In the 2015 NSSE survey, 61% of seniors reported that their experience at Daemen “contributed ‘quite a bit’ or ‘very much’ to [their] knowledge, skills, and personal development in “being an informed and active citizen” ([Document Room 71 - NSSE Results \[7,12,13,14\]](#)).

DEVELOPMENTAL COURSES FOR ACADEMICALLY UNDERPREPARED STUDENTS

Non-credit-bearing classes offered to help underprepared students remedy deficiencies in skills necessary for success in college level work are: Basic Math (MTH 97), Basic Rhetoric (CMP 97), and Essential Reading Skills (ENG 91). The departments of Mathematics and English conduct assessments to ensure that students are placed in appropriate courses and that they receive supplemental instruction where needed. Students identified as underprepared for college-level mathematics are placed in MTH 97. MTH 97 courses are also supported by the department's Math Lab, which is open to all students seeking help in mathematics. Students in Writing Intensive classes whose diagnostic assessments suggest inadequate writing skills are referred to the Learning Center for more support throughout the semester. In 2014, the English Department created a special section of CMP 101 for borderline students (students who did not require CMP 97 but may struggle in CMP 101), which is taught by an instructor who has a strong background working with developmental readers and writers. In the Spring 2015 semester, knowing that students from the developmental courses would be enrolled in CMP 101, the English department offered additional professional coaching to CMP 101 students.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

SUGGESTIONS

- Develop a mechanism to identify U.S.-educated English Language Learners.
- Investigate the feasibility of extending the availability of IT help-desk services.
- Follow through with review by faculty of differences in requirements among Service Learning course offerings to establish guidelines for consistency.

RECOMMENDATIONS

- IT should continue to explore options for a new portal system that will provide students with one central location to access essential information and resources and enhance the learning and living community.
- The College should identify and continue to implement more effective ways to reconcile its commitment to increase international and domestic enrollment of English Language Learners with its current level of ESL instruction and co-curricular support.



CHAPTER 4: RIGOROUS EDUCATION FOR THE 21ST CENTURY

This chapter encompasses four Standards of Excellence relevant to Daemen's commitment to, and diligence in, achieving an appropriate integration of professional preparation and a rigorous education strongly grounded in the liberal arts tradition: Standard 10 (Faculty), 11 (Educational Offerings), 12 (General Education), and 14 (Assessment of Student Learning). The self-study focused on the strengths and challenges of our competency-based Core Curriculum, considered the level of resources needed to adequately support a diverse and scholarly faculty, and examined the effectiveness of our student learning assessments. Particular attention was given to our efforts to improve student writing.

STANDARD 10: FACULTY

OVERVIEW

With a 13:1 student to faculty ratio (Fall 2014), we are able to foster and sustain both a supportive learning environment and an academically rigorous curriculum. The Division of Academic Affairs promotes and supports the teaching excellence of its 289 full- and part-time faculty (Fall 2014) by providing mentoring, professional development opportunities, and other pertinent resources. Central to the development of faculty as teachers is the Center for Excellence in Teaching & Learning (CETL). Created in 2011, the Center supports the integration of technology in the classroom, the development of high impact pedagogical initiatives, and the effective use of assessment of student learning, while showcasing Daemen's commitment to teaching both undergraduate and graduate learners. This institutional commitment to excellence in teaching is encouraged through Daemen's mission which states: "At the heart of Daemen's integrated learning experience (which recognizes equal value in liberal arts and professional programs) is the relationship that can develop between the College's faculty and its students. . . . Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges and to develop habits of mind that enrich their lives and their community" ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)).

FACULTY APPOINTMENT, TENURE, AND PROMOTION

The Daemen College Faculty Handbook outlines standard procedures for faculty appointment (Section VI), evaluation (Section VII), tenure (Section X), promotion (Section XI), and appeal of denial of tenure (Section X). As the representative body of the faculty, the Faculty Senate ensures that the policies and procedures outlined in the Faculty Handbook are followed and, where necessary, adapted or changed ([Document Room 04 - Faculty Handbook \[4,5,6,10\]](#)).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Among the significant changes made over the past ten years, the Senate now requires each department to develop and submit discipline-specific guidelines for scholarship. These guidelines are furnished to all new faculty and referenced regularly during the process of annual evaluation of tenure-track faculty. The guidelines ultimately provide context for the institutional Promotion & Tenure Committee in its deliberations. Search committees for hires in new programs are not approved until scholarship guidelines are intact. In order to ensure thorough and balanced evaluation of new faculty, departments with fewer than three full-time faculty members have departmental personnel committees where non-department faculty also serve as part of the evaluation team. The Senate has also revised the timeline for tenure application to allow for a “stopping the clock” provision. Faculty had expressed concern regarding the timeline for promotion and tenure when serious situations make it difficult to complete the requirements for promotion or tenure within the traditional timeframe. The Faculty Handbook now states that a qualified candidate for tenure can request an extension of up to two years if such circumstances warrant.

Appeal processes have been revised by the Senate. The Appeal and Review Committee, which addressed only appeals of denial of tenure, has been redefined as the Faculty Review Committee and now also reviews appeals regarding termination of faculty for cause, discipline of faculty, and disputes regarding interpretation and application of the Handbook.

TABLE 4.1: PROMOTION AND TENURE STATISTICS 2008 - 2014

Academic Year	A&S Applications Promotion	A&S Applicants Tenure	A&S Applicants P&T	HHS Applicants Promotion	HHS Applicants Tenure	HHS Applicants P&T	Number Approved	Number Declined
2008-09			3	1	2		5	1
2009-10	1		2	1		1	5	
2010-11	1					3	4	
2011-12	1		2		1	2	6	
2012-13				1		3	4	
2013-14			2	1			2	1

A&S = Arts & Sciences, HHS = Health & Human Services, P&T = Promotion and Tenure

While the primary responsibility for recruiting and hiring faculty lies with the individual departments, the College administration has the responsibility, upon request by a department, to provide support and advice on prospective candidates.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

ADJUNCT FACULTY

Employment policies and practices are purposefully developed and communicated for part-time faculty in a similar manner as they are for full-time faculty. The Daemen College Part-Time Faculty Handbook provides adjunct faculty with relevant information regarding Daemen's policies, expectations, and resources ([Document Room 17 - Part-Time Faculty Handbook \[6,10\]](#)). New part-time faculty also participate in an orientation, receive oversight from department colleagues, and may participate in the majority of professional development opportunities provided by the institution.

Hiring for part-time positions is typically managed by the department chair, in consultation with full-time faculty members of the department. They determine the need for additional part-time faculty for the coming academic year and the chair submits a written request, with rationale, for the new hire(s) to the divisional dean. The rationale is supported by workload and planned new academic initiatives for the department. This proposal is subsequently reviewed by the divisional dean and brought to the VPAA as part of the budget planning process. Upon approval, the Chair develops a posting for the part-time position for dissemination by the Human Resources (HR) office.

Hiring of adjuncts is, in most circumstances, the responsibility of the department chair, with administrative coordination through the HR office. Positions are advertised on the Daemen website and in select publications and online venues, locally and sometimes regionally. Applications are submitted online through ApplicantPro and available as they arrive for the department's perusal. In instances when an adjunct faculty member is needed promptly, the department chair may be permitted to contact potential candidates directly and make a selection. This may occur when additional class sections are necessary due to increased student enrollment or in situations where a faculty member is unable to teach because of a leave of absence or other separation from the College. Certain programs such as Physician Assistant and Athletic Training maintain a list of potential adjunct faculty with expertise in specific areas.

FACULTY ORIENTATION

Prior to the start of the fall semester, new faculty attend a two-day orientation co-sponsored by the HR Office and the Center for Excellence in Teaching & Learning (CETL) ([Document Room 72 - 2015 New Faculty Orientation Assessment Results and Agenda \[7,10\]](#)). New Faculty Orientation includes presentations from key administrators, a campus information fair during which new faculty visit tables featuring a variety of institutional support areas ranging from Academic Grants & Sponsored Programs to the Bookstore and the Student Success Center. New faculty tour the library and take part in a hands-on workshop on instructional technology. A second day of orientation addresses teaching and learning strategies with a focus on high impact pedagogies, course design, and instructional technologies, and concludes with a reception at the President's home.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The orientation format and agenda have been modified slightly each year, based on participant evaluations. For example, the campus information fair was created in response to assessment feedback indicating that participants would welcome a change from back-to-back presentations from each office. On the 2015 New Faculty Orientation assessment, all participating faculty reported that they would recommend the orientation to others.

Since 2011, in an effort to welcome and prepare part-time faculty to teach at Daemen, the CETL and the Office of IT have collaborated to co-sponsor an orientation for adjunct faculty in both August and January. CETL and IT staff liaise with department chairs to reach out to newly hired adjuncts. These three-hour evening sessions, with dinner provided, focus on campus technology, including WebAdvisor and Blackboard, as well as the resources offered by the Student Success Center, including Disability Services. All part-time faculty who attended orientation in August 2015 reported that they would recommend the orientation to other new adjunct faculty ([Document Room 73 - 2015 Technology Orientation for Adjunct Faculty Assessment Results and Agenda \[7,10\]](#)).

NEW FACULTY MENTOR PROGRAM PROVIDES COLLEGIAL GUIDANCE

The pairing of a new faculty member with a senior faculty mentor from outside his or her department takes place after New Faculty Orientation. The New Faculty Mentor Program, coordinated by a committee of senior faculty members, was initiated by the Faculty Senate in Fall 2012 to support new faculty retention and development. Mentors and mentees meet regularly to discuss topics such as annual evaluation, promotion and tenure, professional goals (and their alignment with department needs and campus culture), developing leadership skills and responsibilities, developing teaching strategies, research and publication, and service to the College and the community. Since the program's inception in 2011, ten to twelve mentor/mentee pairs have participated in the program each year (Table 4.2).

TABLE 4.2: NEW FACULTY MENTOR PROGRAM PARTICIPATION

Year	Faculty Mentors and Mentees (n = total number of participants)
2011-2012	22
2012-2013	22
2013-2014	24
2014-2015	24
2015-2016	20

Participants may be included in multiple years



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The New Faculty Mentor committee also oversees the Faculty Research Seminar. Ongoing faculty research is encouraged at Daemen; all faculty, new faculty in particular, are invited to present their research to campus colleagues through the Faculty Research Seminar which occurs throughout the academic year, typically three times per semester.

The introduction in 2015 of the academic rank of Distinguished Professor enables Daemen College to honor individual faculty members who have achieved singular distinction in their scholarly disciplines as well as in service to the College, their discipline, and society at large. To be eligible for promotion to Distinguished Professor, a candidate must hold the rank of Professor and must have achieved high distinction in scholarship and also in teaching and/or service.

USE OF RESOURCES TO PREPARE FACULTY AS SCHOLARS AND EDUCATORS

The Center for Excellence in Teaching & Learning provides professional development opportunities for faculty, sharing current research on how students learn and on innovative teaching methods to encourage student success. Highlights include the Annual Learning & Teaching Symposium where a national figure is invited to conduct a workshop for faculty, complemented by concurrent sessions on teaching, featuring presentations by Daemen faculty.

Ongoing CETL events include the Fireside Chat and Spotlight on Teaching series, along with Teaching Circles - informal discussion groups of both new and continuing faculty on the joys and challenges of teaching. Faculty also benefit from professional development through the Office of Instructional Technology (IT), which offers the annual Byte of Technology and Taste of Technology symposia (also open to administrators and staff) which introduce technological innovations at Daemen and provide workshops on instructional and other technologies.

On-campus professional development events and pedagogical and technology support are available to both full and part-time faculty. The Office of Academic Affairs and the CETL provide resources for full-time faculty to attend regional and national conferences on teaching, learning, and assessment. In the 2013-14 academic year, faculty spent, on average, 10-15 hours on faculty development, with the College committing supporting resources of over \$1,000 per full-time faculty member ([Document Room 74 - Faculty Professional Development Offerings & Participation \[7,10\]](#)).

EVALUATION AND RESOURCE ALLOCATIONS REFLECT COMMITMENT TO FACULTY DEVELOPMENT

Systematic evaluation of full-time faculty follows the procedures outlined in the Faculty Handbook (Section VII), with non-tenured faculty reviewed annually and tenured faculty reviewed every three years. Reviews include a faculty self-evaluation (which includes specific goals and plans for continued improvement), an evaluation by the department chair, and a review by the divisional dean. All reviews are submitted to the VPAA, and include an assessment of faculty performance in the following areas: 1) teaching; 2)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

availability and commitment to students outside the classroom; 3) professional contributions: publications, papers, exhibitions, public lectures, and continued academic growth; 4) community activities; and 5) availability for college activities.

The *Faculty Handbook* details awards available to faculty for sabbaticals, reassigned time for research during fall and spring semesters, and stipends for summer research, including criteria, procedures, and the supporting documents required. Faculty may also apply for travel and research funding from the Faculty Travel and Faculty Research Committees, respectively, to offset travel costs associated with professional conferences and research expenses (Table 4.3).

The College currently allocates \$12,000 per academic year to the Faculty Research Committee and \$30,000 to the Travel Committee. These monies are available to all full-time faculty not otherwise served by departmental travel and/or research budgets in professional programs subject to program accreditation requirements (funding for which currently totals nearly \$100,000 per year).

In addition, President Olson recently announced that 25% of all indirect cost recovery from grants would be made available directly to Academic Affairs to support faculty development. The amount made available for the 2014-15 academic year was \$19,455.

TABLE 4.3: FACULTY TRAVEL AND FACULTY RESEARCH COMMITTEE DISTRIBUTIONS

Year	Travel Expenses	# of Travel Distributions	Research Expenses	# of Research Distributions
2011-2012	\$28,664.28	28	\$12,861.34	7
2012-2013	\$29,250.77	26	\$11,916.13	7
2013-2014	\$32,766.22	27	\$10,892.72	8

All Daemen faculty administer course evaluations in all courses taught each semester. Course evaluation results at Daemen are made available on the Daemen internal website (https://my.daemen.edu/course_evals/choose.php), and all student comments are reviewed by the Associate Vice President for Academic Affairs, as well as by academic department chairs. Daemen faculty voted in 2012 to adopt IDEA Center Student Ratings of Instruction as a part of the overall faculty evaluation process to replace the existing locally designed course evaluation forms. Senate generated a cost projection for implementation and the VPAA included the IDEA ratings in the 2013 budget, with the new student ratings of instruction system implemented in Fall 2013 ([Document Room 75 - Faculty Senate Annual Report 2012-13 \[4,7,10\]](#)). Paper forms were implemented in most courses, with an online ratings form available for online courses.

In response to some challenges during the initial year of implementing a significantly different evaluation system, additional professional development was provided in 2014-15, beginning with an on-site workshop in the fall given by a senior education officer from the IDEA Center. In February 2015, a representative from the CETL and a faculty member attended an IDEA Center



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Users Conference and upon return offered a series of workshops on aligning IDEA form objectives with course learning objectives and on interpreting IDEA ratings results.

At Faculty Senate and in a Faculty Forum, faculty deliberated a move from paper forms to the fully online IDEA ratings of instruction to reduce costs and paper use ([Document Room 76 - Faculty Senate Minutes of March 17, 2015 \[4,7,10\]](#)). With a focus on maintaining student response rates in an online format, the VPAA convened a faculty and staff committee in Fall 2015 to plan for effective implementation of the online option. The online format will reduce the turnaround time for results by over two months, providing faculty with prompt feedback as well as links to strategies on the IDEA Center website for instructional improvement.

FACULTY INSTRUCTION TRENDS

The standard AAUP definition for instructional faculty is personnel with faculty status whose regular assignment is instruction. Part-time instructors include those hired to teach one or more courses on a contingent basis, and also administrators/staff who teach one or more non-clinical courses. Faculty trend data indicate an increase of 62.7% in the number of full-time faculty at Daemen in Fall 2014 (135) compared to Fall 2005 (83). In the same period, the number of part-time faculty decreased 10.5%. Table 4.4 provides an overview of instructional trends since 2005. For departments subject to program accreditation, there are typically stipulations regarding the ratio of full- to part-time faculty; in the Health & Human Services Division, the dean and department chairs monitor the ratio of full-time to part-time faculty in accredited programs to ensure the curriculum is delivered primarily by full-time and tenure track faculty.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 4.4: TRENDS IN INSTRUCTIONAL FACULTY FALL 2005-FALL 2014

Fall	Full-time (FT) Faculty	Part-time (PT) Faculty	FT-PT Faculty Ratio	FT as Percent of Total Faculty	Doctorate or Terminal Degree*		Full-time Equivalent FTE Faculty	Tenured Faculty
					% F/T	% P/T		
2005	83	172	48	32.5%	71%	22%	140	45
2006	85	184	46	31.6%	77%	18%	146	43
2007	88	187	47	32.0%	76%	14%	150	45
2008	99	170	58	36.8%	77%	21%	156	50
2009	100	158	63	38.8%	80%	21%	153	55
2010	111	178	62	38.4%	76%	20%	170	54
2011	119	172	69	42.3%	73%	22%	176	55
2012	122	153	80	44.4%	76%	24%	173	59
2013	132	138	96	48.9%	81%	30%	178	59
2014	135	154	88	46.7%	76%	17%	186	44

*Terminal degree = highest degree in a field

**F/T = Full time, P/T = Part time, FTE = Full time equivalent

The College continues to recognize the unique value of adjuncts and non-tenure track faculty as experts in their fields. For example, Modern Language students are learning from native speaking adjunct professors in Spanish and Chinese. Through the English department, designated entering students are instructed in writing by adjunct professors who specialize in developmental writing skills. The Visual and Performing Arts Department hires artists as part-time instructors for introductory courses in the foundational section to enhance student education in areas such as figure drawing and illustration. The Global and Local Sustainability Department uses adjunct instructors to integrate real-world examples in courses.

In other departments, concerns have been raised about the need for full-time faculty to teach gateway courses that are critical to student retention. The Mathematics Department, for example, observed in their 2012 program review report that part-time faculty were not always prepared to address student learning and academic preparation issues ([Document Room 77 - 2012-13 Mathematics](#)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

[Program Review Report \[7,10,11,14\]](#)). This resulted in the hiring of an additional full-time faculty member in mathematics in 2014 to address this concern.

NON-TENURE TRACK INSTRUCTORS

Full-time faculty may be appointed to a tenure-track or non-tenure-track position. In recent years, Daemen has seen an increase in instructional positions that are non-tenure-track and faculty classified as “clinical,” as well as full-time instructional positions designated as “appointed.” The Faculty Handbook (Section IV, A) states that full-time, non-tenure track positions will not exceed 15% of the total full-time faculty of the College; however, these various types of instructional positions currently comprise 24% of the total *de facto* full-time faculty, as determined by the Faculty Senate subcommittee working to clarify this matter. Unlike tenured and non-tenured positions, the *Faculty Handbook* lacks clear language to define these positions or identify the rights and responsibilities of those occupying them. The Faculty Senate subcommittee is gathering information regarding these types of appointments with a view to crafting clear policies, rights, roles, and responsibilities for these valued members of the Daemen community.

On a related point, while every academic department is overseen by a department chair, some degree programs are led by “Program Directors” within departments, such as MS Public Health (Health Care Studies Department), MSW (Sociology and Social Work Department), and Paralegal Studies (Accounting and Business Administration Department). While the Faculty Handbook outlines the duties and responsibilities of department chairs, the role of a Program Director is not defined.

IDENTIFYING FACULTY RESOURCE NEEDS

Development of new graduate programs has created a need for additional faculty resources to sustain the undergraduate curriculum. Recent program growth in physician assistant, physical therapy and nursing has necessitated hires in those academic departments. The five-year program review process has allowed the College to identify specific demands that the growing graduate programs also place on other academic departments providing foundation courses. An example of resource allocation to the undergraduate programs that provide foundation courses is the addition of courses and faculty in natural sciences, psychology, philosophy, and mathematics to meet the needs of these growing programs in the Health & Human Services division. As new programs develop and existing ones grow, the College is using the annual assessment process along with academic program review to ensure that resources are properly allocated and that our undergraduate and graduate programs complement and enrich each other.



STANDARD 12: GENERAL EDUCATION

OVERVIEW

This section of Daemen's Self-Study Report focuses on the topic that is arguably the College's most 'live' issue at the present time - ongoing debate concerning the Core Curriculum and its relationship to the College's mission and institutional identity. As noted in Chapter 1, there is active discussion among the Daemen faculty as to whether the current structure of the competency-based Core is an improvement on our previous distributive Core model. Some faculty encourage consideration of other possible models. While our self-study charge questions were designed to examine the effectiveness of the Core with respect to student learning and preparation, they did not speak to the efficiency of the delivery of the Core. The self-study process has shown us that this too is an important question which is integrally related to workload allocation, overload pay, and equity and diversity. Are we effectively utilizing our liberal arts faculty as the primary engine for the delivery of the Core Curriculum? Are our students graduating with the breadth of knowledge necessary to be informed, active citizens of the world? Does satisfying the Core requirements demonstrate mastery of the relevant competency or are students simply "checking the box"?

By way of introduction to the topic, it is of course necessary to know what the current Core comprises. Table 4.5 provides an overview of the Core curriculum requirements and they are further enumerated in the undergraduate College Catalog.

TABLE 4.5: CORE CURRICULUM REQUIREMENTS

Core Requirements	Students required to successfully complete
I. Approved Core course work outside the major	45 credits (at least nine credit hours must be taken at the 300-400 level). Core requirements may be satisfied anywhere in the student's program.
II. Core Competencies <ul style="list-style-type: none"> • Affective Awareness • Civic Responsibility • Communication Skills • Contextual Integration • Critical Thinking and Creative Problem Solving • Information Literacy • Moral and Ethical Discernment 	3 credit hours in each of the 7 competencies



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Core Requirements	Students required to successfully complete
III. Learning Communities	Two courses with a common theme: Learning Community I (IND 101 + linked course) and Learning Community II (two linked courses)
IV. Quantitative Literacy	3 credit hours
V. Research and Presentation	3 credit hours
VI. Service Learning	3 credit hours (a maximum of 9 credit hours in Service Learning courses are allowed as part of the 45 credits in the core)
VII. Writing Intensive	9 credit hours: CMP101 English Composition (or its equivalent) (3 credit hours); and three credits hours in addition to Research and Presentation, which is also writing intensive.

Additional detail is available in Document Room 12 - Undergraduate Catalog [6,8,11,12,14].

In addition to the Catalog description, Core goals and requirements are referenced on the website, in admissions literature, and on departmental fact sheets. Core competency learning objectives are articulated in the Core Assessment Plan ([Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#)). EPC guidelines require that all proposals and syllabi for Core courses clearly list the competencies and related learning objectives (LOs) on course proposals and syllabi ([Document Room 78 - Core Course Proposal Template and Sample Submissions \[12\]](#)). Students can track completion of Core requirements through individual student program evaluations prepared by the Registrar's Office. Program evaluations are available to students and advisors online to inform the advising and course registration process.

The College seeks to familiarize entering students with Core requirements in two primary ways. All incoming students attend a one-hour presentation on the competency-based Core at Orientation. IND 101, Daemen's first-year seminar, is a Core requirement for all first-year students; its syllabus identifies the Core competencies and examines their significance through a set of common readings. However, assessment of IND 101 has shown that the degree to which the Core competencies are communicated and reinforced in IND 101 varies from section to section. For example, a Fall 2012 survey of 18 of the 21 course sections asked students to evaluate how often the competencies were discussed in "traditional" vs. "pilot" sections, which had their own assigned readings and hence did not follow the traditional model with common readings ([Document Room 79 - Fall 2012 IND 101 Student and Instructor Survey Results \[7,12\]](#)). Ninety-three percent (93%) of students in traditional sections reported that the competencies were emphasized very often or



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

often. In the five pilot sections, 56% of students reported the same. The difference suggests that while the pilot sections may well have their own merits and value, focus on the competencies themselves is perceived by students as being less deliberate.

In response to past concerns that students and even, in some cases, faculty were uncertain as to the Core requirements ([Document Room 80 - 2007 Student Panel - Reflections on the First Four Years of the Daemen Core Curriculum \[7,12,14\]](#)), the College allocated resources for regular workshops to ensure that faculty and staff effectively communicate, implement, and evaluate the Core curriculum. The Director of the Core Curriculum offers an annual workshop on advising about Core issues for new faculty either during their orientation period or at the beginning of the Fall semester. The College is aware of the continuing need to accurately and widely communicate information regarding Core requirements.

Assessment findings within the past five years have shown that the transition to the new Core has had some unforeseen consequences with regard to the number of courses taken in the traditional liberal arts. For example, transcript analyses conducted in 2010 and 2012 raised concerns regarding the degree of immersion in the liberal arts and sciences and the consistency of Core engagement experienced by students. For one, the analyses demonstrated that not all students complete the competencies. Specifically, transfer students bringing in a significant number of credits may be required to complete only four of the seven competencies ([Document Room 67 - 2010 May Graduates Transcripts Analysis: Completion of Daemen Core Curriculum \[12,13,14\]](#); [Appendix 4.2 - Daemen Coursework Taken by Those Who Graduated Between August 2012 and May 2013 \[12,14\]](#)). A transcript analysis in progress on transfer students, discussed below, may provide further insight on this matter; however, we do know now that among transfer students who graduated in 2012-2013, less than a third took a 200-level or higher composition course or History/Political Science course, less than a quarter took a Visual and Performing Arts course, and less than a tenth took a Literature course at Daemen. Further, a comparison of these recent transcript analyses to those under the previous distributive Core indicated a significant decline in the number of students taking traditional humanities course work – namely in literature and history.

There are conflicting interpretations regarding the intent and significance of references to the integration of professional education and general education in the College Mission Statement. Some believe that the Mission's emphasis lies in a traditional vision of the liberal arts and their disciplinary content. Others believe that the Mission's emphasis lies in a broader vision of the liberal arts, specifically one which associates Daemen's Core competencies with "qualities acquired through a liberal arts-based education."

In May 2007, as part of assessing the experience of the inaugural cohort experiencing the then-new Core Curriculum, a panel of graduating students from the first entering cohort under the current Core were asked about the most significant competencies they had developed during their learning at Daemen College ([Document Room 80 - 2007 Student Panel - Reflections on the First Four Years of the Daemen Core Curriculum \[7,12,14\]](#)). Communication skills were mentioned by a number of students, with CMP 315 Writing for the Health Professions identified as a particularly significant course. Other courses mentioned by student panelists as having a strong



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

impact on their learning were a learning community course that required reading of challenging literary texts, a Russian history course, a Research & Presentation course in history, and an art history course. The common link among these courses was that students noted they were very challenging and required a lot of reading and reflection. The value of these courses to their learning was said to be significant. It seems that students looking back on their Daemen experience do see the value of being challenged to think at higher levels. This insight from the Core panel assessment led to the development of more 300 and 400 level Core courses and to discussion of the need to develop courses in the major and programs which challenge students and whose value to the present day is clearly visible.

Another reason for developing more 300 and 400 level courses, particularly in the liberal arts, is that the 2010 Graduate Transcript Analysis suggested that fewer students were enrolling in traditional liberal arts courses as part of their Core requirements. In the former distributive Core, two courses in history or political science and two courses in literature were required. The 2010 analysis of the Core revealed that students take, on average, less than one Daemen course in these disciplines. A second analysis in 2012-13 confirmed this trend. An increase in students taking religion and philosophy courses was noted, however; whereas two courses were required in the distributive Core, students take an average of 2.26 in the present Core.

This concern led to submission of a proposal to the EPC in Fall 2014 by the Dean of Arts & Sciences that would require that students complete at least one literature course, one history course, and one religion or philosophy course. These requirements could be fulfilled concurrently with the competencies. The proposal was tabled for further discussion and is expected to be addressed again in the 2015-16 academic year.

It should be noted that the 2010 and 2012 transcript analyses mentioned above were designed for particular Core Curriculum assessment projects, and focused only on coursework that was taken at Daemen College. Since many students transfer in coursework from high school or another college, it is important to consider transfer coursework when assessing students' educational experience. In addition, transcript analysis that included a single year only may not capture courses offered in alternate years. A new transcript analysis that includes transfer coursework, as well as three cohorts of students, is currently underway, with anticipated completion in 2016.

In addition to the question of whether the Core in its present form ensures sufficient exposure to the humanities, there is concern among some faculty that the language used to describe our Core curriculum, developed well over a decade ago, is neither aligned with a consistent institutional vision, nor with more universal uses of key terms that have become increasingly common in recent years. Aligning these terms with a larger sense of mission and vision for education at the College is key to ongoing debates about the structure of general education at Daemen.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Discussions of the Core and the College Mission Statement have suggested that it will likely be helpful to clarify what we mean by competency-based learning (or skills-based learning) as our conceptualization differs from the use of the term “competency-based” learning increasingly used by other institutions. The U.S. Department of Education, for example, defines competency-based learning as learning based on non-classroom experience: “Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities” (www.ed.gov/oii-news/competency-based-learning-or-personalized-learning). Similarly, the term “blended curriculum,” used at Daemen to refer to a strategy of blending of liberal arts and professional programs, is most often used elsewhere to describe mixed classroom and online (or hybrid) delivery. As these concepts evolve and circulate in more global discussions of higher education policy, it would be wise to revisit how our official publications define and communicate information regarding our Core philosophy, so as not to engage in anachronistic use of common terms.

The ongoing dialogue regarding the ideal structure of the Core has already proved beneficial in evoking active faculty engagement with - and continuous improvement of - the general education curriculum. The Core Curriculum as originally launched in 2003 has already been refined in the following ways: a) the addition of a quantitative literacy requirement; b) the refinement of research and presentation requirements; c) the analysis of scientific literacy; d) the redesign of the foundational first-year experience course; d) a pending proposal for adding a humanities requirement; and e) the early discussion of moving the second Learning Community from the first year into the second year. We anticipate that our assessment efforts and continued faculty debate will result in further refinement and evolution of our general education requirements and that this refinement will be informed by larger educational trends and real-world demands.

A BROAD GENERAL EDUCATION CULTIVATING ESSENTIAL SKILLS

A set of learning outcomes for general education, articulated in the Core Assessment Plan and approved by the EPC, describes what students should know or be able to do through each of the seven Core competencies (Table 4.6).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 4.6: CORE CURRICULUM LEARNING OUTCOMES

Core Requirements	Students required to successfully complete
I. Critical Thinking and Creative Problem Solving	<ul style="list-style-type: none"> • Critical Thinking: Evaluate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions. • Creative Thinking: Combine or synthesize existing ideas, images, or expertise in original ways with the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking • Problem Solving: Design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
II. Information Literacy	<ul style="list-style-type: none"> • Know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Know when a statement is in need of supporting citation.
III. Communication Skills	<ul style="list-style-type: none"> • Develop and express ideas in writing, learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. • Prepare purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. • Develop the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
IV. Affective Awareness	<ul style="list-style-type: none"> • Articulate a personal response to literary, performance, and visual arts and other phenomena in terms of formal elements and his or her own affective experience. • Recognize and evaluate values expressed in philosophical, political, artistic, and humanistic works.
V. Moral and Ethical Discernment	<ul style="list-style-type: none"> • Assess own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
VI. Contextual Integration	<ul style="list-style-type: none"> • Interpret events and relate works to their philosophical, historical, legal, social, political, or cultural context. Interpret various phenomena using evidence from multiple sources.
VII. Civic Responsibility	<ul style="list-style-type: none"> • Describe the principles governing a civilized society. Explain and evaluate the responsibilities of individual members and organizations in the community.

Assessment methods for the learning objectives are available in [Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Assessment of the Core curriculum has sought to ensure that upon degree completion students have achieved the LOs outlined in Table 4.6, proficiency in oral and written communication, scientific and quantitative literacy, and technological competency appropriate to the discipline. The Core Assessment Plan is based on a philosophy of course-embedded assessment with a focus on enhancing student learning, and will be further discussed under Standard 14 ([Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#)). Direct assessment of Core learning outcomes is conducted at the individual course level by instructors, in courses ranging from 100-level Core courses to capstone courses in the majors. To provide an opportunity for the assessment of student samples by neutral evaluators other than the course instructor, faculty gather annually for Core Assessment Day in May to evaluate student assignments for various Core learning outcomes. As described earlier under Standard 7, Core Assessment Day is an annual event that involves rubric-based rating of student work samples to assess proficiency in one or more Core learning outcomes, including, for example, written communication, information literacy, and critical thinking.

Oral communication skills are included as part of the Research and Presentation (R&P) requirement of the Core, which for most majors is met by the senior thesis or capstone project requirement. A number of departments have revised their thesis requirements to professionalize the oral presentation and communication requirements, including implementation of courses serving as “pre-senior-thesis” seminars. Feedback suggests that the quality of senior projects has generally improved as a result. Moreover, many departments require or encourage the presentation of final thesis research through poster sessions and presentations at the annual Academic Festival.

While the Core Assessment Plan focuses on course-embedded assessment, the Strategic Plan has called for the use of a national instrument to triangulate the findings of local assessments about the extent to which the Core skills of critical thinking, reading, writing, and quantitative reasoning are mastered by our graduates. We used the ETS® Proficiency Profile in Spring 2014 for this purpose and results indicated that the 87 Daemen juniors and seniors who completed the instrument ranked above the national proficiency levels in reading level 2, all writing levels (1-3), and all mathematics levels (1-3). Daemen juniors, however, ranked slightly below the national proficiency levels in reading level 1 and critical thinking ([Document Room 81 - ETS Proficiency Profile Results Summary \[7,11,12,14\]](#)).

The Core Assessment Plan also includes indirect assessment based on local and national surveys. The National Survey of Student Engagement (NSSE) was administered annually between 2001 and 2008 and then every two to three years after 2008. Three of the benchmarks in the NSSE—Level of Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences—were considered a good fit with the learning objectives of the Core Curriculum. With the students’ responses to the NSSE we were able to track trends over time in the experiences of first-year students and seniors with the Core Curriculum, compare the experiences of first-year and senior students, and compare the responses of Daemen students with those of students at peer institutions and a national group of institutions participating in the NSSE ([Document Room 71 - NSSE Results \[7,12,13,14\]](#)).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

The NSSE examines the extent to which the curriculum and coursework emphasize “deep approaches to learning” and opportunities at the institution which allow students to make rich and lasting connections to the material studied. The 2012 NSSE revealed that Daemen seniors were more likely than students at Carnegie peer institutions to take courses that required analysis of the basic elements of an idea, experience or theory. The same survey indicated that Daemen seniors--significantly ($p < .001$) more than students at peer institutions, aspirant institutions, and NSSE participating institutions in general--engaged in coursework that emphasized synthesis and interpretation of information, making judgments about information and methods, and applying concepts to new situations. First-year students did not report the same level of academic challenge in their coursework. In fact first-years reported significantly more coursework requiring memorization than students at other institutions. These findings suggested that the fundamental aspects of critical thinking—analysis, synthesis, and integration—are more likely to occur in upper division as students move into their majors. Over the years, the NSSE has provided evidence and verification that the curriculum is accomplishing general objectives, while also identifying areas for improvement or curriculum development.

Since the majority of our first year students are of traditional age, many of them come to us with considerably more exposure to technology than in years past. IT hosts introductory technology workshops for interested students during new student orientation, and some academic programs, such as Nursing and Visual Effects, host department orientation sessions with more in depth technology education to address the needs of their specific student populations (e.g., adult learners, niche technologies). Although the Core curriculum itself does not mandate specific technology skills, we are confident that students, through study in their major, do receive broad instruction in a variety of technologies. [Document Room 82 - Technology Skills Assessed by Major \[12\]](#) demonstrates that all 21 departments have a number of required courses that address these technology needs.

With regard to scientific reasoning, a working definition was developed at the request of the Core Advisory Subcommittee (CASC) of the Educational Policy Committee. The definition reads as follows: “Scientific reasoning is applying the principles of critical reasoning to the pursuit of scientific activity, which consists of description, explanation, prediction, and control of empirical real world-phenomena. It involves adjudication of the principles governing research design, research methodology (e.g., quantitative or qualitative), types of reasoning (e.g., inductive or deductive), hypothesis testing, and acquisition and interpretation of evidence from which probabilistic inferences might be drawn. In addition, it involves discrimination of scientific knowledge from other types of knowledge” ([Document Room 83 - 2013-2014 Core Curriculum Assessment Report \[7,12,14\]](#), Appendix D).

Preliminary data regarding courses that prepare students in Scientific Reasoning are found on page 6 of the 2013-14 Core Assessment Report. The results of this assessment indicate that the traditional scientific disciplines engage their students thoroughly in Scientific Reasoning, as expected. In the Core Curriculum, 294 courses total were examined. Thirteen percent 13% (37) engaged scientific reasoning thoroughly, 15% (45) engaged to some extent, and 72% (212) engaged little or not at all. As a result, we are concerned



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

that students majoring in non-science disciplines may not acquire sufficient formal exposure to scientific reasoning and encourage the EPC to continue its review of the adequacy of Daemen's general education in this regard.

USING CORE ASSESSMENT DATA FOR CURRICULAR IMPROVEMENT

The Core Advisory Subcommittee (CASC) of the EPC is responsible for the ongoing assessment of student achievement within the seven Core competencies and other Core requirements. A comprehensive Core Assessment Plan (CAP), was developed by the former Core Assessment Committee, and first approved by the Committee on Interdisciplinary Studies (CIS) in 2005, with modifications approved in 2011. After consolidation of the Core Assessment Committee and the CIS into the Core Advisory Subcommittee of the EPC in AY 2013-14, the CASC assumed responsibility for carrying out the CAP, designed to "facilitate the collection, analysis, and interpretation of institutional data and the provision of information to support planning and decision-making regarding core issues" ([Appendix 4.1 - Core Assessment Plan \[11,12,14\], p. 2](#)). The CAP provides a comprehensive set of learning outcomes to serve as a basis for Core assessment and establishes a timeline for completing assessment of all Core competencies and requirements between 2011-2018.

The Director of the Core Curriculum prepares an annual Core assessment report that compiles information on the assessment of Core student learning objectives and other Core issues during the prior academic year. As part of the annual institutional assessment cycle (discussed under Standard 7), the Core report is reviewed annually by the divisional deans, who make recommendations to the Vice President of Academic Affairs based on assessment. For example, early assessment following the implementation of the current Core curriculum in 2003 resulted in the addition of a Quantitative Literacy (QL) requirement. In response to concerns as to whether general education requirements were preparing students for upper division success, the Core now requires a student to take a mathematics or other quantitative literacy course. Departments can recommend an existing math or statistics course, or choose to develop and incorporate a course in its major requirements. A Business Statistics course, for example, offered by the Accounting and Business Administration Department, was recently approved to satisfy QL for departmental majors ([Document Room 84 - EPC Minutes \[11,12\]](#)).

Assessment of the implementation of the Core in its early years included an analysis of course offerings and student schedules, which revealed that students found it difficult to fulfill Core competency requirements due to course availability and schedule conflicts, and that competency requirements were waived annually for dozens of students. The 2010 Core report recommended allowing multiple competencies for Core courses ([Document Room 85 - 2009-2010 Core Curriculum Assessment Report \[7,12,14\]](#)). This policy modification, implemented 2011, has helped to address the problem of students being unable to find sufficient courses to satisfy all their competencies. Follow-up assessment in subsequent years showed a reduction in the number of Core competency requirements waived.

During May Assessment Day sessions from 2006 to 2009, faculty participants often noted that when they were evaluating student work, the assignments did not necessarily reflect the Core competency learning objectives associated with the course, making it



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

difficult to assess the Core competency using the student work samples provided. This observation connected to an earlier 2008 Core assessment finding based on faculty interviews showing that faculty were more likely to focus on course content than the Core competencies while teaching. The 2009 Core report included a recommendation for resources to help faculty design assignments that explicitly connect course content to Core learning goals ([Document Room 31 - Core Curriculum Assessment Website \[7,12,14\]](#)).

A second recommendation called for aligning learning objectives in the majors with the learning objectives of the Core, in recognition that students do not become proficient in a competency in a single course, and that Core learning objectives are and should be reinforced in upper level courses in the major. The resulting 4C's Project (Connecting Competencies to Content in a Course), was created in 2010 to provide faculty with resources to redesign course assignments to explicitly connect course content to Core competencies. The 4C's project gained momentum through Daemen's application to and participation in a Lumina-funded Council of Independent Colleges (CIC) consortium on the Degree Qualification Profile (DQP) from 2011-13 ([Document Room 86 - Daemen DQP Final Report and Powerpoint \[12\]](#); [Appendix 4.3 - Core Competency Assessment at the Course Level Template \[11,12,14\]](#)). Daemen used the DQP to build on the existing project to align and map bachelor's level academic program learning goals with Core Curriculum/institutional goals. This alignment project included the assignment design initiative and a streamlined Core assessment framework (to be discussed in greater detail under Standard 14). As part of the 4C's project, faculty were encouraged to design assignments for required bachelor's degree level courses that explicitly connect course content to Core competencies.

The former Director of the Core Curriculum and Daemen's Writing Coordinator presented on the 4C's project at the AAC&U General Education and Assessment conference in New Orleans in February 2012 ([Document Room 87 - 4Cs Assignment Design Project AACU Presentation \[7,12,14\]](#)). The former Director, who also serves as chair of the mathematics department, was selected to attend the NILOA (National Institute of Learning Outcomes Assessment) -sponsored assignment design charrette in Portland, Oregon in March 2013, based on her design of a capstone course for math majors that integrated both disciplinary and Core learning goals. The assignment design project is ongoing and model assignments are archived in an assignment library, accessible to faculty via the CETL website ([Document Room 88 - Faculty Assignment Library \[7,12,14\]](#)).

CORE ASSESSMENT FINDINGS FOSTER INITIATIVES TO STRENGTHEN WRITING ACROSS THE CURRICULUM

While the Core Curriculum requires all students to complete CMP 101 and six additional credit hours of Writing Intensive coursework, direct assessment of student writing samples at both the 100 level and the capstone level have indicated weaknesses in student writing. The wide range of ongoing assessment activities related to writing outcomes over the past decade are outlined in [Appendix 4.4 - Writing Assessment Chart 2006-2014 \[11,12,14\]](#). In response, goals for strengthening student writing are featured in both the Strategic Plan and Title III project. The College has made ongoing investment to improve student performance in writing, with annual



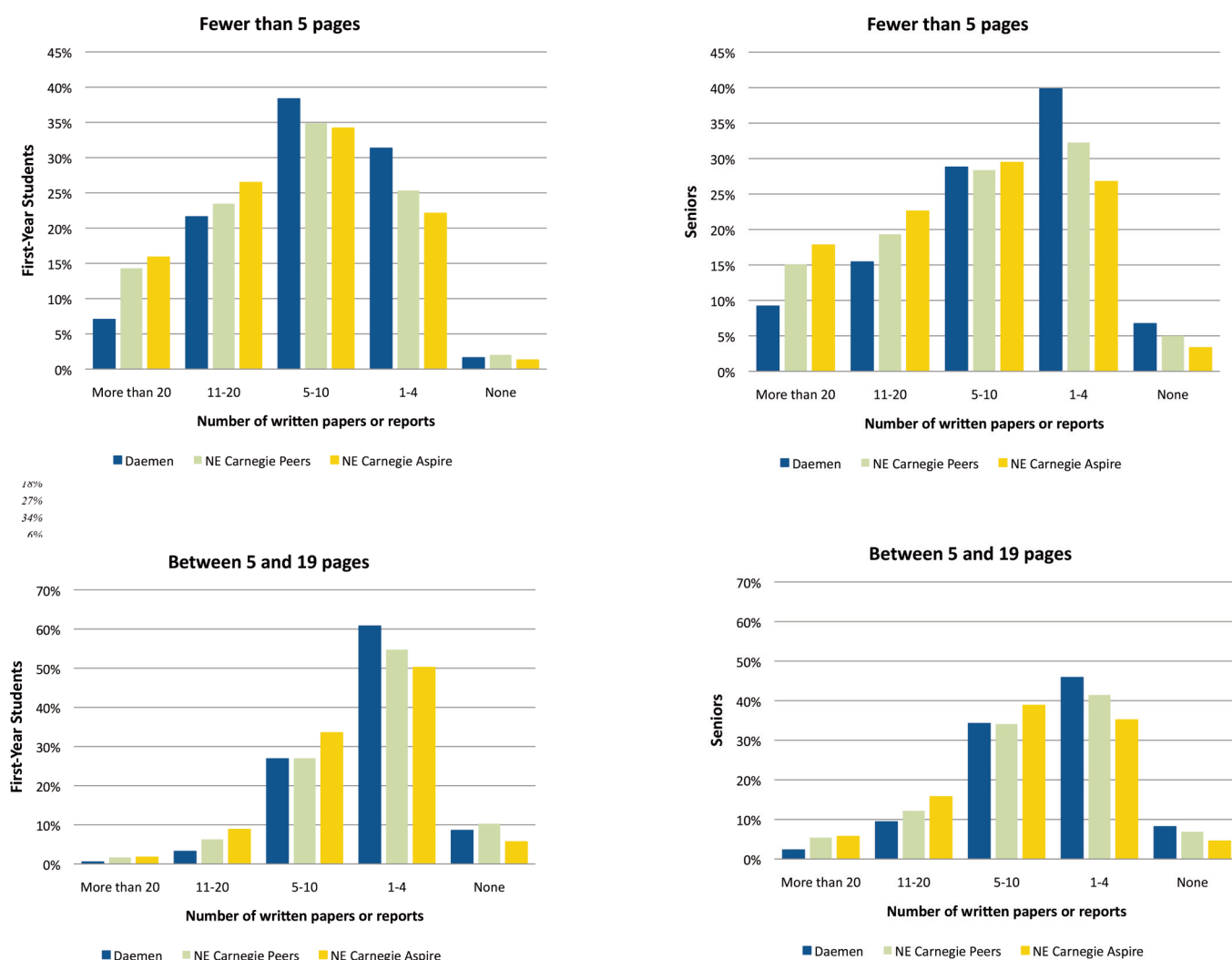
DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

workshops providing faculty development and support related to writing instruction ([Document Room 89 - Writing Workshops and Presentations 2008-2014 \[11,12\]](#)).

Other concerns about writing emerged from a national survey. The NSSE revealed that Daemen students reported writing fewer papers than students at our peer institutions (Figure 4.1). This factor, coupled with other assessment results on written communication (e.g., May Assessment Day), suggests that our students could improve their writing skills if they were required to write developed papers, in a systematic way, throughout their curriculum.

FIGURE 4.1: NUMBER OF PAPERS OR REPORTS WRITTEN DURING THE 2011-12 ACADEMIC YEAR



Source: 2012 National Survey of Student Engagement (NSSE)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Steps to strengthen student writing are ongoing. Evidence of these efforts is highlighted in the 2014-15 assessment report by the Daemen Writing Coordinator ([Document Room 90 - Writing Assessment, Recommendations, and Next Steps \[7,11,12,14\]](#)). The first step involves the planning and development of a deliberate, scaffolded Writing Across the Curriculum (WAC) program culminating in advanced Writing in the Disciplines (WID) course work, as called for in the College's Strategic Plan and the 2014 Faculty Writing Survey ([Document Room 91 - 2014 Faculty Writing Survey \[7,10,12\]](#)). While efforts to create this program have been hampered in recent years, primarily due to personnel changes, the College has hired a second writing specialist to assist in the design, planning, and delivery of a college-wide writing curriculum beginning in Fall 2015. Second, the current IND 101 first-year seminar course is being redesigned and one of the learning objectives will require students to "formulate well-reasoned written conclusions and solutions."

Another initiative that has been discussed at the EPC level and elsewhere concerns moving the second Learning Community from the spring semester of the first year to the sophomore or even junior year. This change could ensure that students are exposed to writing intensive courses in a more systematic way. Indeed, some departments have removed Writing Intensive designations from some of their courses in the major because they want to see their students exposed to formal writing assignments in more of their Core courses.

A related initiative on the part of some departments in the liberal arts disciplines is to increase the number of writing intensive Core courses at the 300 level this in response both to student requests and the need to offer continuous writing courses in the second and third years. These measures have been taken, in part, in response to the fact that approximately one third of all entering first-year students do not take Daemen's CMP 101, as they bring in transfer or AP credit for Composition. Given that the Research & Presentation project is taken in the senior year, this means that one third of our students may take only one writing intensive course during their first three years. Faculty are aware of this gap and it is hoped that the WAC initiative, the IND 101 redesign, and moving of the LC2 to the second year will begin to help address this issue.

Because Writing Intensive (WI) and Research & Presentation (R&P) assessment findings elicited concerns about the quality of advanced writing submitted by students, several departments have strengthened integration of Writing in the Disciplines (WID) to ensure that advanced coursework guides students from more general writing, research, and information literacy skills to an understanding of those skills as embedded within disciplinary or professional contexts for communication ([Document Room 92 - Research and Presentation Assessment \[7,12,14\]](#)). To date, programs as diverse as Health Care Studies, English, Psychology, History and Political Science, Natural Sciences, Paralegal Studies, Physical Therapy, and Accounting have added major writing requirements – including upper-division research and writing sequences – that build on academic literacy skills traditionally associated with study of the liberal arts (e.g., critical reading, effective oral and written communication, synthesis, and rhetorical analysis).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

GLOBAL COMPETENCY AND LANGUAGE STUDY

Student attainment of global competency skills will be discussed primarily within the context of Standard 11 below, but the issue of language study bears brief mention here. Only students in BA degree programs are required to attain intermediate-level fluency in a second language. Only a handful of students complete the BA language requirement by taking courses abroad. Approximately 8-10 students per year, as proficient speakers of a language other than English, complete their requirement either by taking available proficiency exams in French, Spanish, or Italian or by obtaining certification of their ability from a professional who shares their native language.

The lack of academic study of a language in our BS and BFA curricula - and the global competency benefits such study typically brings - may be considered alongside data from a May 2010 transcript study which shows that at least two-thirds of a sample of students who graduated in 2010 fulfilled the Core competency of Civic Responsibility through IND or PHI ([Document Room 67 - 2010 May Graduates Transcripts Analysis: Completion of Daemen Core Curriculum \[12,13,14\]](#)). For most students, the Civic Responsibility competency will be fulfilled through courses that emphasize service or volunteerism rather than those which emphasize civic literacy, i.e., knowledge of political and social structures. Only a few professional programs, such as Social Work, require or recommend their majors to take course work in the social sciences (political science, history) in order to acquire content knowledge and knowledge of political systems and processes which are integral to their professional careers. Finally, the nomenclature used in institutional references to the Core is highly localized and out of synch with more global understandings of essential Core elements (e.g., Core competencies).

STANDARD 11: EDUCATIONAL OFFERINGS

OVERVIEW

Undergraduate major curricula are expected to integrate the skills and competencies developed through students' engagement with the Core Curriculum. Majors at Daemen range from the relatively traditional (e.g., English, History, Business Administration, Physical Therapy) to distinctly interdisciplinary offerings such as Health Care Studies, Arts Administration, and Global and Local Sustainability. Students whose academic pursuits overlap two or more existing majors can develop, in consultation with a team of faculty advisors, a Bachelor of Arts in Individualized Studies. Students may also choose to avail themselves of the recently developed +Plus Pathways, which provide a variety of ways to enhance one's major with professional academic and experiential coursework or to integrate more deeply the liberal arts in their major. At the graduate level, new program development and enrollment growth are evident, as the



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

College seeks to build on its strengths in such fields as health care in response both to student interest and community need. Roughly 70% of Daemen undergraduates are pursuing professional preparation majors offered in our Division of Health & Human Services. All graduate programs are professional preparation programs. The extent to which Daemen's educational offerings support our Strategic Plan goal of instilling global competency will receive particular attention in this section.

ARTICULATED STUDENT LEARNING OBJECTIVES FOR COURSES AND PROGRAMS

Student learning objectives are articulated at the course, program and institutional levels. At the course level, all new course proposals are reviewed by EPC. Courses proposed to fulfill a Core competency are also subject to review by the CASC. Course proposals and syllabi require stated learning objectives (LOs) and an explanation of how each learning objective will be assessed. Self-study has confirmed that the articulation of LOs for educational offerings has become part of the academic culture of the College and serves as the foundation of all courses. At the department/program level, all departments and programs have mission statements, articulated learning objectives, and an associated assessment plan. Through the Academic Program Review process, departments take time to review and update LOs and curriculum maps as needed. The curriculum mapping process ensures intentionality in program plans that provide explicit opportunities for course work and other learning experiences (e.g., clinical experiences, practica, and study abroad) that enable students to achieve the desired learning outcomes. During the program review process, undergraduate programs are also expected to articulate how and where the Core Competencies are further reinforced and developed in courses in the major. Learning outcomes at the institutional level and for the Core Curriculum are articulated in the College Catalog ([Document Room 12 - Undergraduate Catalog \[6,8,11,12,14\]](#)), and in the Core Assessment Plan ([Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#)), as discussed under Standard 12. Table 4.7 provides a summary of where learning objectives are communicated for each academic department.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 4.7: STUDENT LEARNING OUTCOMES, CURRICULUM MAPS, AND ASSESSMENT PLANS

Academic Department	Mission Statement	Articulated Learning Outcomes	Curriculum Map(s)	Updated Assessment Plan
CORE CURRICULUM				
Core Competencies	n/a	W, A, competency definitions in catalog	core/program goal alignment maps	2015
ARTS & SCIENCES				
English	C, A	C, A	A, PR	2015
Global & Local Sustainability	C, A	C, A	A	2015
History & Political Science	C, A	C, A under revision	A, PR	under revision
Mathematics	A	C, A	A, PR	2015
Modern Language	C, A	C, A	A, PR	2015
Natural Sciences	C, A	C, A	A, PR	2015
Philosophy & Religious Studies	C, A	C, A	service dept.	2015
Psychology	C, A	C, A	pending	pending
Visual & Performing Arts	C, A	C, A	A, PR	2015
HEALTH & HUMAN SERVICES				
Athletic Training	C, A	C, A	A, PR	2015
Business, Accounting & Paralegal	C, A	C, A	A, PR pending	2015
Education	C, A	C in progress	pending	2014
Executive Leadership & Change	C, A	C, A	pending	2015
Global Business	W, C	W, C	A	2015
Health Care Studies	C, A	C, A	A, PR	2015
Nursing	C, A	W	A, PR	2015
Physical Therapy	C	C	pending	pending
Physician Assistant	C, A	C, A	PR	2015
Public Health	A	A	new program	2015
Social Work	C, A	C, A	A, PR	2015
KEY: W = on Website C = in Catalog (Online) A = on Assessment Site PR = in Program Rev. Doc				

Note: To conserve space, departments, rather than programs, are listed above. Note that several departments have multiple programs.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

LIBRARY RESOURCES SUPPORTING ACADEMIC PROGRAMS AND INFORMATION LITERACY

The Daemen College Library provides faculty and students with access to a collection appropriate to support Daemen's academic programs and curricula. Via the library homepage, libguides.daemen.edu, students and faculty have access to an online catalog of local holdings, 177 general and specialized Internet-accessible bibliographic databases and web resources, and on-line reserve materials. If users need access to information located elsewhere, they may place an online request for materials through the Interlibrary Loan program, ILLiad. This is a free service. Students may also obtain materials in person at any Western New York academic library through the Academic SHARE Program by presenting a valid Daemen ID.

In the 2014 -2015 academic year, the Daemen College Library participated in a project designed to widely expand student access to serial-type materials. The "Empire Shared Collection Program" is a consortium of area libraries which is creating a shared collection of past issues of print journals and unique serials. Students will be able to obtain these materials through the ILLiad system.

The library staff includes five librarians with master's degrees in library science, two of whom serve as reference librarians. Reference librarian-led library instruction sessions at Daemen result from collaboration between librarians and faculty, and are course assignment-driven when possible. Library sessions are designed to address the 2012 ACRL Information Literacy Standards, and plans are underway to incorporate the 2015 ACRL Information Literacy Framework in CMP 101 and BIO 109 classes ([Document Room 93 - 2012 ACRL Information Literacy Standards \[11,12\]](#); [Document Room 94 - 2015 ACRL Information Literacy Framework \[11,12\]](#)). At the end of a session, students complete an online course-specific self-report assessment of learning ([Document Room 95 - Sample Online Assessment of Library instruction for Athletic Training 430 \[11\]](#)). Library assessments are compiled by the reference librarians and shared with faculty upon request ([Document Room 96 - 2014 Library Instruction Session Stats \[9,11\]](#)). Direct assessment of information literacy skills is also conducted as part of Core Curriculum assessment at both the 100 and capstone levels.

SUPPORTING STUDENTS' GLOBAL COMPETENCY

The College's Strategic Plan Goal II: *Global Competency and Service to the Global Community* states that Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum and increasing participation in experiential learning opportunities. The College offers numerous courses having a global context or otherwise promoting intercultural fluency. Some students will be exposed to globalization and intercultural fluency as part of their major. Twenty-one percent of faculty report teaching a course that provides students with direct exposure to diverse cultures within the local and regional community ([Appendix 1.2 - Daemen College Strategic Plan \[1-14\]](#), p. 8).

However, global competency and/or cultural fluency are not explicitly required as part of the general education curriculum. Only two programs (Modern Languages and Global and Local Sustainability) require a study abroad experience for their majors. For most



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

students, engagement with globalization and diversity remains optional. Moreover, our current Mission Statement has weak language with respect to diversity, stating only that students will be “comfortable with diversity and will recognize the importance of a global perspective” ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)). There is currently no equity and diversity plan to replace the five-year Diversity Plan of 2008-13. With the creation of an office of Diversity and Multicultural Affairs dedicated to furthering the college’s commitment to maintaining a diverse and rich learning environment, progress in addressing these issues is anticipated.

A number of study abroad opportunities support Strategic Plan Goal 2, including programs in Ireland, Canada (British Columbia, Québec and Nova Scotia), Cuba, Mexico (Mexico City), Poland, and Spain. Students in the health professions have, for the past decade, participated in the Students without Borders program, traveling to the Dominican Republic during our January intersession to help provide health care and raise health awareness. Daemen’s Global Programs Office has developed a student handbook detailing student eligibility and financing for study abroad experiences ([Document Room 97 - Study Abroad Handbook \[8,9,11\]](#)). Daemen recently joined the Generation Study Abroad commitment through the Institute of International Education, an initiative that sought 100 institutions of higher education to increase or double their number of students participating in studying abroad ([Document Room 98 - Generation Study Abroad \[11,13\]](#)). In another effort to foster connections with institutions abroad, the Office of Academic Affairs was instrumental in establishing a partnership with the Mongolian government. The December 2014 signing of a Memorandum of Agreement is expected to expand collaborative efforts and also increase the number of students from Mongolia completing programs of study at Daemen.



Daemen College hosted Fulbright Scholar-in-Residence Riika Alanen during the 2014-15 academic year. A professor of foreign language education at the University of Jyväskylä, Finland, Dr. Alanen collaborated with our Education Department to establish an exchange program in Finland.

A Refugee Studies minor, developed during AY 2014-15 and including courses approved for Core credit, is another way in which we are seeking to connect students to the global community through the curriculum itself, without traditional study abroad experiences. But while some new courses with a global focus have been developed in recent years, it remains the case that the College does not yet specifically require students to demonstrate global awareness or cultural fluency. Although a recent faculty hire in World Literature is an important step in developing a global curriculum, it is also the case that the Core does not require students to take a course in World Literature or in any literature for that matter. One of the Strategic Plan Key Performance Indicators for enhancing global content in the curriculum does call for the integration of global competency either within an existing Core competency, or through the creation of a new competency by 2017. It is imperative that this important step be implemented if we are to graduate all students with some degree of global awareness and cultural fluency.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

TABLE 4.8: DAEMEN STUDENTS' EXPERIENCES WITH DIVERSITY

% OF SENIORS WHO RESPONDED "OFTEN" OR "VERY OFTEN"

	2007	2008	2010	2012
In your experience at your institution during the current school year, about how often have you done each of the following?				
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	59%	69%	70%	76%
Had serious conversations with students of a different race or ethnicity than your own	42%	51%	59%	47%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	46%	51%	52%	51%
To what extent does your institution emphasize each of the following?				
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	42%	55%	70%	61%
Understanding people of other ethnic and racial values	50%	56%	64%	62%

Source: National Survey of Student Engagement (NSSE)

As tracked over the course of the 2008-13 Diversity Plan ([Appendix 1.4 - Daemen College Diversity Plan 2008-2013 Tracking \[1,6,7\]](#)), only 50% of Daemen seniors reported in the 2007 NSSE that the College emphasized “*understanding people of other racial and ethnic backgrounds.*” By 2012, this percentage had increased to 62%. The percentage of seniors who indicated that the campus environment encourages “*contact among students from different economic, social, and racial or ethnic backgrounds*” rose from 42% in Spring 2007 to 61% in 2012. Notwithstanding the concerns cited above, NSSE results do suggest that students’ Daemen experience is of some influence in raising their global awareness and cultural fluency.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

THE LIBERAL ARTS-BASED SKILLS AND COMPETENCIES NECESSARY FOR PROFESSIONAL EXCELLENCE

The Fall 2012 Core Alignment Project sought to answer the question “To what extent is the Core Curriculum present in the required curricular academic programs?” ([Document Room 99 - Core Curriculum Assessment Fall 2012 Project \[11,12,14\]](#)). The project related to courses taken in the major that met and further developed the Core Competencies. The evidence demonstrates that our undergraduates continue to be exposed to some of the Core skills and competencies through their major field of study, with most of them exposed to three or four of the competencies in their major course work. The Core Curriculum mapping component of the Program Review process indicates where Core learning objectives are reinforced in courses in the major ([Document Room 100 - Core and Program Goal Alignment & Program Curriculum Maps \[7,11,12,14\]](#)).

Strategic Plan Goal Area I: Rigorous education for the 21st Century emphasizes that preparation of students for 21st century careers will be achieved “by offering rigorous academic programs that are aligned with current market demands and that cultivate the liberal arts-based skills & competencies necessary for professional excellence” ([Appendix 1.2 - Daemen College Strategic Plan \[1-14\]](#), p. 1). Internally, faculty have been engaged in ongoing discussions relative to the fulfillment of the College’s stated mission, with particular focus on the role of the liberal arts and liberal arts-based skills in the curriculum. Externally, we take note that employers surveyed for the University at Buffalo Institute’s 2010 Regional Skills Assessment report identified “basic skills of active listening, reading comprehension, and critical thinking as most important and required at the highest level of functioning for hard-to-fill occupations” ([Document Room 101 - 2014 Daemen College Career Services Survey of the Class of 2013 Graduates \[7,9,11,14\]](#), p.10). Eighty-one percent of student respondents to Daemen’s 2014 Career Services Survey of Graduates reported that Daemen College had prepared them as well or better than students who graduated from other colleges. Alumni felt they were well prepared in all of the areas rated, with critical thinking ranked the highest (4.3 out of a 5.0 scale). As discussed earlier under Standard 12, Daemen juniors and seniors scored above the national proficiency levels in reading level 2, all writing levels (1-3), and all mathematics levels (1-3) on the ETS Proficiency Profile instrument ([Document Room 81 - ETS Proficiency Profile Results Summary \[7,11,12,14\]](#)). Seniors scored above the national proficiency level in all areas, although juniors ranked below national proficiency levels in reading level 1 and critical thinking. Since Fall 2012, the Core Advisory Subcommittee has also been collecting and reviewing data from course embedded assignments in Core courses as part of the 4C’s assessment framework (discussed in more detail under Standards 12 and 14).

The proposal to include a humanities requirement in the Core, mentioned earlier under Standard 12, is one example of the way in which faculty are seeking to sustain and strengthen the liberal arts as a critical component of a Daemen education. Another is the [+PLUS Pathways Program](#) (implemented in the 2013-14 academic year) which seeks to create a number of rich learning experiences grounded in the liberal arts, exposing students regardless of major to coursework that more deliberately links Core competencies and contextual themes across disciplines. Students focus their Core and free electives in an interdisciplinary series of 6-10 courses designed to prepare them to apply their critical thinking and written and spoken communication skills to their professional goals. A



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Spanish major, for example, might choose to +PLUS Up in Community Health Promotion or a History major in Global Business. Similarly, there are +PLUS clusters designed for students in professional programs who desire an enriched and focused liberal arts component. These programs consist of three courses focused on a theme, such as African American Studies, Gender Issues, or Facing Crisis. By concentrating their Core electives in a +PLUS Pathway, students in majors oriented to specific professions become more aware of the links among the humanities, natural and social sciences, fine and performing arts, and their professional goals. Both development and marketing of these programs are in the early stages and the extent to which faculty advisors promote them and students pursue them is expected to become clearer in 2015-16.

Intentional strategies to bolster the liberal arts and to underscore their irreplaceable value in career preparation have also included development of a minor in Entrepreneurial Studies grounded in the liberal arts. At Daemen, a liberal arts education provides the necessary lens to view the entrepreneurial mindset and encourages students to find creative and innovative ways to apply their knowledge. Between Fall 2013 and Fall 2015, the enrollment in the Entrepreneurship minor has ranged between 32 and 39 students, exceeding the Strategic Plan goal to enroll 25 students by 2017 ([Document Room 21 - Strategic Plan Tracking Dashboard \[1,2,7,8\]](#)). Nineteen students graduated in 2014 with an Entrepreneurship minor.

Our new Master of Science programs in Public Health and Social Work were intentionally designed to attract students from traditional liberal arts areas. As both of these programs are enrolling their first cohorts, it is too early to see if the intended goal is being met. However, the directors of both programs have held meetings with the Coordinator of Integrated Programs, who oversees +Plus Pathways, and are actively and enthusiastically pursuing this student population.

ACADEMIC RIGOR AND PROGRAM REVIEW

To ensure that existing and new programs are sufficiently rigorous, faculty use national standardized assessments, course embedded assessments, field placement evaluations, and performance on licensing exams to evaluate student performance and determine if program objectives and competencies are being satisfactorily met. In several departments, programs are subject to additional review by professional accrediting bodies to ensure that national standards and competencies are met. Programs subject to outside accreditation review include: Accounting and Business Administration (graduate and undergraduate), Social Work (graduate and undergraduate), Nursing (graduate and undergraduate), Physical Therapy, Physician Assistant Studies, Athletic Training (graduate), and Public Health (graduate).

A key vehicle for ensuring the rigor and integrity of all Daemen programs is the academic program review process on a five year cycle. Previously discussed in Chapter 2 as part of the institutional assessment process and a key factor in the College's budgeting and planning process, program review also plays a major role in the EPC's monitoring of academic rigor, student achievement of



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

learning outcomes, and the overall vitality and sustainability of a program. This process is completed by all academic departments and based on student performance (measured by program objectives and competencies) and other key data collected (e.g., enrollment and retention) over a five-year period. Conceived of by the EPC and supported by the Office of Institutional Effectiveness, program review encompasses department mission, curriculum, and learning objectives. Program review includes reviewing existing program curriculum maps, or creating new ones, that illustrate the link between courses and LOs, as well as a Core alignment map for undergraduate programs that highlights where Core competencies are reinforced by courses in the major. Additional components of the review include an overview of instructional offerings, pedagogy, and career outlook for graduates.

Departments use program review to summarize resource planning, enrollment and retention progression and efforts, and alignment with the College's mission and learning goals. The Natural Sciences and Nursing programs, for example, have used a table format to illustrate the congruency of departmental and College missions ([Document Room 102 - Program Review Archive \[7,11,14\]](#)). Similarly, the Mathematics department aligns math program learning outcomes with Core learning outcomes, such as teaching critical thinking and problem-solving skills that can be applied within and beyond the discipline of mathematics.

Program review has provided departments the opportunity to self-assess and determine the deliberate link between Core course work and achieving the goals of their curriculum. For example, an advanced composition course, CMP 315, was created to address writing deficiencies among upper-division students in the health sciences (PT, PA, and Athletic Training). This addition has yielded considerable improvement in the quality of senior theses. According to Dr. Greg Ford, Chair of the Physical Therapy program, "CMP 315 has been an instrumental course that has provided a very strong foundation for medical research related writings for our PT students. The quality of their capstone research manuscript which is required for their DPT degree has been exceptional due to the rigor of depth and breadth in research."

Through program review, the History & Political Science Department saw the need to strengthen its Adolescence Education track by placing those majors in a cohort on a sequence of required classes. The Mathematics Department determined the need to strengthen instruction in the gateway course of algebra and successfully made the case to hire additional faculty.

The Health Care Studies (HCS) program was one of the first to complete the 5-year review process in AY 2011-2012. Feedback provided in the review process included recommendations for modification of student learning outcomes and alignment of student learning outcomes with the Core Curriculum. Subsequent annual reports show progress, as the department has clearly articulated student learning outcomes for HCS majors that cross all of its specialty tracks.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

EVALUATING AND APPLYING TRANSFER CREDITS

Daemen College transfer policies are established by and periodically reviewed by the College's Educational Policy Committee, and published on the Registrar's website ([Document Room 103 - Transfer Policies and Information \[8,11\]](#)). Courses are approved for transfer if they have been taken at an institution that has been accredited by any one of the 21 accrediting organizations listed in Accredited Institutions of Postsecondary Education, including state-based, career-related, and faith-related accrediting organizations. All transfer credits are reviewed by one of several trained evaluators in the Registrar's Office who work closely with faculty in determining course equivalencies. Transfer courses which may be equivalent to required course work are reviewed by an evaluator; if the evaluator is unable to determine required coursework equivalency from the course description, it will be sent to the appropriate department chair for review and equivalency evaluation. Information available on the Registrar's website describes the difference between traditional transfer credit versus the cross registration process. A transfer equivalency database is also provided on the site, listing courses at commonly attended regional institutions that have already been evaluated and equivalencies established. Information regarding articulation agreements with other institutions is available at the Articulation webpage outlining available program-to-program transfer arrangements.

The self-study process has illuminated one issue with transfer credit placement vis-a-vis the College's skills-and-competency based Core. There is a definite practical tension between striving to be transfer-friendly and accepting of legitimately earned college-level credit from a previous institution vs. our Core competency stipulations that prohibit use of transfer credit to satisfy a competency (except in the case of CMP 101). This issue sometimes results in the placement of transfer credit in ways that are less than ideal.

MEETING MARKET DEMANDS THROUGH GRADUATE PROGRAM DEVELOPMENT

The College aims to develop new graduate programs that can be marketed to both current undergraduate students and external markets. The Vice President for Academic Affairs, the two divisional deans, and the Director of New Program Development & Strategic Initiatives are the key planners for new graduate program development, in close consultation with department chairs and the Vice President for Enrollment Management. The College has been deliberate in exploring new graduate level program development, typically beginning the process by creating a committee of faculty, administrators, and often students to: 1) determine program demand and feasibility, including use of market surveys; 2) identify financial, human, and technical resources available to fully support program start-up and sustainability; and 3) develop a mission, guiding competencies, curricula, and program objectives congruent with the divisional and institutional missions and strategic goals.

The College also maintains and continues to develop collaborations with local and regional health care systems, educational institutions, clinical sites, and arts and human service agencies to advance academic program goals at both the undergraduate and



graduate levels. New program development is demonstrably mission-aligned and strategically attuned to both local and broader markets, with Daemen building upon existing strengths in the Arts and Sciences and Health and Human Services disciplines to respond to emerging market needs, including the leveraging of existing curricular offerings to serve new markets.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

OVERVIEW

The self-study process has confirmed that Daemen College is effectively fulfilling Standard 14 as part of an overarching institutional assessment plan with integrated processes implemented and institutionalized over the past decade. A key focus of the overarching assessment plan, discussed in detail in Chapter 2 under Standard 7, is assessment of student learning in academic programs, the Core Curriculum, and also in some administrative units such as Career Services and Student Affairs. Assessment of student learning at Daemen, as described on the [Assessment page](#) of the Daemen website, is an ongoing, five step process, with the acronym ACRRU: 1) **A**rticulate Desired Learning Outcomes, (*provide relevant courses or other learning experiences*), 2) **C**ollect Information, 3) **R**evue Findings, 4) **R**eport Results, and 5) **U**se the Information for Improvement and Resource Allocation (Repeat).

The Division of Academic Affairs, the Office of Institutional Effectiveness, the Educational Policy Committee (EPC), the Divisional Deans, and the Director of the Core Curriculum have together created an infrastructure for sharing assessment information across departmental and programmatic units at the College. This effort has significantly bolstered coordination of assessment efforts to promote the use of information-based decision making to improve student learning, and has fostered greater transparency across programs through the exchange of assessment information. A review of department assessment reports archived on the Assessment website for 2012-2015 illustrates the level of institutionalization of departmental participation in the annual assessment process (*Document Room 33 - Assessment Report Archive [5,7,14]*). Virtually all departments complete an annual report; the majority engage in direct assessment of student learning outcomes and “close the loop” by using results to inform changes to improve student learning (*Document Room 104 - Department Completion of Annual Department Assessment & Assessment of Student Learning Outcomes [7,14]*).

LEARNING OUTCOMES COMMUNICATED FOR PROGRAMS AND COURSES

As noted earlier under the standard for general education and educational offerings, the College has worked to ensure that student learning outcomes are clearly articulated and communicated to students for all programs and for every course (Table 4.7). Broad student learning outcomes for all undergraduate students are established and presented in the form of the seven Core Competencies,



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

with an institutional plan and timeline for assessment ([Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#)). Additionally, learning objectives for all undergraduate majors are listed in the Undergraduate Catalog ([Document Room 12 - Undergraduate Catalog \[6,8,11,12,14\]](#)). Similarly, graduate programs list learning outcomes in the Graduate Catalog ([Document Room 13 - Graduate Catalog \[6,8,11,12,14\]](#)). Each academic department has a written plan, including a timeline and assessment methods, for the assessment of each objective. Each course syllabus includes learning objectives and how they will be assessed and graded.

COURSES AND PROGRAMS PROVIDE INTENTIONAL OPPORTUNITIES ALIGNED WITH LEARNING OUTCOMES

Academic programs participate in a process of curriculum mapping to ensure that each learning objective for the program is addressed in the curriculum in a logical sequence ranging from an introductory to advanced level. Curriculum maps for academic programs often include both course offerings along with other relevant learning experiences such as clinicals or internships.

Starting in 2012, in response to Core assessment results, departments also started mapping their curricula to determine how Core requirements are aligned with requirements for each major or program. The intent of this ongoing Core and program alignment mapping project is threefold: to ensure that students can satisfy all institutional requirements for the major and Core within the allotted time frame (typically four years), and within the number of credit hours designated for the degree; to demonstrate how departments design curricula that effectively “integrate intellectual qualities acquired through the study of the liberal arts with the education necessary for professional accomplishment” ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)) and to ensure adequate resource allocation (e.g., faculty, frequency of course offerings, classroom space) to fulfill students’ curricular needs. Results of this project will be discussed below in the subsequent sections on Strengths and Challenges. To date, roughly half of undergraduate programs have conducted Core/Major Alignment Mapping (Accounting, Nursing RN-BS, Business Administration, Health Care Studies, Biochemistry, Biology, Natural Sciences, Physician Assistant, Art, English, Mathematics, and Sustainability).

THE ANNUAL ASSESSMENT PROCESS

Each year, academic departments and programs, as well as some administrative units that support student learning (e.g., Career Services, Student Success Center, Residence Life) compile data related to progress in meeting student learning outcomes and/or program outcomes.

For the assessment of learning outcomes in academic programs, department chairs or designated assessment liaisons compile required information on a standard reporting template that indicates which LOs were assessed and by what methods, a summary of assessment results, responses made, next steps, and resource needs, if any, for improvement ([Appendix 2.2 - Assessment Report Templates \[2,3,7,14\]](#)). Annual reports are collected through the Institutional Assessment website, then distributed to the appropriate



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

deans. Reports are archived on the assessment site for faculty review and reference. The academic deans review the reports, and subsequently meet with individual chairs to discuss annual goals, findings, and program needs (including resources). Assessment of student learning in administrative units is reviewed by the respective department director or vice president.

For assessment of Core (general education) learning outcomes, the Director of the Core Curriculum synthesizes the results of Core competencies and outcomes assessed during the prior academic year. Prior to 2013-2014, Core assessment reports were compiled by the Director of the Core Curriculum, shared with the divisional deans, reviewed and approved by the appointed Core Assessment Committee (CAC), distributed to faculty, and posted to the Core Assessment website ([Document Room 31 - Core Curriculum Assessment Website \[7,12,14\]](#)). Since consolidation of the Committee on Interdisciplinary Studies (CIS) and EPC in 2013-2014, Core assessment reports are shared with divisional deans, and posted to Core Assessment and Assessment websites.

As outlined under Standards 7 and 11, a process of academic program review on a five year cycle, implemented in 2011, is another feature of the overarching assessment process that ensures comprehensive assessment of student learning outcomes in each program. As of summer 2015, twelve program reviews have been completed: Visual and Performing Arts, Health Care Studies, Athletic Training, Nursing, Mathematics, Modern Languages, Natural Sciences, Philosophy and Religious Studies, English, History and Political Science, Physician Assistant, and Social Work (Table 2.5).

ASSESSMENT METHODS ACROSS THE CURRICULUM

Nearly all academic departments have an assessment plan and timeline for assessment of program learning objectives, as illustrated in Table 4.7 under Standard 11: Educational Offerings. While a consistent reporting template is used across departments, Daemen aims for a lean and cost-effective assessment process, with the emphasis on flexibility over standardization in order to make the process meaningful and useful for individual departments. Assessment methods are as varied as the programs themselves, and include local and national exams, research and writing projects, oral presentations, reflection papers, art portfolios or exhibits, oral proficiency exams in other languages, and preceptor or clinical supervisor evaluations.

Capstone, thesis or Research & Presentation projects are used for culminating assessment in all Daemen programs, often using the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubric for broad skills such as writing, information literacy, or critical thinking, combined with homegrown rubrics for department specific learning objectives.

In professional programs, national board or licensure exams provide summative assessment methods that can be benchmarked with other institutions. Athletic Training has achieved its goal of a 100% pass rate for the BOC (Board of Certification) exam for the third year in a row. The Physical Therapy program boasted a 100% ultimate licensure pass rate in 2014, and the Physician Assistant program had a 98% first time-taker pass rate average for the five year period 2011-2015. The Daemen Teacher Preparation Program in



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

the Education Department celebrated a 100% edTPA pass rate for Childhood Education majors in both 2014 and 2015 ([Document Room 15 - Performance of Graduates on Licensure Exams \[6,14\]](#)).

Assessment of the Core Curriculum is guided by the Core Assessment Plan, developed in 2005 and revised in 2011 and 2015. As noted under Standard 12: General Education, assessment of the Core at Daemen College is primarily course-embedded and evaluated within courses. As stated in the Core Assessment Plan, assessment is “aimed at enhancing student learning rather than simply measuring and documenting for others” ([Appendix 4.1 - Core Assessment Plan \[11,12,14\]](#), p. 2). Implementation in 2012 of the 4Cs project - Connecting Competencies to Content in a Course - has provided a streamlined framework for course-embedded assessment, with instructions, samples, and results available on the Core Assessment Website. Instructors of Core courses approved under the various competencies provide the Core Advisory Sub-Committee (CASC) with scored results of a class assignment and criteria used for judging proficiency. Guided by the 4C’s template ([Appendix 4.3 - Core Competency Assessment at the Course Level Template](#)), instructors of Core courses identify a classroom assignment (test, paper, presentation, problem set, etc.) that addresses the targeted Core learning objective(s). While doing regular grading of students’ completed assignments, instructors are asked to take some time also to assess the section of the assignment that addresses the targeted Core learning objective. Using the EPC approved rubric for the competency, instructors rate and record each student’s (or a random sample of students’) level of achievement of the learning objective. Rubric scores ranging from a level 1 through a level 4 represent the proficiency levels of performance for each competency from college entry through the professional level for the baccalaureate degree. As important as determining the score level, faculty are asked to interpret the results and reflect on how this information might be used to improve the course, assignment, and student learning.

Ongoing data gathering after the initial implementation of the 4Cs assessment process showed that faculty needed more guidance in how to maximize the effectiveness of the 4Cs framework. The Director of the Core Curriculum, in response to suggestions made at the May 2014 Assessment Day discussion ([Document Room 83 - 2013-2014 Core Curriculum Assessment Report \[7,12,14\]](#), p. 3), made a presentation at the first full faculty meeting in Fall 2014, outlining the importance of the 4Cs data collection and sharing examples. Subsequent workshops and new resources on the Core website with instructions and examples led to faculty engaging in ongoing reflections on how the 4Cs assessment can lead to new teaching strategies and improved student success.

The 4Cs data gathered through Fall 2014 focused primarily on communication skills and critical thinking competencies. Most instructors submitting data were from courses at the 100 and 200 levels. First-year and sophomore students in these courses have scored, as expected, at levels 1 and 2 on a 4-point scale. Results can be found at [Document Room 31 - Core Curriculum Assessment Website \[7,12,14\]](#). In response to recommendations from the May 2015 Core Assessment Day and the CASC, the Director of the Core Curriculum is currently working with department chairs to build 4Cs assessment into the existing annual departmental assessment process to streamline data collection and enhance sustainability.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

In addition to the integrated and recurrent assessment mechanisms described above, various related assessment initiatives are used to inform faculty development, improve the clarity of Core, program, and course learning objectives, and measure the effectiveness of educational initiatives at the College. The College has also sought to validate information gleaned from its internal assessment methods and to benchmark findings against peers through information gathered from national assessment tools, such as the National Study of Student Engagement (NSSE), the ETS Proficiency Profile, and various licensure and certification exams.

ASSESSMENT PROCESS STRENGTHS

Within the past decade, the College has developed several systematic, integrated, and iterative assessment initiatives. Over the past five years in particular – with the introduction of faculty-driven five-year program reviews, the creation and monitoring of the 2012 Strategic Plan, and the results of the Core mapping project across disciplines – the College has built structures that facilitate transparency and consistency not only in sharing information gleaned from assessment, but in making strategic, evidence-based decisions. Additionally, the establishment of the Center for Excellence in Teaching and Learning, which closely collaborates with Institutional Assessment, has facilitated development of a culture that fosters educational and institutional best practices based on assessment results.

These efforts have resulted in significant initiatives designed to enhance teaching and learning within departments and programs, facilitate faculty and staff development, promote effective, reflective, and constructive teaching practices, and illuminate the ways in which students' educational experience fulfills - or fails to fulfill - the College's mission to "integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment" ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)).

The academic program review process has been used to support changes in programs that result when assessment results are exchanged among various stakeholders. Because it creates assessment and feedback opportunities designed, driven, and overseen by faculty, program review is a key indicator of faculty buy-in and participation in institutional assessment practices. Additionally, when combined with simultaneous Title III efforts, annual assessment of student learning outcomes and program review together have led departments to enact changes based on assessment of student performance in key gateway courses, including English (CMP 97/CMP 101 alignment), Mathematics (placement adjustments) and the Natural Sciences (Drop-Down Courses). For example, the Mathematics Department's 5-Year Review (AY 2012-2013) discusses improvement in placement criteria for incoming students after extensive assessment of student performance ([Document Room 77 - 2012-13 Mathematics Program Review Report \[7,10,11,14\]](#)). This review led the department to create an online placement exam taken by students during summer months. The test allows students to be placed in the math course that aligns with student skills earlier in the fall semester and has thus resulted in more efficient planning of fall offerings for first-year students.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

A Strategic Plan objective intended to help calibrate and verify what College officials have learned from internal, homegrown assessments with nationally-recognized assessment tools, has been successfully completed. Results of the 2014 pilot of the ETS Proficiency Profile aligned significantly with findings of previous internal Core assessments, indicating challenges in students' Critical Thinking, Writing, and Mathematics skills (although these challenges are in keeping with national proficiency rates) ([Document Room 81 - ETS Proficiency Profile Results Summary \[7,11,12,14\]](#)).

An additional positive result of this shift to regular, systematic exchange of assessment data across units has been the ability to measure deliberately and address the balance between two crucial elements of the College's mission: the institution's commitment to "integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment" ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)). This is an area of particular concern, given the recent expansion of offerings at the graduate level and in the sustained, ongoing growth of the College's professional programs. Since the College's shift from a traditional, distributive liberal arts Core to a less traditional, competency-based Core was envisioned well over a decade ago, assessment has been crucial to determining the long-term implications of competency-based course work on curricular outcomes and student progression through their major.

In retrospect, Core assessment has made it clear that at least some elements of the curriculum aligned with intellectual qualities associated through study of the liberal arts have been reinforced and strengthened as a result of this realignment, as well as through assessment-driven efforts to improve teaching and learning in Core course work. The strengthening of writing requirements across the disciplines, previously described, is one example. Additionally, the Core Director's 2012 report on integration of Core coursework within undergraduate programs found that 84% of majors satisfy Research & Presentation Requirements through requirements mandated by program plans and 100% satisfy Core Communication Skills and Information Literacy requirements within program requirements, due to the universal CMP 101 requirement across programs ([Document Room 99 - Core Curriculum Assessment Fall 2012 Project \[11,12,14\]](#)). These levels of attainment in integrating Core and major course work – paired with restructured upper-division coursework related to WID initiatives – attest to the potential progress that can be made when Core, professional, and Strategic Plan goals align.

Other highlights include integration and frequency of coursework dedicated to Critical Thinking and Creative Problem Solving. According to the 2012 Core Director's report, 76% of students satisfy this competency in course work required by their program plans. This high rate of integration is reinforced by students' reports regarding their exposure to Critical and Analytical Thinking in their undergraduate curricula. According to the 2012 NSSE Core Curriculum report, Daemen seniors rated their Critical Thinking experiences significantly higher than peer and all NSSE institutions ([Document Room 105 - Utilizing 2012 NSSE to Assess the Daemen Core Curriculum \[7,11,12,14\]](#)). Yet, as with the Communication Skills and Information Literacy assessments described above, ETS Proficiency Profile data demonstrates that significant challenges in this area remain.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

Finally, the College uses the results of formal and informal assessment processes to inform professional and staff development opportunities. Indeed, there is a great deal of diversity among academic units regarding their approach to assessment, since programs are vastly different in many ways, with both external (e.g., accrediting agencies) and internal (e.g., faculty/staff status and participation) factors guiding assessment activities across units.

A majority of professional development opportunities at the College are sponsored by the Center for Excellence in Teaching & Learning, which serves as a clearinghouse for information gleaned from both assessment and research into best practices in higher education. The CETL frequently offers professional development workshops and activities in response to concerns highlighted through assessment and efforts to connect such opportunities with assessment initiatives have become even more pronounced since the College received its Title III grant in 2011. For example, in the 2012-13 academic year, the Center – working in tandem with the Director of the Core Curriculum, Title III, and the Academic Affairs Office – offered approximately 50 staff and faculty development workshops on topics ranging from Distance Learning to Writing in the Disciplines to Reaching First-Generation College Students to Case Studies on Teaching in Science. During the first three years of the Title III grant, over three-quarters of full-time faculty who teach gateway courses participated in at least one professional development workshop or information session ([Document Room 106 - Title III Year 3 External Evaluation Report \[2,3,7,8,9,14\]](#)).

At the department level, efforts to wed assessment opportunities and professional development activities are also prominent. For example, in light of recent changes to both state and federal mandates for teacher certification, the Education Department met in June 2014 to use a local evaluation protocol recommended by the developers of the edTPA (Educative Teacher Performance Assessment). The session allowed the department to calibrate the scores on Daemen Education students' tests (local assessment) with those submitted to Pearson and the New York State Department of Education for scoring (national and state assessment). The aim was, according to the Associate Dean for the Education Department Dr. Elizabeth Wright, "to determine if our rubric scoring at the local level would match the scoring at the state and national level" and "to determine if we would need to make changes at the course and program levels to assure content and practice alignment with these new assessments." As a result of this assessment, the Education faculty determined that realignment of course content with new accreditation standards was needed. Over the summer months, the department's faculty met to share alignment and assignment work in preparation for the current academic year. While this is just one example of how assessment at the department level facilitates the use of assessment processes in professional development tasks, similar activities necessary to student achievement take place regularly throughout the College – particularly in those programs where outside accreditation has worked in concert with local efforts to sustain a culture of professional development and innovation in teaching.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

ASSESSMENT CHALLENGES

As noted above, virtually all programs and courses at Daemen now have clearly articulated learning outcomes and curriculum maps. The Core/Program mapping project has resulted in more attention to reinforcing Core goals within learning outcomes across various majors, though not all departments have yet articulated the role of Core competencies in their program plans. Most, but not all, have recently revised assessment plans (Table 4.7). As expected, the degree to which these assessment plans have been implemented, consistent use of direct assessment measures of student learning, and the extent to which assessment results inform improvements do vary across departments.

A prominent issue is whether efforts “to integrate the intellectual qualities acquired through study of the Liberal Arts” ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)) with more professionally-oriented course work are the same as – or as beneficial as – integrating the study of the traditional liberal arts. As noted in discussion under Standard 12, transcript analysis of graduates conducted in 2010 indicated a significant decline in the number of students taking traditional liberal arts coursework prominent within the former distributive Core. The analysis of transfer student transcripts, currently in progress, may provide further insight on this concern.

Efforts to calibrate assessment, professional development, and initiatives that support student learning have grown more cohesive in recent years, yet concerns remain regarding the influence of findings gleaned from such activities on strategic planning. Systems that promote feedback and synthesis of findings from assessment are in place to ensure greater communication among units closely connected to the Strategic Plan goal of “Rigorous Education,” yet the process through which resources required to continuously support those findings are allocated is less transparent.

Some perceptions exist at the College that with the clear focus on development and growth of professional and graduate programs, the College’s efforts to “integrate the intellectual qualities acquired through study of the liberal arts with education necessary for professional accomplishment” ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)) – has diminished. Adherents of this perspective often point to an imbalance in degrees conferred: From 2007-2014, the numbers of students receiving undergraduate degrees from Daemen (2,812) was eclipsed by the number of students receiving professional graduate degrees (3,207, not including BS/MS degree recipients). Additionally, the share of students receiving BA or BFA degrees, which facilitate greater immersion in the traditional liberal arts, was determined to be less than 20% (19.2%). Transcript analyses in undergraduate programs (BA, BFA, and BS) have demonstrated that students – particularly those in professionally-oriented programs – may fulfill Core competencies without sufficient exposure to study of the traditional liberal arts. Further, a 2012 Core curriculum assessment report revealed an imbalance between Core competencies fulfilled within the major and those fulfilled outside the major. While competencies like Communication Skills and Critical Thinking were integrated within required coursework, competencies such as Moral and Ethical Discernment (7%) and Service Learning (9%) were largely fulfilled outside of the major ([Document Room 99 - Core Curriculum Assessment Fall 2012](#)



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

[Project \[11,12,14\]](#)). These imbalances point to a disproportionate distribution of the Core among departments, which has implications for both assessment and efficacy of student learning, faculty and staff development, and delivery of education aligned with the College mission.

While the Core Assessment Plan has created a framework for regular and systematic evaluation of the various Core competencies, the College has fallen behind its designated schedule for assessment of all competencies. Thus, while assessment of competencies such as Critical Thinking and Communication Skills has been robust and regular, assessment of competencies such as Affective Awareness has been delayed. The question has been raised by the Director of the Core Curriculum and others as to whether the Core Curriculum would benefit more if the Core Assessment Subcommittee (CASC) of the EPC were reformed to specifically address Core issues. Given that the business of approving new Core courses increased during AY 2014-15 and that discussion of the future of the Core has been intense, the business of implementing the Core Assessment Plan has fallen behind. It may be advisable to reconvene a more formal group to move the Core Assessment Plan forward, not only to ensure that student achievement is assessed for all competencies, but to build on existing success in using Core assessment results to improve the curriculum and student learning.

SUGGESTIONS

- Given the possibility that reconfiguration of faculty governance in 2013-2014, which involved a redistribution of faculty oversight of the Core, resulted, however unintentionally, in a diminished emphasis on the Core Assessment Plan, the College may wish to consider charging a committee (independent of the EPC or as a subcommittee of the EPC) with faculty oversight of integrated assessment activities.
- Together with the Office of Admissions and the Registrar, an EPC-appointed faculty subcommittee should conduct a comprehensive review of how transfer credit is applied in and outside of the Core to ensure as best practicable transfer-friendliness, while maintaining the integrity and spirit of the Daemen Core as well as the integrity of the major.

RECOMMENDATIONS

- The Faculty Senate should complete the tasks of: (i) defining the role and responsibilities of faculty designated as Program Directors; (ii) clarifying the rights and responsibilities of non-tenure-track faculty, including clarifying the faculty status of “appointed” personnel in instructional, e.g., “coordinator,” roles; and (iii) analyzing the relative proportion of instruction delivered by tenured/tenure-track vs. non-tenured. Senate and College administration should then collaborate to address any issues and revise Faculty Handbook and/or other relevant policies and procedures accordingly.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

- A deliberate, thorough, and conclusive examination of the structure and content of the Core Curriculum should be developed and carried out under the auspices of the Educational Policy Committee to ensure that a Daemen education does in fact produce students prepared for “life and leadership in an increasingly complex world ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)). This undertaking is recognized as extensive and intensive, requiring sustained analysis and participation of all stakeholders, yet for this very reason, an undertaking requiring structure and a clear timetable to assure completion. Specific attention should be given to ensuring scientific literacy on the part of all Daemen students, as well as to ongoing efforts to improving student writing.
- The College should ensure that a Daemen education provides its students with global competency, as explicitly called for in the Strategic Plan. It should analyze the Core Curriculum in this light as well as courses within the majors, making the curricular adaptations found necessary to achieve this goal.



CONCLUSION

We believe the self-study process has confirmed that Daemen College meets the fourteen Standards of Excellence of the Middle States Commission on Higher Education and that the following recommendations are the result of continued institutional evolution and growth. We look forward to using these recommendations to support further achievement of our mission and strategic goals.

1. The suitability of the current divisional structure to Daemen's current needs at the institutional, departmental, and individual levels requires examination. The Faculty Senate should continue its exploration of this matter, with specific attention to the impact of new and proposed programs, both graduate and undergraduate. Senate and College administration should collaborate to effect any changes needed to ensure the most effective and efficient delivery of quality instruction.
2. Now that the decision has been made to establish an office specifically devoted to diversity and multiculturalism, the College should use this opportunity to regroup and to revive its stated commitment to diversity. Specifically, attention should be given to the expired 2008-2013 Diversity Plan as planning goes forward.
3. The Office of Information Technology should continue to explore options for a new portal system that will provide students with one central location to access essential information and resources and enhance the learning and living community.
4. The College should identify and continue to implement more effective ways to reconcile its commitment to increase international and domestic enrollment of English Language Learners with its current level of ESL instruction and co-curricular support.
5. The Faculty Senate should complete the tasks of: (i) defining the role and responsibilities of faculty designated as Program Directors; (ii) clarifying the rights and responsibilities of non-tenure-track faculty, including clarifying the faculty status of "appointed" personnel in instructional, e.g., "coordinator," roles; and (iii) analyzing the relative proportion of instruction delivered by tenured/tenure-track vs. non-tenured. Senate and College administration should then collaborate to address any issues and revise Faculty Handbook and/or other relevant policies and procedures accordingly.
6. A deliberate, thorough, and conclusive examination of the structure and content of the Core Curriculum should be developed and carried out under the auspices of the Educational Policy Committee to ensure that a Daemen education does in fact produce students prepared for "life and leadership in an increasingly complex world" ([Appendix 1.1 - Daemen College Mission Statement \[1-14\]](#)). This undertaking is recognized as extensive and intensive, requiring sustained analysis and participation of all stakeholders, yet for this very reason, an undertaking requiring structure and a clear timetable to assure completion. Specific attention should be given to ensuring scientific literacy on the part of all Daemen students, as well as to ongoing efforts to improving student writing.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

7. The College should ensure that a Daemen education provides its students with global competency, as explicitly called for in the Strategic Plan. It should analyze the Core Curriculum in this light as well as courses within the majors, making the curricular adaptations found necessary to achieve this goal.

In conclusion, we also take the opportunity to add a brief postscript of significant developments occurring subsequent to conclusion of the self-study process and finalization of this report.

- Budgetary concerns regarding faculty overload compensation have precipitated discussion among the VPAA, Divisional Deans, and the faculty as a whole regarding limitations on overload and related issues such as enrollment caps and multiple sections of the same course. The need for clear and equitable policies across the College is acknowledged by all and conversation is ongoing. The administration has committed to channeling monies saved through a streamlined overload procedure directly back into curriculum and faculty support.
- Our search for the Director of Diversity and Multicultural Affairs has concluded successfully with the January 2016 appointment of Alvin D. Roberts, formerly of Stevenson University and SUNY Upstate Medical University.
- With pride but sadness, we note the departure of our valued colleague, Vice President for Institutional Advancement Richanne C. Mankey, to become the first woman president of Defiance College, Ohio, effective January 1, 2016. A search is underway for her successor.
- The Educational Policy Committee has taken initial steps to undertake comprehensive evaluation of the Core Curriculum, in accordance with Recommendation 6, above. It is anticipated that a broadly representative EPC subcommittee will be constituted early in the Spring 2016 term for this purpose.

This Self-Study Report reflects the work of numerous members of the Daemen College community, to whom the Self-Study Steering Committee expresses its gratitude. A list of all participants in Self-Study Working Groups is included in [Appendix 0.1 – Self-Study Working Groups](#).



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

GLOSSARY OF TERMS AND ACRONYMS

AAC&U Value Rubrics: Association of American Colleges and Universities' Valid Assessment of Learning in Undergraduate Education Rubrics; these rubrics have been adopted by Daemen to evaluate the degree to which students are mastering general education skills such as writing, information literacy, or critical thinking.

ACRRU: this acronym describes the five-step process of assessment of student learning at Daemen ~ 1) Articulate Desired Learning outcomes; 2) Collect Information; 3) Review Findings; 4) Report Results; and 5) Use Information for Improvement and Resource Allocation.

A&S: Division of Arts & Sciences.

CARE Team: a collaborative team of academic and student affairs administrators committed to a holistic intervention strategy that helps students navigate the challenges of college and timely resources and supports such as advisement, counseling, and academic coaching.

CAP: Core Assessment Plan.

CASC: Core Advisory Subcommittee of the EPC; oversees College's core curriculum, including the implementation, modification, and on-going assessment of student achievement within the seven Core competencies and other Core requirements.

CETL: Center for Excellence in Teaching & Learning; supports integration of technology in the classroom, the effective use of assessment of student learning, and the development of high impact pedagogical initiatives.

Core competencies: foundational skills which are introduced and nurtured in all Core courses and then developed, at the upper level, in courses in the major.

Core course: a course that fulfills some part of the 45-credit requirement for the bachelor's degree at Daemen; core courses must be outside the courses required for the major.

Core elective: Core courses taken outside of the major.

CSCCE: Center for Sustainable Communities & Civic Engagement.

DAC: Diversity Action Committee; faculty and staff committee that has played a key role in moving forward the College's vision and efforts to promote diversity in all settings.

D&I: Data and Information Committee; furthers cross-campus collaboration to promote access to accurate data and information to inform planning and external reporting.

EPC: Educational Policy Committee; reviews initiation of all new programs or courses, or modification of existing programs, courses, or related policies.



DAEMEN COLLEGE MIDDLE STATES

2016 SELF-STUDY REPORT

GPO: Global Programs Office; serves international students and advises undergraduate and graduate students on study abroad opportunities.

H&HS: Division of Health & Human Services

IDEA Center Student Ratings of Instruction: assessment tool used as part of the faculty evaluation process.

IND 101: a first-year experience course taken by all freshmen in the context of a Learning Community. The same cohort of students take the IND 101 course in the fall semester, and a course which is linked by theme in the spring semester of the first year. IND 101 provides students with an introduction to the Daemen Core competencies and the realities and rigor of college level academic work.

LEADS: Leadership and Empowerment for the Active Development of Students; on-campus student leadership program that builds on orientation programming; workshops are open to students throughout their years at Daemen.

RIC: Research and Information Commons; houses Daemen Library and Student Success Center.

SL: Service Learning.

S.M.A.R.T. Squad: Student Mentored Assistants for Resources in Technology; a team of students trained by the College's IT staff that provides students with timely solutions for their technology needs and problems.

StEP: Student Excellence & Persistence; a Task Force which uses an evidence-based approach to improving retention through a variety of focused interventions.

Student Success Center: collaboration of student service offices across campus to assist students in connecting with resources, referrals, programs and services.

TEC Lab: Technology Enhanced Collaboration Lab; promotes student engagement and collaborative learning experiences through simple interfaces and designs.

TEAC: Teacher Education Accreditation Council is the national accrediting body for Education, which in 2013, merged into CAEP (Council for the Accreditation of Educator Preparation).

TTI: Testing and Training International is an organization that manages student recruitment for Daemen programs offered to the Orthodox Jewish community at the College's additional location in Brooklyn, NY.

VPAC: Visual & Performing Arts Center.



APPENDIX 0.1 - SELF-STUDY WORKING GROUPS

[Updates from time of appointment noted in brackets]

WORKING GROUP 1: INTEGRITY, TRANSPARENCY, AND A SHARED MISSION

Standard 1: Mission and Goals

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

WORKING GROUP MEMBERS

Cheryl Bird, Executive Director, The Center for Sustainable Communities & Civic Engagement

*Kathleen Boone, Associate Vice President for Academic Affairs

Jed E. Dietrich, Member of the Board of Trustees

Kristin Fries, Associate Professor, Natural Sciences [Professor]

*Linda Kuechler, Professor, Accounting & MIS

Margaret Mazzone, Assistant Professor, Physical Therapy

Maureen Millane, Director, Career Services [Associate Vice President for Community Engagement, Creativity, and Career Development]

Robert Morace, Professor & Department Chair, English [term ended as department chair]

Pamela Neumann, Director, Human Resources

*Cheryl Nosek, Associate Professor, Nursing [Professor]

Carol Renner, Administrative Assistant, Global Programs

Beverly Weeks, Director, Higher Education Opportunity Program

WORKING GROUP 2: INSTITUTIONAL STABILITY, SUSTAINABILITY, AND RENEWAL

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 7: Institutional Assessment

WORKING GROUP MEMBERS

*Lisa Arida, Controller & Assistant Treasurer

*Patricia Beaman, Director, Institutional Research



Thomas E. Brydges, Esq., Member of the Board of Trustees [retired from Board]

*Kelly Duran, Executive Director, Academic Computing [Chief Information Officer]

Jessica Gorski, Assistant Director, Athletics [No longer at Daemen]

*Kathryn Graf, Director, Alumni Relations

Intisar Hibscheiler, Professor & Department Chair, Mathematics

Kevin Kegler, Professor & Program Director for Graphic Design and Animation [Professor of Graphic Design]

Shirley Peterson, Divisional Dean, Arts & Sciences

Scott Rowe, Senior Financial Aid Counselor [Assistant Director, Financial Aid]

Ron Schenk, Divisional Dean, Health & Human Services

*Mimi Steadman, Associate Vice President for Institutional Effectiveness & Title III Project Director

Brian Wilkins, Director, Administrative Computing [Director of Information Management]

WORKING GROUP 3: SUPPORTING STUDENT EXCELLENCE AND GLOBAL COMPETENCY

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 13: Related Educational Activities

WORKING GROUP MEMBERS

Sarah Avzton, Instructor & Early Childhood Director, Brooklyn Program [Assistant Professor]

Jonathan Good, Assistant Professor, Natural Sciences

*Susan Marchione, Director of New Program Development & Strategic Initiatives

Penny Messinger, Associate Professor, History & Political Science

Bridget Niland, Associate Professor, Business Administration [And Athletics Director]

Christopher Pack, Director of Systems Administration, Academic Computing

*Kimberly Pagano, Director of Orientation & Leadership Development

Justin Richmond, Student representative

Ann Robinson, Executive Director, Global Programs

Phyllis Shroot, Coordinator, Alternative Certificate in Special Education, Brooklyn Program

Andrea Sullivan, Head of Reference & Instruction, Library

*Adriane Williams, Senior Academic Advisor

*Frank Williams, Dean of Admissions [And Associate Vice President of Enrollment Management]

*Elizabeth Wright, Assistant Professor & Associate Dean of Education [now Associate Professor]



WORKING GROUP 4: RIGOROUS EDUCATION FOR THE 21ST CENTURY

Standard 10: Faculty

Standard 11: Educational Offerings

Standard 12: General Education

Standard 14: Assessment of Student Learning

WORKING GROUP MEMBERS

Jennifer Bogulski, Clinical Assistant Professor, Physical Therapy

Sabrina Fennell, Director of Academic Advisement

*Erica Frisicar-Pawlowski, Associate Professor, English

*Shawn Kelley, Professor & Department Chair, Philosophy & Religion

Allyson Kirk, Assistant Professor, Physician Assistant Studies

Lou Ann Mages, Administrative Assistant, Career Services [no longer at Daemen]

Christopher Malik, Director of Student Activities and Interim Dean of Students [no longer Interim Dean]

Catherine Mann, Associate Professor, Nursing

*Isiah Marshall, Associate Professor & MSW Program Director, Social Work

Lynn Matthews, Assistant Professor & Department Chair, Athletic Training [term ended as department chair]

Kelly Monkelbaan, Director of Enrollment Research, Admissions [now Executive Director]

*Lisa Parshall, Associate Professor, History & Political Science

Kelsey Reeder, Student representative

*Kevin Telford, Associate Professor, Modern Languages & Core Director

*Denotes member of Steering Committee



APPENDIX 1.1 - DAEMEN COLLEGE MISSION STATEMENT [1-14]

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the college seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a lifelong journey.

At the heart of Daemen's integrated learning experience is the relationship that can develop between the college's faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the college community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.

www.daemen.edu/about/leadership/mission-statement



APPENDIX 1.2 - DAEMEN COLLEGE STRATEGIC PLAN 2012 [1-14]

Daemen College Strategic Plan 2012

Executive Summary

Daemen College will fulfill its mission and continue to thrive in the coming years by emphasizing *intellectual rigor, service in the global community, and professional excellence*. To ensure that these ideals are realized, the College will maintain an environment conducive to the individual student's intellectual, social and cultural development. Based on assessment of our current position and the strategic priorities thereby identified, it is anticipated that the Plan will serve the College for approximately the next five years. The Plan is intentionally flexible, sufficiently broad to allow current thinking to be adapted in a rapidly changing global environment, while acknowledging the budgetary implications of diminishing state and federal support together with public concern over the increasingly high cost of higher education.

The Strategic Plan develops the themes of *intellectual rigor, service in the global community, and professional excellence* in five broad areas, as follows:

I. Rigorous education for the 21st century

Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands, that cultivate the liberal arts-based skills and competencies necessary to professional excellence, and that develop the qualities of mind that stimulate the courage to be sophisticated thinkers who are innovative and creative, comfortable with uncertainty, and problem solvers. Objectives include growing recently developed programs such as the Animation and Paralegal Studies majors and Entrepreneurship minor; development of new programs, including but not limited to master degrees in Public Health, Social Work, and Cytotechnology; initiatives to improve student writing across the disciplines; and continued efforts to ensure alignment of the core curriculum (general education) and curricula in the majors.

II. Global competency and service to the global community

Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum, increasing participation in experiential learning opportunities, and continuing to grow its population of students and faculty from international and other diverse backgrounds. Objectives include increased financial support for study abroad; recruitment and retention of diverse faculty; increased recruitment and retention of international students, including local immigrant and refugee students; and enhancement of the College's ESL program to serve these students effectively.



III. Persistence to Professional Excellence

Daemen College will continue to improve its rates of student retention and persistence to graduation by using the resources of its Title III grant (retention activities centering on faculty development and student underperformance in gateway courses), enhancing student services, and strengthening career readiness through professional development initiatives. Objectives include maintaining a stable enrollment with focused growth, both within and beyond Western New York; strategic identification and targeting of specific student populations, such as veterans and transfer students; development of Summer Bridge and January intervention programs (Title III activities); and providing enhanced professional development opportunities for students under the auspices of Career Services and the LEADS (student leadership) program.

IV. Campus Facilities, Aesthetics, and Sustainability

Daemen College will provide a sustainable campus environment consonant with intellectual rigor and professional excellence by renovating classrooms, acquiring necessary additional space, and improving campus aesthetics, including landscaping and on/off-campus parking options. Objectives include completion of the Visual & Performing Arts Center; renovation of classrooms and faculty office space in Duns Scotus Hall; classroom technology upgrades; improved landscaping, signage, and campus traffic flow; and development of plans for campus expansion as needed.

V. Fiscal Stability

The College will continue to operate in a financially sound manner that will produce balanced budgets, maintain competitive tuition and fee rates, provide and maintain quality physical plant facilities and equipment, strive for cost efficiencies, and provide sufficient resources for new and current academic programs. Objectives include an annual balanced budget; tuition and fee rates equal to or lower than the national average for private institutions; securing new unrestricted and endowment revenues in the \$500,000 to \$1 million range annually; and increasing alumni annual fund participation toward or beyond the national average of 13% for like institutions.



DAEMEN COLLEGE STRATEGIC PLAN 2012

Introduction

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities (Mission Statement: Appendix A).

Daemen College will fulfill its mission and continue to thrive in the coming years by emphasizing *intellectual rigor, service in the global community, and professional excellence*. To ensure that these ideals are realized, the College will maintain an environment conducive to the individual student's intellectual, social and cultural development. This environment will be sustained and adapted in accordance with an ongoing and fully integrated process of assessment, planning, and budgeting – as both reflected in and directed by this Strategic Plan.

Based on assessment of our current position and the strategic priorities thereby identified, it is anticipated that this Plan will serve our institution for approximately the next five years. The Plan is intentionally nimble, sufficiently broad to allow current thinking to be adapted in a rapidly changing global environment, while acknowledging the budgetary implications of diminishing state and federal support together with public concern over the increasingly high cost of higher education.

Our Strategic Plan develops the themes of *intellectual rigor, service in the global community, and professional excellence* in five broad areas: Educational Program, Global Competency, Student Persistence, Facilities and Aesthetics, and Fiscal Stability. An encompassing goal is stated for each area, followed by strategic objectives resulting in goal attainment. All sectors of the institution are expected to demonstrate the alignment of their own goals and objectives with this institutional plan, establish key performance indicators [KPIs] to be examined annually during the institutional assessment process, and align their budgetary requests accordingly.

The process of developing this Strategic Plan and the personnel involved are delineated in Appendix B. This Strategic Plan also incorporates elements requested of institutional master plans by the New York State Board of Regents.



I. Rigorous Education for the 21st Century

Goal: Daemen College will prepare students for 21st century careers and service to the local and global community by offering rigorous academic programs that are aligned with current market demands and that develop the liberal arts-based skills and competencies necessary to professional excellence.

A. New Programs

Daemen College will continue its practice of developing new programs that are consonant with institutional mission and that build on institutional strengths. The College will grow its recently initiated baccalaureate programs in Animation, Global and Local Sustainability, and Paralegal Studies, as well as its Entrepreneurship minor targeting majors in the liberal arts and sciences. The College will develop new graduate programs that simultaneously provide the opportunity to market to external constituencies as well as to our undergraduate majors – e.g., a Master of Social Work, a Master of Public Health, and an online EdD for healthcare professionals designed to address the critical shortage of doctorally prepared educators in the health sciences.

The College will maintain and continue to develop mutually beneficial relationships with other institutions of higher education both locally and internationally, e.g., our 1+2+1 Bachelor of Nursing program articulated with Erie Community, Genesee Community, and Trocaire Colleges (in operation), a BS/MS program in Cytotechnology in collaboration with the Roswell Park Institute (in development), and international collaborations with the Beijing University of Chinese Medicine, the National University of Mongolia, and the University of Botswana, among others.

The College will sustain its strong tradition of service, including service to the P-12 community, through our many existing outreach programs, including the Center for Sustainable Communities and Civic Engagement, the Thomas Reynolds Center for Special Education and After School Programs, and our videoconference course offerings to area high schools, as well as the New York State-funded Teacher/Leadership Quality Partnership. The College will cultivate and strengthen relationships with the for-profit as well as non-profit sector and will be alert to mission-compatible opportunities for collaboration. Our partnership with IBC Digital, Inc. to develop an International Center for Excellence in Animation (housing our BFA Animation program) is a recent example of such collaboration.

B. Alignment of Core Curriculum and Program Goals

Core Curriculum assessment initiatives (including focus groups, faculty interviews, and Core and Interdisciplinary Studies committee reports) suggest that Core goals are not yet



communicated as clearly or integrated as widely across the campus as is desirable. Print and web communications will be reviewed and revised as needed for clarity and consistency.

The College will continue to ensure alignment of institutional mission, Core Curriculum, and program goals through current initiatives, including participation in AAC&U's LEAP Initiative, the CIC-Lumina Degree Qualifications Profile Consortium, Core evaluation sessions, and the development and implementation of core curriculum and program goal alignment. The College will continue these assessment activities in combination with identifying and using a suitable national assessment tool, such as the Collegiate Learning Assessment (CLA).

The College will also review the Core Curriculum in light of the global competency objectives described in area II, below, and make a determination regarding inclusion of a global competency Core Curriculum requirement.

C. Student Writing

A number of writing assessment activities, including an annual faculty assessment day for student writing, have underscored the need for increased writing proficiency among Daemen students. The College has adopted the AAC&U Written Communication and Information Literacy rubrics and revised the syllabus for CMP 101 to include both of these Core competencies as primary. Resources were allocated for the hiring of two writing specialists - one to serve as Writing Coordinator and another to implement Writing in the Disciplines and Writing Across the Curriculum.

The College will continue to create a “culture of writing” by incorporating writing in as many first year courses as possible and will implement Writing in the Disciplines. The College will increase the number of writing tutors and strengthen the training of peer tutors. Resources of the College's recently awarded Title III grant will be directed to improving student performance in the gateway course of CMP 101 English Composition.

D. Academic Program Review

Beginning in 2009, the Educational Policy Committee took action to establish a program review process, the necessary groundwork of full enculturation of the institutional assessment process having been achieved. The program review process has been designed as a five-year cycle, with each department's annual assessment efforts informing program review and with program review informing development of new programs as noted above. Every academic department will have participated in program review by 2016.

E. Online Education

The College has formed a Quality in Distance Education Committee to assess the quality and rigor of online and hybrid/blended courses. An appropriate format for evaluation should be developed, separate and apart from courses delivered traditionally, with evaluation



including examination of the rigor of online course work. Ongoing faculty development opportunities will be offered through the Center for Excellence in Teaching and Learning to promote and sustain rigor in online teaching.

Evidence of Goal Achievement:

- Revenue-producing academic programs with a reputation for high quality and service to the local and global community. [Accountability: Vice President for Academic Affairs]
KPIs:

Stability or modest increases in enrollment in existing professional and liberal arts programs, and continuing support for the Arts and Sciences departments that provide most of the courses in the core curriculum.

Sustain enrollments in academic programs throughout the College in accordance with department-level strategic plans developed by Spring 2013.

Enrollment increase in Animation program from 9 (2011-12 baseline) to 25 new students per year by 2017.

Enrollment increase in Global and Local Sustainability program from 1 (2011-12 baseline) to 15 students by 2017 and enrollment in the minor to 15 by 2017.

Enrollment increase in Paralegal Studies major from 8 (2011-12 baseline) to 27 in 2017, and an increase in certificate program enrollment from 3 (baseline) to 15 in 2017.

Enrollment increase in Entrepreneurship minor from 4 (2011-12 baseline) to 12 new students per year by 2017, with 50 students per year enrolled in ENTR 201 course.

Program proposal for MSW submitted to New York State Education Department by June 2013; new students enroll within six months of NY State approval, with 30 students enrolled in the two-year program and 30 in the advanced standing program by 2017.

Program proposal for Cytotechnology submitted to New York State Education Department by June 2012; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 3 new students per year by 2017. (Note: enrollment number is limited by training spaces available at Roswell Park.)

Program proposal for EdD in Health Professions Education submitted to New York State Education Department by January 2013; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 15 by 2017.

Program proposal for MPH submitted to New York State Education Department by January 2013; new students enroll within six months of NY State approval. Enrollment increase from 0 (2011-12 baseline) to 20 by 2017.

- Completed program reviews, with implementation of one or more recommendations. [Accountability: VP, Academic Affairs]
KPI: By 2017, 100% of academic departments will have completed program review process and implemented one or more EPC recommendation.

- Articulation of the connection between the mission statement, Core goals, and department goals through the alignment process. [Accountability: VP, Academic Affairs]
KPI: By 2017, 100% of academic departments will have completed the core/department goal alignment process.
- Pilot of a national assessment instrument that complements existing internal assessment of Core competencies. [Accountability: VP, Academic Affairs]
KPI: By 2014, pilot completed.
- College-wide implementation of Writing in the Disciplines. [Accountability: VP, Academic Affairs]
KPI: By Fall 2013, WID incorporated in a minimum of 10% of first-year courses required in the major. By 2017, every department will have a plan for incorporating WID in the major.
- Attainment of Title III Grant goals for student performance in CMP 101. [Accountability: VP, Academic Affairs]
KPI (and Title III Objective): By Spring 2016, a minimum of 55% of freshman who complete CMP 101 will demonstrate skills at the expected level for students who had completed a college composition course (level 2 on rubric).
- Increased percentage of students scoring 2 or higher on the writing rubrics in Writing Intensive, and Research & Presentation (R&P) courses. [Accountability: VP, Academic Affairs]
KPIs:
 - By 2017, a minimum of 25% of WI papers from 100-200 level courses will score at 2 or higher.
 - By 2017, a minimum of 30% of WI papers from 300-400 level courses will score above 2.
 - By 2017, a minimum of 55% of R&P papers will be scored above 2.
- Assessment mechanism for online and hybrid/blended courses demonstrating intellectual rigor and student achievement. [Accountability: VP, Academic Affairs]
KPIs:
 - By 2013, online course quality framework designed by Quality of Distance Education Committee and approved by EPC.
 - By 2017, framework applied to 100% of existing and new online and hybrid courses.

II. Global Competency and Service to the Global Community

Goal: Daemen College will foster the global competency of its students and faculty by increasing global content in the curriculum, increasing participation in experiential learning



opportunities, and continuing to grow its population of students and faculty from international and other diverse backgrounds.

A. Global Engagement and Diversity

NSSE data generally indicate increasing student engagement with diverse others. Faculty survey results reveal that over a third express interest in modifying an existing course or creating a new course to include global content. In addition, 21% of faculty report teaching a course that provides students with direct exposure to diverse cultures within the local and regional community. Between 2007 and 2010, the number of students studying abroad has ranged between 71 and 85 annually, with over 25 countries represented. A recent survey of faculty and staff indicates that 50% of faculty and 24% of administrators and staff have had at least one non-tourist experience abroad.

The College will strive to increase the global engagement of both students and faculty. The College will provide faculty development opportunities, including in-service training, mentoring, and continued faculty exchange with global partners, to increase global content in the curriculum and to increase the number of faculty-led study abroad experiences. The College will increase financial support for students to engage in global courses, internships, clinical experiences, and service learning. The College will continue its efforts to recruit and retain a diverse faculty and staff mirroring the diversity of its students, placing special emphasis on increasing representation of underrepresented faculty.

B. Recruitment and Retention of International Students

The College has continued its commitment to growing its international student population, with 169 international students representing 42 countries enrolled in Fall 2011. The College will identify and implement a viable ESL solution to meet the growing needs of our changing domestic and international student populations, some of whom enter the College without sufficient English language skills. In addition, the College will ensure clear communication with students regarding program length and requirements. The College will conduct more precise assessment of the retention and graduation rates of our international students.

The College will enhance recruitment and retention of international students by establishing early linkages between the students and the College, including pre-arrival ESL exposure through distance learning technology and social networking. The College will sustain and grow its international marketing plan, including print, video, and social media materials, and will clarify all academic program requirements with recruiting agencies. The College will build and strengthen new and existing relationships with global partner institutions. The College will provide the necessary resources to strengthen staffing and delivery of its ESL program. The College will ensure that student services, including housing and meal service, meet the needs of international students.



C. Experiential Learning

The College will build upon its existing, mission-centered strengths in service learning and other forms of experiential learning by intentionally increasing opportunities for out-of-classroom experiences that foster global competency and service to the global community, both internationally and locally, e.g., among Buffalo's large and diverse refugee population. The College will continue to pursue grant and other funding opportunities for the purpose of advancing service learning initiatives.

Evidence of Goal Achievement:

- New courses and revisions of existing courses to enhance global content.
[Accountability: VP, Academic Affairs]
KPIs:
By 2013, establish course development goals and track fulfillment in annual departmental assessment reports.
By 2017, integrate global competency within existing or new Core competency.
- Increase in global service learning, study abroad, and other experiential learning – more opportunities developed and increased student participation. [Accountability: VP, Academic Affairs]
KPIs:
By 2017, the number of Daemen College students participating in local service-learning placements with a global focus, e.g. working with refugee youth and adults, will increase from 50 (2011-2012) to 70 (2016-2017).
By 2017, the number of global-focused community placements available to Daemen service-learning students will increase from 6 placements (2011-2012) to 9 placements (2016-2017).
(Note: the increases above will be dependent on institutional support for additional transportation services for Daemen students.)
- Increased recruitment and retention of international students, including local immigrant and refugee students. [Accountability: Vice President for Enrollment Management and VP, Academic Affairs]
KPIs:
Total enrollment of matriculated international students, as indicated in the Open Doors Report (excludes permanent resident aliens and dual citizens), will remain stable through 2017, at the 2011 baseline of 95, despite projected decline in international students in the weekend education program .
Enrollment of 25-35 new international students (including permanent resident alien, non-resident aliens, dual citizens, and local refugee and immigrant students) at Amherst campus each academic year 2013-17.
By 2013, create a process for tracking international student retention.



By 2014, establish baseline data and goals for international student retention.

- Student services meeting the diverse needs of international students, including an expanded ESL program. [Accountability: Vice Presidents for Enrollment Management, Student Affairs, and Academic Affairs]

KPIs:

By 2013, a campus globalization committee, an extension of the “Brazil Group,” using resources of the Institute for International Education (IIE), will develop a plan for meeting the program and service needs of international students.

By 2017, ESL services will also meet the needs of a growing population of American students who have grown up in families where English was not the language spoken at home.

- Recruitment and retention of a diverse faculty and staff mirroring Daemen’s diverse student population, as specified in the College’s Diversity Plan. [Accountability: President]

KPI: By Fall 2013, the percentage of minority faculty and administrative staff will match or exceed the mean percentage of peer institutions as reported by the Integrated Postsecondary Education Data System (IPEDS) (per Daemen College Diversity Plan).

III. Persistence to Professional Excellence

Goal: Daemen College will continue to improve its rates of student retention and persistence to graduation by using the resources of its Title III grant (retention activities centering on faculty development and student underperformance in gateway courses), enhancing student services, and strengthening career readiness through professional development initiatives.

A. Admissions and Enrollment Management

The College continuously assesses its enrollment mix, particularly in light of the declining demographic of traditional-age students statewide, and will continue to identify and serve student markets both within and beyond the confines of Western New York. The College will maintain its mission-centered commitment to serving educationally and economically disadvantaged students. The College will emphasize its commitment as a veteran-friendly campus by continuing to develop its Center for Veterans and Veteran Family Services. The College will turn increasing attention to the transfer student population, both traditional-age and adult degree-completers. Appropriate academic, support, and social offerings will be provided for specific student populations the College is strategically emphasizing, including veterans and transfer students, as well as continuous opportunities for faculty and staff to learn about diverse cultures (including military) as they are represented on the campus.



The College will continue to pursue the student development objectives of its Diversity Plan to increase enrollment of students underrepresented at Daemen relative to peer institutions and to increase the persistence to graduation of students of diverse backgrounds.

The College will develop coordinated enrollment goals to include NCAA athlete goals in current and expansion sports that support enrollment management recruiting efforts, with coordinated recruiting goals providing for prudent fiscal management, reasonable budget projections, and increased persistence rates.

B. Student Support

Assessments by the Offices of Academic Advisement and Financial Aid as well as NSSE survey data indicate a need for continued improvements in the delivery of student services, particularly in the areas of online registration, the work-study program, and inter-office coordination. Focused attention will also be given to the critical role of faculty advisement in student success. Student service offices will coordinate an evaluation of how their services intersect, with a view to making indicated adjustments and streamlining communication.

Assessments of student performance referenced in the College's successful Title III grant proposal demonstrated that improved student performance in gateway courses was critical to improving retention and persistence to graduation. Title III resources will provide faculty development in advising and instruction, with emphasis on the use of high impact pedagogies and technology to promote student success in gateway courses in math, science, and writing. In addition Title III retention activities to support students and strengthen college-readiness include a Summer Bridge program (starting 2013), an extended orientation and transition program, and a January Intervention program (piloted 2012). Title III-funded retention activities continue through the 2015-16 academic year.

C. Professionalism Initiatives

The College will develop student professionalism by including students whenever appropriate in decision-making about campus initiatives, promoting early interaction with the Office of Career Services and such professionalism development opportunities as the LEADS Program, and professionalizing the student work program experience (Federal Work Study and Daemen Work Program). The College's established philosophy of regarding academic study and career preparation as integrated and contiguous will be strengthened through aggressive development of new internship opportunities and other relationships with business, not-for-profit, and government sectors of the economy to facilitate the competitive career readiness of Daemen students. Professionalization of the student work program – from the application process to employee training to on-the-job performance standards – will replicate “real world” employer expectations.

The College will strengthen its athletic program by transitioning from the National Association of Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association



(NCAA) Division II. The College will apply to the NCAA in the spring of 2012 and expects to be invited as a member in July. Continued, steady, and planned growth of the athletic department at Daemen College is articulated in the 2011-17 Athletic Department Strategic Plan.

The College will continue to cultivate professional excellence on the part of all candidates for professional licensure, as exemplified by our 100% pass rates in physical therapy and physician assistant, and will implement targeted curricular and student support interventions whenever indicated to strengthen candidates' performance.

Evidence of Goal Achievement:

- Stable enrollment, focused growth. [Accountability: VP, Enrollment Management]
KPIs:
 - Maintain yield from freshmen applications to enrolled within range of 31.4 to 34% (based on enrollment data from past five years).
 - Maintain yield from transfer applications to enrolled within range of 51.3 to 58.7% (based on enrollment data from past five years).
 - Increase enrollment 1-2% annually.
 - KPI (and TIII Objective): Increase one-two year retention rates to 82% [target percentage by Fall 2016] [Accountability: Executive Director of Title III];
 - KPI (and TIII Objective): Increase six-year graduation rates to 54% [target percentage by 2016]; [Accountability: Executive Director, Title III]
 - KPI (and TIII Objective): increase persistence to degree completion by underrepresented minority students [target: within 5% of the 6-year benchmark rate of Carnegie peer institutions]; [Accountability: Executive Director, Title III]
 - KPI: Develop enrollment goals for student-athletes. [Accountability: VP for Enrollment Management, VP for Student Affairs, President]
- NSSE and other survey results demonstrating increased satisfaction with student services; [Accountability: Vice President for Student Affairs and Executive Director, Title III]
KPIs:
 - By 2013, identify NSSE questions reflecting key areas for increased student satisfaction and establish targeted percentage increases in satisfaction;
 - By 2015, achieve targeted increases.
- Formal application process and training provided by Career Services for students working in on-campus jobs; [Accountability: VP, Academic Affairs]
 - By 2013, a formal application process that requires the submission of student resumes will be instituted for all student leadership positions (Resident Assistants, Orientation Leaders, et al.)
 - By 2017, the formal application process for student workers (work study and Daemen positions) will be implemented in 100% of offices/units that employ students.



By 2017, an enhanced student employee handbook will be developed, approved and implemented by 100% of offices that employ students.

- Growth and enhancement of athletic program. [Accountability: VP for Student Affairs, President]
KPI: Goals for enrollment of student athletes will be established annually and reviewed regularly by the Athletic Director and Enrollment Management personnel.

IV. Campus Facilities, Aesthetics, and Sustainability

Goal: Daemen College will provide a sustainable campus environment consonant with intellectual rigor and professional excellence by renovating classrooms, acquiring necessary additional space, and improving campus aesthetics, including landscaping and on/off-campus parking options.

A. Integration of Information Systems for Efficient Use of Resources

The Event Management System (EMS) and Ellucian (formerly Datatel) administrative databases will be integrated to allow maximum reporting capability for well-informed, campus-wide decision-making. This integration will enable maximum and strategic use of classrooms, meeting space, and conference facilities. The resultant “big picture” analysis of physical space usage will help us address issues relating to peak hour shortages (e.g., parking) and will foster development of an annual plan to identify and address changing technological and other physical needs. Improved data management capability will also facilitate holistic assessment of campus activities to ensure that co-curricular activities, on balance, are supporting the strategic themes of *professional excellence, intellectual rigor, and service in the global community*.

B. Renovation of Existing Space

Our newest building, the Research and Information Commons (“The RIC”), opened in January 2009. This Gold LEED-certified building integrating library and academic support services in an aesthetically pleasing environment accommodates diverse learning styles and affords state-of-the-art technological capabilities, including an experimental classroom. Total renovation of the former Marian Library into the Center for Visual & Performing Arts will provide an exciting and much-needed new home for our fine arts programs. As part of Daemen’s continued efforts in the area of environmental sustainability, this project is expected to achieve Silver LEED certification. Meanwhile, our new International Center for Excellence in Animation, housing our BFA in Animation, is at home in 15,890 square feet of leased space in the Tri-Main Center, one of several hubs of arts activities in the City of Buffalo.

The College must now turn its attention to maximizing use of classroom space on the main campus by configuring this space to complement and support contemporary pedagogies.



Assessment of instructional space reveals considerable need, particularly in Duns Scotus Hall, for reconfiguration and upgrade of classrooms and faculty offices. Identified needs include more space for larger groups (approx. 70 people), better room darkening capability for optimal viewing of projected material, flexible furniture to accommodate multiple teaching and learning styles as well as co-curricular activities, and refurbishing of cramped faculty office space to facilitate student-faculty interaction in an atmosphere of professionalism and comfort.

Improvements of athletic facilities are needed to address more effectively the health and wellness needs of the campus community as well as to meet the expectations of the NCAA, to which Daemen will be submitting an application in 2012.

Exterior landscaping requires overhaul to improve traffic and pedestrian flow, to evaluate parking areas with a view to both utility and campus aesthetics, to enhance signage for clearer way finding, and to create aesthetically pleasing central gathering places for instruction and recreation.

C. Expansion Opportunities

The College must continue to expand its sense of “campus” to include sites other than the main Amherst property. Current additional sites include the aforementioned leased space in Buffalo’s Tri-Main Center, as well as instructional sites in Brooklyn, NY and Lakewood, NJ (in partnership with TTI-Testing and Training International) and Manhattan (in partnership with IAA-International Academic Alliance). The College also arranges with Collegiate Village, Inc. for off-site resident student housing. Purchase of the adjacent YMCA facility is pending. A land acquisition plan will also be developed.

D. Environmental Sustainability

In recent years, the College has undertaken many major environmental sustainability projects including: incorporating LEED certification criteria into major building construction projects; installation of geo-exchange HVAC technology in the Visual & Performing Arts Building; electricity contracts that require 50 % of power from renewable sources; replacement of inefficient boilers in Duns Scotus Hall; replacement of water-cooled refrigeration units in the Wick Center kitchen with high efficiency air-cooled units to reduce water usage; lighting upgrades in the Athletic Facility and other campus buildings; energy audits; and participation in the Billion Dollar Green Challenge sponsored by the Rockefeller Philanthropy Advisors.

However, a scan of environmental sustainability practices on campus reveals there is room for additional improvement on several fronts, including recycling, printing, energy usage, and local food sourcing. The College will establish and continue further reduction of energy use and generation of waste. The College will use the resources of its Center for Sustainable Communities and Civic Engagement and its recently launched major in Global and Local Sustainability to leverage faculty and staff expertise and to promote greater student involvement in sustainability efforts.



Evidence of Goal Achievement:

- Completion of classroom and faculty office renovations in Duns Scotus Hall.
[Accountability: Vice Presidents for Business Affairs and Academic Affairs]
KPIs:
 - Duns Scotus space renovation plan completed by December 2012.
 - Duns Scotus classroom and office renovations completed by end of 2013-14 fiscal year.
- Completion of external improvements: landscaping, signage, and traffic flow.
[Accountability: VP, Business Affairs]
KPIs:
 - Plan for external improvements developed by end of 2012-13 fiscal year.
 - External improvements identified in plan completed by end of 2016-2017.
- Integration of EMS and Ellucian (Datatel) information systems. [Accountability: VP, Business Affairs]
KPI: EMS and Ellucian (Datatel) integration completed by end of 2013-14 fiscal year.
- Energy saving capital initiatives and waste reduction initiatives completed.
[Accountability: VP, Business Affairs]
KPIs:
 - Canavan Hall boiler replacement completed by end of 2013-14 fiscal year.
 - Canavan Hall window replacement completed by end of 2014-15 fiscal year.
 - Wick kitchen boiler replacement completed by end of 2014-15 fiscal year.
 - Revised food service contract signed by 2013 to increase recycling, introduce biodegradable products, and increase use of locally sourced foods.
- Amherst campus expansion plans developed. [Accountability: VP, Business Affairs]
KPIs:
 - Plan for re-use of the YMCA property developed by 2013-14 fiscal year.
 - Plan for main campus land acquisition developed by 2016-17 fiscal year.
- Establish a Sustainability Committee (faculty, students and staff) to recommend projects for energy reductions, recycling, waste reduction, funding allocations from the Billion Dollar Green Challenge Fund, and other sustainability projects. [Accountability: VP, Business Affairs]



V. Fiscal Stability

Goal: The College will continue to operate in a financially sound manner that will produce balanced budgets, maintain competitive tuition and fee rates, provide and maintain quality physical plant facilities and equipment, strive for cost efficiencies, and provide sufficient resources for new and current academic programs.

A. Student Support and Enrollment Management

The College will strive to provide quality educational programs at an affordable cost by continuing to identify and serve student markets both within and beyond the confines of Western New York. The College will continue to seek creative partnerships with other institutions of higher education, educational consultants both domestically and abroad, and private industry. The College will prioritize the availability of financial assistance to enable more students to study abroad.

B. Faculty and Staff Support

Budget priorities will include the opportunity to keep salaries competitive in order to recruit and retain quality employees who will work effectively with students, as well as the capability for work force expansion as program development occurs. The budget will prioritize professional development activities and other necessary expenditures in support of specific strategic plan priorities, including new course and program development, necessary consultant services, assessment expenses, and global engagement expenditures, including travel.

C. Physical Plant and Equipment

Budgetary priorities will include the interior and exterior campus renovations described in section IV. In addition, the College will maintain its commitment to providing the instructional and supporting technology requisite to intellectually rigorous education and professional preparation.

D. Revenue

As a tuition-dependent institution, the College will increase revenue through increasing student retention and persistence to graduation. In addition, the College will add to its endowment and continue its expansion of targeted private sector corporate and foundation grant and sponsorship activity. With growing participation from multiple campus offices for a number of college initiatives, a representative oversight committee will be developed, beginning in 2012-2013, to identify resources and manage proposal submission and activity. With the founding of the Sr. M. Angela Canavan Legacy Society in 2010, future gift



commitments to the college have grown: the College will continue expansion of Legacy opportunities and add gift vehicles (e.g., charitable gift annuity) to the menu of future gift options. With donor trends favoring restricted, identified projects, the College will identify, cultivate, solicit and secure restricted annual and endowment gifts that are budget relieving. The College will continue to grow overall alumni annual fund participation (combined restricted and unrestricted giving). The College will continue to support faculty and staff who pursue and secure external funding for research and academic initiatives in alignment with the College's mission and strategic plan. The College will also continue its commitment to enhancing and strengthening government relations in support of the mission and strategic initiatives of the College and to identifying new potential funding opportunities for Daemen College among the Federal Executive Branch agencies, the U.S. Congress, State grant agencies and the State legislature in Albany.

Evidence of Goal Achievement:

- Annual balanced budget. [Accountability: VP, Business Affairs]
KPI: Each May/September, 2012-17, the Cabinet will present a preliminary /definitive Balanced Budget to the Board of Trustees in which operating expenses will be equal to projected operating revenues. At the end of fiscal years ending in 2013-17, actual revenues should meet or exceed actual operating expenses.
- Annual Independent Audit Reports. [Accountability: VP, Business Affairs]
KPI: Each September (2012-17), the College should receive audit reports from an independent certified public accounting firm, with an opinion indicating that the financial statements present fairly the financial position of the college.
- Financial ratios and federal compliance to indicate fiscal stability. [Accountability: VP, Business Affairs]
KPIs:
Each September (2012-17), the College Composite Financial Index (CFI) range should be greater than 3.0.
The College will be in compliance with Bond Covenants and US Dept. of Education Ratio Methodology to Demonstrate Financial Responsibility annually 2012-17.
- Tuition and fee rates. [Accountability: VP, Business Affairs]
KPIs:
Sufficient tuition and fee rates to produce annual balanced budgets (2012-17).
Maintain annual (2012-17) tuition and fee rates equal to or lower than the national average for private institutions (per College Board Report).
- Strengthen donor relations and increase giving. [Accountability: Vice President for External Relations]



KPIs :

Add 3-5 Canavan Society members per year from 2012 baseline of 18 members.

Constitute oversight committee by Fall 2012.

Secure restricted and endowment revenues in the \$500,000 to \$1 million range per year.

Increase alumni annual fund participation from 2011-12 baseline of 11% toward and beyond the national average of 13% for like institutions (based on most recent Council for Aid to Education survey of Voluntary Support of Education).



Appendix A: Mission Statement of Daemen College

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a life-long journey.

At the heart of Daemen's integrated learning experience is the relationship that can develop between the College's faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the College community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.



Appendix B: Strategic Planning Process and Committee

The Strategic Planning Process

The Strategic Planning Steering Committee was appointed in December 2010 and met regularly during the 2011 calendar year. A Vision Statement was articulated: *Daemen College will continue to thrive by preparing students for professional excellence, intellectual rigor, and service in the global community.* The Steering Committee organized its work under two subcommittees – Student Success and Finance – chaired by the Vice Presidents for Academic Affairs and Business Affairs, respectively. Members of these subcommittees established smaller working groups focused on specific themes (e.g., intellectual rigor, fiscal stability), inviting other members of the campus community to participate in developing strategic recommendations. Representative liaisons between the Student Success and Finance subcommittees ensured ongoing communication and integrated planning.

Planners followed a template that posed these questions: (i) Where are we today? (ii) Where do we want to go? (iii) What will be our tactics? (iv) What resources will we need? and (v) How will we know when we get there? These questions necessarily evoked assessment-based responses as well as integrated consideration of required resources.

Several strong and intersecting themes emerged clearly as a result of this process: these are reflected in the text of the Strategic Plan. During the annual assessment process, every academic and administrative unit is required to address explicitly how its goals and objectives are contributing to attainment of Strategic Plan goals and objectives, including progress on any Strategic Plan KPIs within the unit's purview. Cabinet-level review provides annual assessment of overall progress toward Strategic Plan goals and the capability to identify and address any specific areas for improvement, with the Vice President for Academic Affairs providing a status report to the College community.

Subcommittee and working group reports and associated assessment data, the foundation of this Strategic Plan, are furnished to all appropriate sectors of the institution for their information and continued use in securing the College's forward movement toward an environment of increasing *professional excellence, intellectual rigor, and service in the global community.*



Members of the Strategic Plan Steering Committee (SC) and work groups

Martin J. Anisman, President (through May 2011) , Chair
 Edwin G. Clausen, President (from June 2011), Chair
 Sara Alexanderson, Director of Residence Life (SC)
 Mitchell Altman-Cosgrove, Student
 Mike Andrei, Director of College Relations
 Lisa Arida, Assistant Controller
 Jim Bachraty, Director, Classroom Technology Services
 Ellen Banks, Professor and Chair, Psychology Dept., Faculty Senate President (2010-11) (SC)
 Dennis Barraclough, Professor of Art
 Robert Beiswanger, Vice President for Business Affairs (SC)
 Michael Brogan, Vice President for Academic Affairs (SC)
 Patricia Brown, Vice President for Enrollment Management (SC)
 Dave Cristantello, Vice President for External Relations (SC)
 Nicole DeStefano-Stone, Assistant Director of Admissions (international students)
 Kelly Duran, Executive Director, Academic Computing Services
 Melissa Fiori, Chair, Modern Languages Dept. and Associate Professor of Spanish
 Greg Ford, Associate Professor and Chair, Physical Therapy Dept. (SC)
 John Frederick, Assistant Professor and Program Director, M.S. Executive Leadership and Change
 Jon Good, Assistant Professor of Biology
 Sherrie Gustas, Executive Director, Office of President and Board of Trustees (SC)
 Sharon Held, Associate Professor of Physical Therapy
 Rebecca Hess, Student
 Intisar Hibschiweiler, Professor and Chair, Math. Dept., and Core Curriculum Director
 Lauren Jaeger, Director of Annual Giving and Alumni Relations
 Theresa Joyce, Associate Registrar
 Linda Koller, Director of Marketing (SC)
 Linda Kuechler, Professor and Chair, Accounting and Management Information Systems
 Mike Looker, Controller (SC)
 Chris Malik, Director of Student Activities
 Richanne C. Mankey, Vice President for Student Affairs (SC)
 Susan Marchione, Coordinator of Service Learning
 Margaret Mazzone, Assistant Professor of Physical Therapy
 Maureen Millane, Director, Career Services
 Denise Mills, Associate Professor of Spanish (SC)
 Kelly Monkelbaan, Director of Enrollment Research
 Darrell Moore, Director, Computer Support Services
 Robert Morace, Professor and Chair, English Dept., CIS Chair (SC)
 Bill Morris, Athletic Director (SC)
 Doris Murphy, Executive Director, Office of Academic Affairs
 Bridget Niland, Assistant Professor of Business Administration, Educational Policy Comm. Chair (2011-12) (SC)
 Dan Nilsson, Director of Housing & Special Initiatives
 Cheryl Nosek, Assoc. Professor of Nursing, Educational Policy Committee Chair (2010-11)
 Ann Robinson, Executive Director, Global Programs Office
 Jeff Pagano, Director of Financial Aid
 Joe Sankoh, Associate Professor of Political Science
 Ron Schenk, Dean, Division of Health & Human Services and Assoc. Prof., Physical Therapy (SC)
 Gregg Shutts, Associate Professor and Chair, Physician Assistant Studies
 George Siefert, Associate Professor of Sociology & Social Work
 Donald Silveri, Head Men's Basketball Coach, Athletic Director (2010-11) (SC)

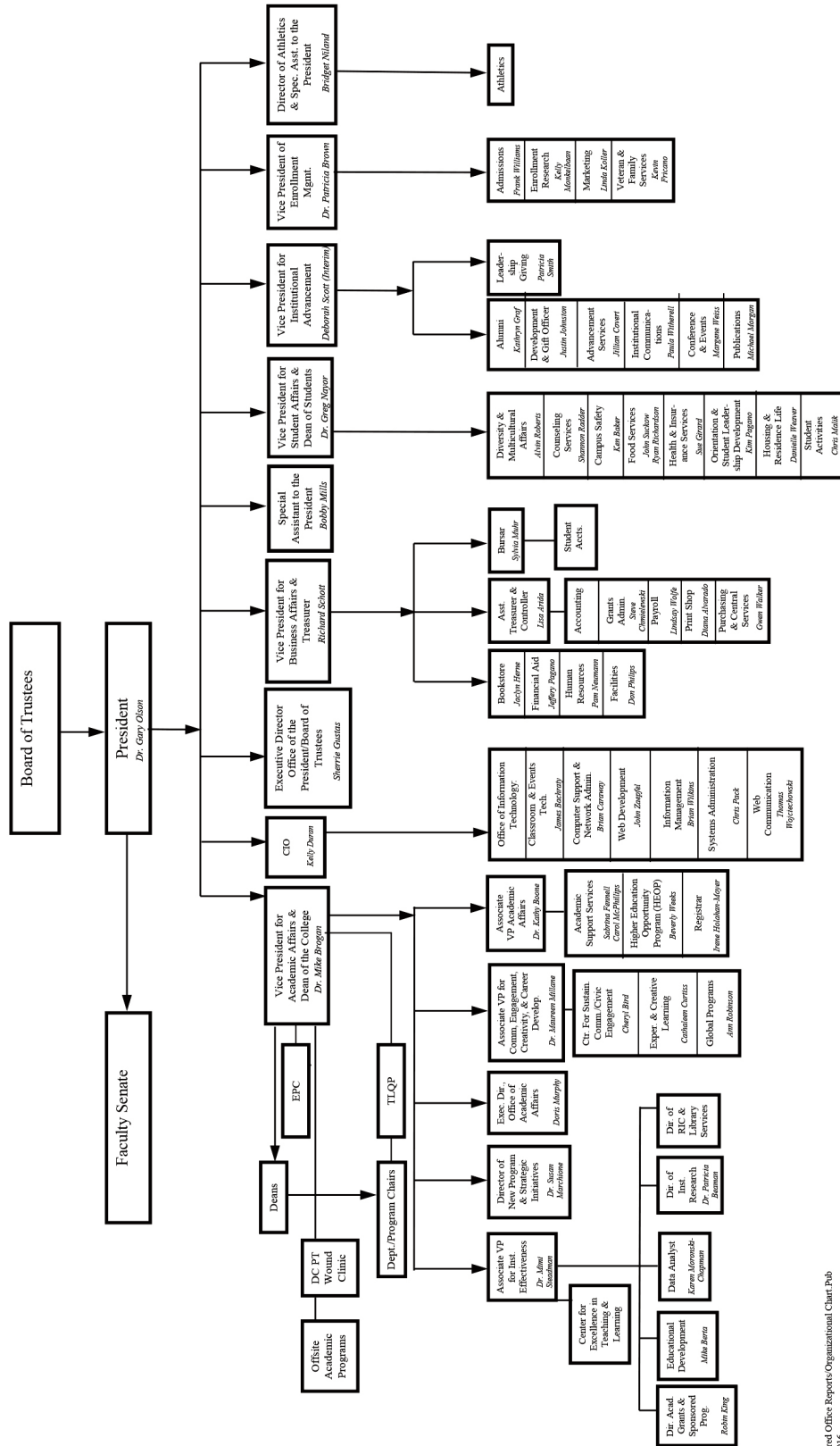


Laura Sommer, Chair, Visual & Performing Arts Dept. and Assoc. Professor of Art History (SC)
Mimi Steadman, Executive Director, Center for Excellence in Teaching and Learning (SC)
Frank X. Sweitzer, Director of Physical Plant
Kevin Telford, Dean, Division of Arts & Sciences and Associate Professor of French (SC)
Blake Thurman, Executive Director, Retention Activities, Title III Grant
Laurie Walsh, Associate Prof. & Chair, History & Government, Faculty Senate President (2011-12) (SC)
Matt Ward, Associate Professor of Chemistry and Honors Program Director
Margene Weiss, Director, Conference & Events Office (SC)
Frank Williams, Dean of Admissions (SC)
Andrew Wise, Associate Professor of History
Brenda Young, Assoc. Professor of Biology and Director of Global & Local Sustainability Program



APPENDIX 1.3 - DAEMEN COLLEGE ORGANIZATIONAL CHART [1-14]

DAEMEN COLLEGE ORGANIZATIONAL CHART



APPENDIX 1.4 - DAEMEN COLLEGE DIVERSITY PLAN 2008-2013 TRACKING [1,6,7]

Daemen College Diversity Plan 2008-2013: Tracking of Progress on Objectives (Finalized 2.10.14)

Data provided covers 2007-08 to 2012-13 academic years. Tracking spreadsheet prepared by Assessment office with information provided by EDIC members and other faculty and staff across campus.

I. Diversity in the Curriculum

Goal: To enhance and enrich learning, the Daemen College curriculum and its manner of delivery, both within the Core Curriculum and within all degree programs, will fulfill the College's stated mission to prepare graduates who are comfortable with diversity, who recognize the importance of a global perspective, and who respect the human dignity of all people.

Objectives:

1. By Fall 2009, complete a comprehensive assessment of the extent to which the Daemen College curriculum exposes every student to the diversity necessary for fulfilling our institutional mission; an action plan to address deficiencies will be implemented by Fall 2011, with indicated objectives to be attained by Spring 2013.

Accountable: Vice President for Academic Affairs and Educational Policy Committee (EPC)

Outcome:

Spring 2009: Preliminary inventory of courses completed by Director of Institutional Assessment. Fall 2009: EPC, under chair C. Mihai, formed a Diversity in the Curriculum Subcommittee and requested information from each dept on their definition of "curriculum diversity," how their curriculum addresses diversity, specific courses, and further initiatives. By Fall 2010, 6 depts responded. In Fall 2010, EPC Chair C. Nosek made another request for information and by fall 2011, 11 depts had responded. M. Steadman integrated dept reports into original 2009 report and shared with EPC. No further action taken by EPC (according to review of EPC minutes).

2. From a Spring 2007 baseline of 51% of seniors at Daemen and 52% at peer institutions reporting in the National Survey of Student Engagement (NSSE) that their "experience at this institution has contributed to understanding people of other racial and ethnic backgrounds" either "quite a bit" or "very much," Daemen percentages will continue at least to match the mean of peer institutions and aim to exceed the Spring 2007 baseline by a minimum of 10 points (i.e., 61% reporting "quite a bit" or "very much") in Spring 2012.

Accountable: Vice President for Academic Affairs and Educational Policy Committee (EPC)

**Note: Here and elsewhere, use of NSSE data is consistent with the 2006 Strategic Plan goal of improving the College's NSSE results (SP p. 10). For the purposes of this plan, 2007 NSSE "peer institutions" are private institutions in the mid-east region of the mainland U.S., plus four CIEL schools, totaling 63 institutions. 2012 NSSE peer group was selected based on Carnegie classification and other demographic characteristics.*

Outcome:

Percentage of Daemen seniors reporting that their "experience at this institution has contributed to understanding people of other racial and ethnic backgrounds" either "quite a bit" or "very much"

	Goal	Actual
2007	-	51%
2010	-	64%
2012	61%	62%

**Note: 2012 peer group seniors reporting "quite a bit" or "very much" was 57%*

3. By Spring 2010, a representative sample of student Core Curriculum e-portfolios will be analyzed for evidence of skills and competencies relating to diversity; areas for attention will be identified, with this assessment provided to all parties conducting diversity-related curricular review.

Accountable: Vice President for Academic Affairs and Committee for Interdisciplinary Studies (CIS)

Outcome:

Core Curriculum e-portfolio initiative cancelled. No data available.

4. To enhance the global perspective of our learning environment, Daemen College will increase access to international education opportunities for faculty and students, as specified in the 2006 Strategic Plan (SP p. 9):

Accountable: Vice President for Academic Affairs and Vice President for Enrollment Management

Outcome:

- a. By Spring 2011, 25% of all full-time Daemen students will have had an international educational experience.

Number of Daemen students that participated in a credit bearing international experience

2008-09	2009-10	2010-11	2011-12	2012-13
71	71	63	74	74



** Note: Data from report to Open Doors International Institute of Education. The reporting period is from September to August and includes US students that had a credit bearing international experience (including study abroad, service learning or research) while seeking a degree from Daemen College.*

- b. By Spring 2011, 70% of full-time Daemen faculty will have had an international educational experience.

In an August 2011 survey conducted by the Strategic Planning Service to the Global Community sub-committee, members of the Daemen community were asked:

Have you participated in any kind of short or long term experience, other than tourism, in another country? This may include studying or teaching abroad, international work experience, volunteer work, living a significant portion of your life outside of the USA, military, etc.

97 faculty indicated that they have had an international experience (roughly 81% of 2011 full-time faculty)

- c. By Spring 2011, an average of 50 international students will be on campus each academic year.

Number of international students enrolled at Daemen (non-resident aliens)

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
243	180	102	95	79

** Note: Data from report to Open Doors International Institute of Education. The reporting period is a snapshot each fall and includes non-resident aliens that are enrolled at Daemen College. Since it is a snapshot, it does not include the many international students that enroll during the spring or summer. The original 2008 Diversity Plan objective called for international students exclusive of Canadian students. However, Canadian students are tracked here because the The Canadian Scholars Education program has been phasing out since 2008.*

The diversity of the student population at Daemen is enhanced through the presence of permanent residents (aka green card holders), including refugee and immigrant students, who are not included in counts of "international students." In Fall 2012: Daemen enrolled ~39 permanent resident aliens at Amherst Campus and 35 at other sites.

II. Student Development

Goal: The College will increase its enrollment of students underrepresented at Daemen relative to the average student demographic at peer institutions and the College will increase the persistence to graduation of students of diverse backgrounds, thereby increasing experiences of cultural diversity, related learning, and personal development for all Daemen College students. (This goal is consistent with the 2006 Strategic Plan goal for improvement of student-centeredness (SP p. 16).)

Objectives:

5. By Spring 2013, the College's enrollment of currently underrepresented students, both in the College as a whole and within specific academic programs, will seek to match or exceed that of peer institutions and programs. (This objective coheres with the 2006 Strategic Plan's recruitment goal and related objectives (SP p. 15), while emphasizing recruitment of underrepresented students.)

Accountable: Vice President for Enrollment Management and Vice President for Academic Affairs

Outcome:

Percentage of Underrepresented Minority (URM) Full Time Undergraduate Students Enrolled Fall 2011

	URM students *
Daemen College	17.47%
Average Peers	24.69%

Peer Institutions	
Caldwell College (Caldwell, NJ)	33.36%
Canisius College (Buffalo, NY)	9.84%
Carlow University (Pittsburgh, PA)	18.59%
College of Mount Saint Vincent (Bronx, NY)	61.85%
D'Youville College (Buffalo, NY)	17.89%
DeSales University (Center Valley, PA)	11.49%
Gannon University (Erie, PA)	10.96%
Georgian Court University (Lakewood, NJ)	29.58%
Gwynedd Mercy College (Gwynedd Valley, PA)	34.12%
Marywood University (Scranton, PA)	7.01%
Misericordia University (Dallas, PA)	5.12%
Molloy College (Rockville Centre, NY)	32.25%
Mount Saint Mary College (Newburgh, NY)	21.88%



Philadelphia University (Philadelphia, PA)	22.52%
Point Park University (Pittsburgh, PA)	21.14%
Robert Morris University (Moon Township, PA)	11.54%
Simmons College (Boston, MA)	22.24%
Stevenson University (Stevenson, MD)	32.52%
The College of New Rochelle (New Rochelle, NY)	59.57%
The College of Saint Rose (Albany, NY)	15.63%
Trinity Washington University (Washington, DC)	89.06%
University of Saint Joseph (West Hartford, CT)	24.97%
Wilkes University (Wilkes-Barre, PA)	11.42%

* URM includes African-American, Hispanic, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Asian, and multi-racial.

Note: Peer group provided by Office of IR includes colleges with similar Carnegie classification, geographic region, size, and selectivity

6. Within the context of the College's 2006 Strategic Plan objective of attaining retention and graduation rates of 80% and 65%, respectively, by 2011 (SP p. 15), the College will also specifically identify and target categories of students whose persistence rates are lower than our institutional average, implementing supplemental action plans to improve their persistence. These efforts will be reviewed in 2011, with continued action implemented as required to address any continuing gaps in persistence, targeting parity by 2013.

Accountable: Vice President for Academic Affairs and Vice President for Student Affairs

Outcome:

Retention and Graduation Rates of First-Time, Full-Time, Degree Seeking Freshmen

Entering Cohort Year	% Continuing to 2nd Year		% Graduated in Six Years or Less	
	White Students	URM Students	White Students	URM Students
2002	77.6%	56.7%	52.4%	36.7%
2003	76.1%	64.3%	57.1%	36.9%
2004	67.5%	64.4%	44.5%	24.7%
2005	76.3%	60.0%	48.0%	26.2%
2006	70.6%	64.7%	50.3%	41.2%
2007	70.9%	67.8%	-	-
2008	75.7%	71.8%	-	-
2009	69.8%	78.1%	-	-
2010	77.7%	70.4%	-	-
2011	77.1%	71.8%	-	-

Note: Under-represented Minorities (URM) include students from self-identified African-American, Hispanic, Native Hawaiian/Pacific Islander, & American Indian/Alaska Native origins.

Note: Retention and Graduation Rate goals for the 2012 Strategic Plan and Title III are 78% and 54% respectively.

7. Daemen College will engage in a targeted recruitment and retention program to achieve cultural diversity within the Resident Assistant staff that reflects that of the resident student population by Fall 2010.

Accountable: Vice President for Student Affairs

Outcome:

Percentage of Underrepresented Students on the Resident Assistant Staff

	URM Students
2010-2011	16.6%
2011-2012	17.4%
2012-2013	17.4%
2013-2014	21.7%

Note: Data for RAs based on staff observation, not Datatel records. May include categories beyond IPEDS URM definition. For consistency in reporting on future diversity plans, a tracking template and methodology should be provided to relevant offices.



8. Daemen College will engage in a targeted recruitment and retention program to achieve cultural diversity within all student leadership positions, including but not limited to orientation leaders, peer mentors, admissions tour guides, and alumni ambassadors, targeted to reflect the diversity of the Daemen College student population by Spring 2012.

Accountable: Vice President for Student Affairs

Outcome:

Cultural Diversity of Student Leadership Positions

	Total	Minority Students	International Students	Students with Disabilities
Orientation Leaders				
2008-2009	24	6 (25%)	0	0
2009-2010	24	7 (29%)	1	0
2010-2011	27	11 (41%)	0	0
2011-2012	26	7 (27%)	0	1
2012-2013	24	6 (25%)	0	0
2013-2014	24	5 (21%)	0	0
Career Peer Coaches				
2012-2013	4	1 (25%)	0	0
Peer Mentors				
Fall 2011	25	3 (12%)	0	1
Fall 2012	23	1 (4%)	0	1
Fall 2013	23	5 (22%)	0	0
Admission Tour Guides				
2008-2009	10	1 (10%)	0	not reported
2009-2010	12	4 (33%)	1	not reported
2010-2011	14	5 (36%)	1	not reported
2011-2012	23	7 (30%)	1	not reported
2012-2013	21	6 (29%)	2	not reported
2013-2014	22	6 (27%)	1	not reported
Alumni Ambassadors				
2008	18	3 (17%)	0	not reported
2009	28	2 (7%)	0	not reported
2010	25	2 (8%)	0	not reported
2011	24	2 (8%)	0	not reported
2012	27	4 (15%)	0	not reported
2013	37	9 (24%)	0	not reported
Present	25	6 (24%)	0	not reported
Data provided by offices that supervise student leaders above. For consistency in reporting on future diversity plans, a tracking template and methodology should be provided to relevant offices.				

9. In Spring 2007, the percentage of Daemen seniors reporting in the National Survey of Student Engagement (NSSE) that they "often" or "very often" had "serious conversations with students of a different race or ethnicity than your own" and "serious conversations with students who are very different in terms of their religious beliefs, political opinions or personal values" was 42% and 46%, respectively, ten points below the mean of peer institutions in each case (52% and 56%, respectively, at peer institutions). By Spring 2010, the College will reduce this lag by five points and eliminate it by Spring 2012.

Accountable: Vice President for Student Affairs

Outcome:

Percentage of Daemen Seniors Reporting that they "often" or "very often" had "serious conversations with students of a different race or ethnicity than your own"

	Goal	Actual
2007	-	42%
2010	47%	59%
2012	52%	47%

**Note: 2012 peer group seniors reporting "often" or "very often" was 53%*

Percentage of Daemen Seniors Reporting that they "often" or "very often" had "serious conversations with students who are very different in terms of their religious beliefs, political opinions or personal values"

	Goal	Actual
--	------	--------



2007	-	46%
2010	51%	52%
2012	56%	51%

*Note: 2012 peer group seniors reporting "often" or "very often" was 53%

III. Faculty, Staff, and Board Development

Goal: The College will recruit and retain a diverse faculty, administrative staff, and board and will encourage all employees and trustees to contribute to and support the cultural fluency and diversity of the campus. (This goal tracks the 2006 Strategic Plan recommendation to address faculty diversity (SP p. 16).)

Objectives:

- The College will purposefully seek to recruit and retain a diversity of Board members, with the composition of the Board of Trustees reflecting the diversity of Daemen's student body by Fall 2013.

Accountable: Chair, Board of Trustees and President

Outcome:

The Daemen BOT was comprised of 10% minority members (3 out of 30) in academic years 2010-11, 2011-12, and 2012-13.

Board recruitment is currently taking place in the 2013-14 academic year, and the process will include attention to diversifying board membership.

- By Fall 2013, the percentage of minority faculty and administrative staff will match or exceed the mean percentage of peer institutions as reported by the Integrated Postsecondary Education Data System (IPEDS).

Accountable: Vice President for Academic Affairs, EO/AA Officer (Associate Dean of the College), and Personnel Director

Outcome:

Percentage of Diverse Employees - IPEDS 2011 *

	Full Time Faculty & Staff **	Full Time Faculty
Daemen College	7.86%	7.56%
Average Peers	13.30%	13.10%

Peer Institutions		
Caldwell College (Caldwell, NJ)	29.13%	45.68%
Canisius College (Buffalo, NY)	6.84%	9.13%
Carlow University (Pittsburgh, PA)	9.52%	8.33%
College of Mount Saint Vincent (Bronx, NY)	27.50%	9.21%
D'Youville College (Buffalo, NY)	11.11%	9.20%
DeSales University (Center Valley, PA)	5.88%	5.83%
Gannon University (Erie, PA)	7.52%	10.36%
Georgian Court University (Lakewood, NJ)	14.91%	16.19%
Gwynedd Mercy College (Gwynedd Valley, PA)	10.59%	0.00%
Marywood University (Scranton, PA)	3.62%	6.54%
Misericordia University (Dallas, PA)	5.84%	7.34%
Molloy College (Rockville Centre, NY)	16.91%	13.79%
Mount Saint Mary College (Newburgh, NY)	10.45%	9.20%
Philadelphia University (Philadelphia, PA)	16.14%	12.93%
Point Park University (Pittsburgh, PA)	7.05%	9.23%
Robert Morris University (Moon Township, PA)	6.56%	8.25%
Simmons College (Boston, MA)	18.57%	20.55%
Stevenson University (Stevenson, MD)	12.74%	14.53%
The College of New Rochelle (New Rochelle, NY)	42.45%	28.71%
The College of Saint Rose (Albany, NY)	11.47%	13.62%
Trinity Washington University (Washington, DC)	46.02%	40.26%
University of Saint Joseph (West Hartford, CT)	14.71%	15.45%
Wilkes University (Wilkes-Barre, PA)	6.03%	7.64%

* Diverse employees includes African-American, Hispanic, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Asian, and multi-racial.

** Full time faculty & staff includes the IPEDS full time employment categories of: "Instruction/research/public service" (faculty), "Executive/administrative and managerial", "Other professionals", "Technical and paraprofessionals", and "Clerical and secretarial".



Note: Peer group provided by Office of IR includes colleges with similar Carnegie classification, geographic region, size, and selectivity.

Percentage of Diverse Full Time Faculty at Regional Colleges *

	% Diverse Full Time Faculty
Daemen College	8%
Alfred State College	6%
Alfred University	6%
Canisius College	9%
D'Youville College	9%
Nazareth College	12%
Niagara University	14%
Roberts Wesleyan College	9%
St. Bonaventure University	7%
Buffalo State College	17%
SUNY Fredonia	10%
University at Buffalo	20%

* Diverse employees includes African-American, Hispanic, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Asian, and multi-racial.

Source: 2013 Chronicle of Higher Education - Diversity in Academe

12. The College will foster an environment in which faculty and staff are increasingly culturally proficient, including communication and other interpersonal skills:

Accountable: All Cabinet members, Faculty Senate, and Personnel Director

Outcome:

- a. By Spring 2010, the percentage of seniors indicating that the campus environment encourages “contact among students from different economic, social, and racial or ethnic backgrounds” either “quite a bit” or “very much” will have increased 20 points from a Spring 2007 baseline of 42% (46% at 2007 peer institutions) to 62%. By Spring 2012, a minimum of 75% of Daemen seniors.

Percentage of Daemen Seniors Indicating that the Campus Environment Encourages “contact among students from different economic, social, and racial or ethnic backgrounds” either “quite a bit” or “very much”

	Goal	Actual
2007	-	42%
2010	62%	70%
2012	75%	60%

- b. By the Spring 2010 NSSE survey, there will be an increase of 10 points in the percentage of Daemen freshmen who strongly agree that faculty are “available, helpful, and sympathetic” (i.e., from 51% in Spring 2007 to 61% in Spring 2010). (“Strongly agree” is defined for this purpose as an answer of 6 or 7 on a 7-point Likert scale.) By Spring 2012, 70% will strongly agree.

Daemen Freshmen's Quality of Relationships with Faculty

	2007	2010	2012
Goal - Strongly agree	-	61%	70%
Actual - Strongly agree	51%	48%	51%
Breakdown			
7 Available, Helpful, Sympathetic	19%	17%	21%
6	32%	31%	30%
5	26%	32%	19%
4	18%	13%	17%
3	2%	5%	7%
2	3%	1%	3%
1 Unavailable, Unhelpful, Unsympathetic	0%	1%	2%

- c. By the Spring 2010 NSSE survey, there will be an increase of 10 points in the percentage of Daemen freshmen strongly agreeing that “administrative staff are helpful, considerate and flexible” (from 40% in Spring 2007 to 50% in Spring 2010). By Spring 2012, a minimum of 60% will strongly agree.



Daemen Freshmen's Quality of Relationships with Administrative Personnel and Offices

	2007	2010	2012
Goal - Strongly agree	-	50%	60%
Actual - Strongly agree	40%	37%	44%
Breakdown			
7 Helpful, Considerate, Flexible	21%	14%	17%
6	19%	23%	27%
5	28%	30%	21%
4	23%	17%	20%
3	7%	10%	6%
2	2%	3%	7%
1 Unhelpful, Inconsiderate, Rigid	2%	2%	2%

IV. Campus Climate and Environment

Goal: The College will promote and sustain an environment of dignity and access for all people, with particular attention to potentially marginalized groups, and will conduct regular, purposeful, and holistic assessments to ensure that campus resources are strategically deployed to reflect the College's commitment to diversity.

Objectives:

- By Fall 2008, a standing committee of the College, representing students, faculty, and staff, shall be constituted and provided with an initial annual budget of \$1,000 to perform two primary functions: (i) provide cross-institutional diversity-related programming; (ii) monitor and report annually to the President on progress in achieving plan goals, with the President informing the campus community of diversity plan progress each year in his State of the College address; and (iii) recommend modifications to this plan in light of ongoing assessment of the plan's effectiveness.

Outcome:

Examples of Diversity Programming 2008-2013

Program	Sponsor(s)
2006-2007	
Ethan Zohn: Winner Survivor Africa (AIDS & HIV education in Africa)	
2007-2008	
Woodhull Institute Reception	Women's History Month
"Killing Me Softly 3" film and discussion	Women's History Month
"Women in Advertising" exhibit	Women's History Month
Discussion of "Women in Advertising" exhibit	Women's History Month
Women's History Month Dinner featuring The Daughters of Creative Sound followed by Miraculous Rhythm of Sankofa, Spirit of West Afrika!	Women's History Month
"Sisters of '77" film and discussion	Women's History Month
Faculty Panel Discussion: Feminist Thinkers	Women's History Month
"In Whose Honor?" film and discussion	Women's History Month
Mark Zupan: Smashing Stereotypes One Hit at a Time (Paralympics bronze medalist)	
2008-2009	
Lunar New Year Celebration	GPO
International Book Club: Gabriel Marquez's Love in the Time of Cholera, - Gustave Flaubert's Madame Bovary, Kiran's DeSai's The Inheritance of Loss	GPO
Int'l Woman History Month / Q & A cards around campus/dining hall	GPO
BUCM Visitors (Dr. Qiao & Dr. Fu)	GPO/Dr. Mike Brogan, Dean H&HS
NACEL High School visit	GPO/Admissions
One World Alliance Club- Int'l dinner	GPO/OWA
Bridge Program w/Int'l High School students	GPO/Cheryl Bird CSCCE
International Book Club: A.S. Byatt's Possession	GPO
Workshop Respond to Need of Int'l Students-Culture Shock	GPO
Exhibit, Advertising Stereotypes of Women	Visual & Performing Arts Dept. (Dr. Sommer)
Arun Gandhi (grandson of Mahatma K. Gandhi)	
Nutrition Perspective Traditional Chinese Medicine	GPO/Dr. Lin Zhang (Fulbright)
"Iron-Jawed Angels" film and discussion	Women's History Month



Multi-Media Show on Political Cartoons with presenter Dr. Elaine K. Miller (emeritus professor SUNY Brockport)	
WHM Guest Speaker (and Daemen alumnae) Honorable Lynn Marinelli	
The Forgotten City: Urban Issues Revealed (viewing of the documentary and Q&A with directors)	
Understanding Diversity (LEADS workshop)	LEADS
"Cultivating an Inclusive Environment for Learning"	Diversity Plan Committee
Discussing the "N" Word and Other Racial Epitaphs	DAC
TGIF: Celebrating the Accomplishments of Daemen Women	Women's History Month
"The Fountainhead" film and discussion (Daemen Film Series)	Women's History Month
Panel Discussion on the influence of federal Title IX in high school and collegiate sports	Women's History Month
2009-2010	
Lunar New Year Celebration	GPO
Berea Trip Dr. Lin Zhang & Dr. Kim	GPO
Documentary-Out of the Poison Tree- Thida Mam	GPO/Dr. Ed Clausen
Int'l Thanksgiving Dinner	GPO
Rare Int'l Book Collection	GPO/Library
"Quilting and the Underground Railroad" featuring folk quilter Estille Anderson (Duns Scotus Lecture series)	Women's History Month
Int'l Book Club - Ha Jin's Waiting	GPO
"Knock Your Socks Off Customer Service" (in response to Campus Climate Survey)	Diversity Plan Committee and HR Office
Laramie Project	Visual & Performing Arts Dept. (Dr. Waterhouse)
Mary Daly Brown Bag Lunch	Women's History Month
"Klute" film and discussion (Daemen Film Series)	Women's History Month
"Cover Girl Culture: Awakening the Media Generation" documentary film and discussion	Women's History Month
"Women Who Rock" theme dinner with musician Maria Sebastian	Women's History Month
"Working Girl" film and discussion—Open Classroom (Shawn Kelly's Hollywood's America class)	Women's History Month
"Erin Brockovich" film and discussion (prequel for Erin Brockovich's talk for 2010 Academic Festival)	Women's History Month
Professionalism: Position Yourself for Success! (cross-listed with Career Services)	Women's History Month
2010-2011	
Lunar New Year Celebration	GPO
Latin American Dance Class	GPO
Tea Ceremony	GPO
New Faces of America theatre	Diversity Plan Committee/Associate Dean's Office
Gwen Pough: Reflections on Race, Gender and Representation	Women's History Month
STEP Team Performance	GPO/Step team
Luis Clay Presentation	GPO/Career Services
What We Eat	GPO
Int'l Book Display	GPO
Massage Therapy Lecture / Chinese Tuina	
On Display: A History of Women's Art	Women's History Month
"A Walk to Beautiful" documentary film and discussion—Open Classroom (Jamie Hughes' Psychology of Gender class)	Women's History Month
"Georgy Girl" film and discussion (Daemen Film Series)	Women's History Month
"XXY" film and discussion	Women's History Month
Int'l Business Presentation on Toyota Marketing	GPO/Marketing Club
Dr. Murial Howard (Then President of BSC): Her Road to Success	Women's History Month
Joan Goldberg (Lecture), "Storytelling as a Fine Art" (Sr. Jeanne File Lecture Series)	Women's History Month
"Seneca Falls" documentary film and discussion	Women's History Month
Title IX Panel; "Winter's Bone" film and discussion	Women's History Month



Psychology of Gender Poster Session (gender in different nations)—Open Classroom	Women's History Month
Seneca Falls Women's Rights National Historic Park Field Trip	Women's History Month
Gwendolyn Pough, guest speaker, "Who Is This You Left Me With? Reflections on Race, Gender and Representation"	Women's History Month
"Launching a Sweet Dream!" by guest speaker Trish Mullvaney, Daemen Alumnae, and founder of the Dessert Deli (Career Services cross-listed event)	Women's History Month
Maryann Saccomando Freeman, guest lecturer, "Belva Lockwood: Western New York's Trailblazer for Women's Leadership" (Daemen's Women's Studies program co-sponsored this event)	Women's History Month
2011-2012	
FA11Christina Miller of AIDS Care Rochester on working with students who identify as LGBT.	Residence Life Staff Training
Go Bang & Chinese Checkers	GPO/Chinese Culture Club
Tachi Program (W/Dr. Zhou)	GPO
EID Dinner	GPO
On Display: A History of Women's Art	Women's History Month
"Red Sorghum" film and discussion (Daemen Film Series)	Women's History Month
Presentations and workshops by Tina Owen, Alliance School founder	Associate Dean's Office
"Raise Your Voice" anti-bullying performance	Associate Dean's Office
WNY Pride Center cultural competency training	Career Services
Black History and Women's History Month presentations	
Panel of African American Professionals: Judge Ogden, Judge Green, Attny. Nicholas Hicks, Bryant & Stratton Campus Director Marvel E. Ross-Jones Ph.D.	DAC
Building for Success: A Model for Improving African-American Male Student Retention, Success and Diversity	Title III
Webinar: Four Strategies to Engage the Multicultural Classroom	Title III
The Aegis Project Presents a Production of William Mastrosimone's "Extremities"	History Dept. (Dr. Wise)
Samantha Tagliarino's Offbeat Emporium (guest talk by Daemen alumnae and businesswoman) (Career Services cross-listed event)	Women's History Month
Elizabeth Otto lecture, "Image as Investigation: Sciences of the Other-Worldly at the Bauhaus"	Women's History Month
Women in Sport Day Breakfast	Women's History Month
"The Help" film	Women's History Month
Discussing "The Help" (extension of Legacies of the Sixties Learning Community taught by Shawn Kelley and Shirley Peterson)	Women's History Month
"Orgasm, Inc.: The Strange Science of Female Pleasure" film and discussion—Open Classroom (Jamie Hughes, Psychology of Gender)	Women's History Month
Half the Human Experience: Elements of a Woman (Black Student Union event—was cancelled)	Women's History Month
Seneca Falls Women's Rights National Historic Park Field Trip	Women's History Month
"For Colored Girls Who Have Considered Suicide, When the Rainbow Is Enuff," Creative Minds student production	Women's History Month
2012-2013	
FA12 a returning RA (Rosh-Neke Thomas) conducted a training on Diversity.	Residence Life RA Training
Film Screening/Panel Discussion Dark Side of Chocolate	GPO/Lambda Chi Iota
Film Screening Kiki's Delivery Service	GPO/Anime Club
Go Bang/Persian Chicken Stew	GPO/Chinese Culture Club
Botswana Group Academic Festival	GPO/Academic Festival Committee
Intro. to Chinese Medicine Class/Trip	GPO
KSA Institute	GPO/Admissions
Poland visitor, Agata	GPO/Dr. Andrew Wise History & Political Science
Half the Sky Presentation	GPO/Justine Tutuska, HCS
Int'l tax preparation	GPO/Sharon Benz CSSCE
Brazil student visitors	GPO/Admissions



Hope for Tomorrow	GPO/ Dr. Lynn Matthews AT
Anime movie	GPO/Anime Club
Botswana Meeting	GPO
SCUT	GPO/Dr. Ed Clausen
BUCM visitors summer programs	GPO
Brazilians exchange	GPO/Admissions
Faculty and staff in-services with Jane Thierfeld Brown on working with students on the autism spectrum	Associate Dean's Office, V&PA Dept and Title III
Saudi Student Program	GPO
State of the Black Family	Black History Month
Criminal Justice Forum	Black History Month
History of Kelly Girls	Women's History Month
Summer Bridge Program guest speaker: Beverly Weeks	Title III
Building Cultural Competencies to Work with African-American Males	Adriane Williams through Title III
The Importance and Role of a Multicultural Affairs Office on a Predominantly White Campus	Adriane Williams through Title III
Rising to the Occasion: Ongoing Initiatives for the Retention and Graduation of African-American Males	Adriane Williams through Title III
Daemen Student Panel: Through the Lens of Underrepresented Students	Title III
Lilly Ledbetter Lecture	VPA's Office
International Research Forum on Social Perspectives in Higher Education	Education Dept. (Dr. Sadler) and Dean of Health & Human Services
Ad hoc forum called following Trinidad James performance (rap and women)	Director of Student Activities
Great intentions: what can I do with this major?	Career Services and Brother to Brother
The Pact Book Discussions	Title III
Improving Learning Outcomes for the Academically Underprepared Student	Title III
Teaching a Diverse Student Population with Beverly Weeks	Title III
Faculty Perspectives of the Educational Needs of At-Risk, Underrepresented Minority Students in Health Professions Programs with Cathy Mann	Title III
Four Strategies to Engage the Multicultural Classroom (Webinar)	Title III
Hosted the WNY Consortium of Multicultural Affairs Officers	DAC
Attny. N. Hicks: Understanding the Trayvon Martin Case and the Stand Your Ground Law	DAC
Dr. Sally Roesch Wagner, guest lecturer and founding Executive Director of The Matilda Joslyn Gage Foundation, "Matilda Joslyn Gage: Bringing Her Into History" (Duns Scotus Lecture Series cross-listed)	Women's History Month
Dr. Erin Hatton, guest lecturer (UB, Sociologist), "Extra Money for Extra Work for Extra Women: Gender and the Rise of the Temporary Help Industry"	Women's History Month
Black Student Union Forum on Women's History Month	
Women in Sport Day lunch	Women's History Month
"The Uganda Project" slideshow by Professor Justine Tutuska	Women's History Month
Keynote Speaker: Dr. Nienke Dosa. Transitioning from Childhood to Adulthood: Supporting Individuals with Developmental Disabilities	Daemen College Partners in Health Education for People with Disabilities (PHEPD)
2013-2014 (post-diversity plan)	
Working with Students with Disabilities Inservice	Assoc Dean & Dir Disability Services
Guest speaker (Noelle Palley, Director, Multicultural Life and Diversity at Cortland) - interactive workshop on white privilege.	Residence Life RA Training
On Point with Scott Rowser	DCMLA
Chinese Mid Autumn Festival	Chinese Culture Club
Snapshot: A True Story of Love, Interrupted by Invasion	LEADS, Associate Dean, EDIC, et al.
African American Literature Underground Railroad Tour	DAC, Divisional, and from several Departments



Note: RA Training, per Sara Alexanderson: RAs are required to do 6 programs each semester and are encouraged to address diversity topics within their educational programming. For 2012-13, 5% of the programs conducted by RAs addressed diversity issues. The RA programming model was changed effective Fall 2013 with intentional focus on diversity-related programming in the residence halls, with 17% of all student-conducted programming planned for 2013-14 diversity-related.

Note: This list includes notes on selected programming provided from EDIC members' records, and does not include all events offered on campus between 2008 and 2013.

14. By Spring 2009, the committee will conduct a campus climate survey baseline assessment, with reassessment in Spring 2012 to identify improvements and continuing challenges. By Spring 2013, the committee will complete a summary report of goals and objectives achieved under this plan, including recommendations for the future.

Accountable: Chair, Diversity Committee and All cabinet members

Outcome:

Survey completed, results circulated in various venues, and evidence-based programming implemented: coffee talks (Spring 2010), visuals campaign (AY 2010-11 and Spring 2012).

Campus climate survey has not been readministered as of October 2013.

15. Following completion of all current construction and office moves (2009), engage consultant(s) to evaluate the College's landscaping, architecture and other aspects of physical plant to assess the College's provision of an inclusive, accessible and safe environment for people with disabilities: immediately correct and document any identified safety concerns and develop an action plan to address any other areas of concern, reporting by Fall 2012 on actions taken.

Accountable: Vice President for Business Affairs

Outcome:

Construction Ongoing-outcome pending.

Environmental Scan for Disability Access Spring 2010

Prof. Margaret Mazzone's Sp 10 Physical Therapy students conducted an environmental scan of campus and provided a report to the committee. Scan revealed no major issues with regard to accessibility or ADA compliance, but revealed some areas for improvement to improve experience of students, staff and visitors with physical challenges:

Add signage where needed to clarify access – e.g., at locations that are not intended to be accessible (e.g., northeast corner of DS);

Regularly spot-check curb cuts for potholes.

Find an effective means of ensuring that crash bars do not get locked on automatic doors (thereby rendering the electronic opener inoperable).

Actions and improvements since 2009: -

Handicap parking spaces at Business Building relocated to front of building.

Installation of automatic door at Thomas Reynolds Center

Conversion of DS 34 into two classrooms, creating an actual hallway for persons using east elevator in DS.

Visual campaign for disability access and to encourage replacing mobile furniture to avoid blocking access.

Conversion of non-accessible Marion Library to accessible V&PA Center

16. By Spring 2009, survey students with learning, mental health and other disabilities for their recommendations on improving access and inclusion: develop an action plan and address areas of concern by Fall 2012.

Accountable: EO/AA Officer (Associate Dean of the College)

Outcome:

Outcome achieved and ongoing: survey completed (small sample), no areas of reported concern; emergent problems addressed on ad hoc basis; accessibility awareness visual campaign implemented Spring 2011.



APPENDIX 2.1 - 2013-14 ANNUAL ASSESSMENT REPORTS: INITIATIVES & RESOURCE NEEDS LINKED TO DAEMEN STRATEGIC PLAN [2,3,7,14]

2013-14 Annual Assessment Reports: Initiatives & Resource Needs Linked to Daemen Strategic Plan					
	Strategic Plan Goal Area				
	I Rigorous Education for the 21st Century	II Global Competency and Service to Global Comm.	III Persistence to Professional Excellence	IV Campus Facilities	V Fiscal Stability
Administrative Units					
Academic Advisement			Retention and Graduation rates (w/Title III), Early Alert system (w/Title III)		
Academic Computing Services	Improved on-line infrastructure			Improved on-line infrastructure	New equipment and training
Academic Grants	Grant funding for programs				
Academic Service Learning		International Service Learning/local experiences with global focus			
Associate VP for Academic Affairs	Content for NYS Ed proposals	Equity and Diversity Initiatives Council; Promote diversity awareness	Retention, persistence to graduation, enhancement of student services, and student professional development		
Career Services			Retention – work with undeclared 2nd year sophomores and academic probation students (w/Student Support Services and Academic Advising)		
Center for Excellence in Teaching & Learning			Retention, Title III initiatives; Link Assessment to budgeting and planning		
Center for Sustainable Communities and Civic Engagement		No specifics beyond mention of SP			
Core Curriculum	Writing		Faculty Development		
Entrepreneurship Program	Funding for FT Faculty, enrollment increases	Global Service Learning opportunities	Professional Development Opportunities i.e., Speaker series		
Experimental Classroom	Alignment with Core Curriculum; Online Education		Student Support	Renovation of existing space	
Global Programs		Maintenance of existing sites and creation of new; Focused outreach to underrepresented populations in terms of Study Abroad	Recruitment and enrollment of international students; Retention – international students now being tracked		

Higher Education Opportunity Program (HEOP)						
Institutional Research	Establishing an academic program review process			Usable and reliable statistics; retention and graduation data		
Learning Center	Writing			Retention		
Library	Writing					
Registrar	Support new program development and evaluation			Support student success		
Retention Activities				Title III Bridge courses (summer and intersession); Assessment of KPIs, retention and graduation benchmarks		
Reynolds Center for Special Education	Align program with current market demands					
Total # of Administrative Units referencing each area	11	5	12		2	1
Academic Departments	I Rigorous Education for the 21st Century	II Global Competency and Service to Global Comm.	III Persistence to Professional Excellence	IV Campus Facilities	V Fiscal Stability	
Arts & Sciences Division						
English	Writing	World Lit	Improve research; Retention, LC	New office space		
History and Political Science	Capstone WST +Plus program	Study abroad (Poland exch.), Service in Global Comm.; requirements in World History, Foreign Language, International Relations	Various Internships Diversity			
Math & Computer Science	Work with admissions		Improve certification program; Retention; Writing			
Modern Languages	Expanded Plus+ Up program	Study Abroad service learning	Retention			
Natural Science	Pre-Med	Increase interdisciplinary, writing	Enrollment, retention, graduation; Bio Drop-down, redesigned Bio labs, lectures	More lab space needed for biotechnology	More financial support for online databases needed	
Religion and Philosophy						
Psychology	Challenging research sequence; new recitation section		Retention; Applied Behavioral Analysis track	Lab space improved	New faculty	
Visual and Performing Arts	Updating with new technology; culture of writing (1 cr. class Arts Writing)		Retention			



Health & Human Services Division					
Accounting	Admission; Writing	Medical mission trips	Enrollment, retention, accreditation		
Athletic Training	New Program: direct entry MS		AT as physician extender; retention	Will move to YMCA	
Business and Global Business	New Program: Recreation Management with HCS; possible initiative with ELC; comprehensive exam in capstone courses	International partnerships/recruitment; possible entrepreneurship program	Retention		
Education	National accreditation status by TEAC/CAEP; expansion of Brooklyn program; BCBA Certificate Program;	International teacher prep exchange program	Align Program with edTPA; Chalk & Wire eportfolio; retention		
Executive Leadership			Increase Enrollment		
Health Care Studies	Hybrid and online teaching; Plus+ initiative; Writing	HCS 335 Critical Issues in Global Health; International Service Learning (Uganda)	Career panels; practicum opportunities; retention; coordinate with admissions & academic advisement		
Nursing	New programs: 3+1 program with ECC; Partners in Health for People with Disabilities Advanced Certificate Program; ongoing writing workshop/tutor; strengthen geriatric component	International students doing research in home country (Saudi Arabia)	Enhanced community outreach; math bridge program	Requests for online courses; move offices to 2nd floor of DS; office space for adjuncts	
Paralegal	Writing	Global Service Learning; course on Refugee issues	Retention		
Physician Assistant	Writing		Retention	Move to YMCA; modernize anatomy lab	
Social Work	New student learning objectives (CSWE-mandated focus on competencies)				
Sustainability	"Double-up" programs, e.g., with Business, Paralegal	Cultural environmental practices, veterans	Recruitment	Sustainable practices on campus	
Total # of Academic Departments referencing SP goal area	17	11	17	7	2



APPENDIX 2.2 - ASSESSMENT REPORT TEMPLATES [2,3,7,14]

**A World of Opportunity****Assessment Plan****Departmental Mission, Description, and Learning Objectives Statement****Department:****Date Submitted or revised:****Prepared by:****Department Mission Statement:****Department Description:**

Relationship/alignment of dept. mission to College mission. Description of curriculum, contributions, role & uniqueness within College.

A. Current Department Resources-Faculty/Staff:

List faculty and staff with their areas of expertise and/or role in the department.

B. Current Department Resources-Operating and Physical Space Resources:

List physical spaces (e.g., labs, studios, special classrooms or offices), and equipment, technology, or supplies, if applicable.

Student Learning Outcomes for _____:

- 1.
- 2.
3. ...

(Note: you will need to include more than one set of Student Learning Outcomes if there are multiple programs or both undergraduate and graduate programs in the department. You may include as many Student Learning Outcomes as needed, but you do not have to assess all of them in any given year.)



Program Review

Program review scheduled for 20__ - 20__ Academic Year.

Please note: if department has undergraduate and graduate programs, each may be reviewed in different years.

Department Assessment Plan 2013-2018

- In your plan, include assessment projects from the past two years, along with those scheduled for the upcoming three years.
- Adjust as needed if your department has multiple programs.
- If your department has an assessment plan prepared for professional accreditation, you may substitute that plan here.

A. Student Learning Outcome Assessment 2013-18

Student Learning Outcome (SLO)	How Will You Assess SLO? (<i>Direct and Indirect Measures</i>)	Benchmark if Available (<i>target # or % that achieve outcome at identified level of proficiency</i>)	Timeline: Completed On/ Scheduled For

B. Other Assessment

Department Objectives or Strategic Plan Goal	How Will You Assess Objective or Strategic Plan Goal?	Expected Outcomes (<i>If Applicable</i>)	Completed On/ Scheduled For





2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department and Degree:

Date Submitted:

Academic Year or Assessment Period: 2014-15

Submitted by:

Reminder: Prior to completing this annual report, please review your department mission and student learning outcomes statement and update as needed. Also provide an updated departmental assessment plan for 2013-15. Mission & student learning outcome statements are [archived electronically](#) and were also distributed to chairs in April, and a blank template that includes the assessment plan can be found [here](#).

Executive Snapshot (new section this year)

In space below, highlight in bullet format, one or two results from this year's assessment of student learning outcomes, along with associated resource needs, if any, that you would like the Dean to include in a divisional summary report for the VPAA.

Assessment of Student Learning Outcomes

1. Provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:
2. Note any changes made this year based on last year's assessment results (closing the loop):

3. Complete the Student Learning Outcome assessment table below.

(Departments undergoing Program Review in 2015-16 do **not** need to complete the table below, as it will be part of your Program Review).

Student Learning Outcomes(s) assessed in 2014-15 You may also assess an operational outcome from a dept. level initiative (new placement methods, technology, courses, etc.),	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps Note any alignment with Daemen or Dept strategic plan.
--	----------------------	--	--	------------	--



that was assessed.						

Department Strategic Plan Follow Up

4. Provide a brief summary of progress and/or delays in meeting goals outlined in your [department 2012 Strategic Plan](#). Highlight where department initiatives are aligned with the [Daemen 2012 Strategic Plan](#).
5. ENROLLMENT: Provide a summary of progress toward annual enrollment goals outlined in your [department 2012 Strategic Plan](#) or in your department's [2012-13 assessment report](#). If you have not yet established enrollment goals, please do so now. Use the Registrar's [Enrollment Reports at Fall Finalization](#) from Fall 2010 to 2014 for enrollment information. (These data were shared by the Registrar with chairs via a new Registrar's Google Drive folder created in January 2014.) Comment on any enrollment trends and departmental response.

Please aim for a concise report of 3-5 pages, excluding appendices, if any.

Optional: Include any supporting information here or in a separate appendix, if necessary. Or, simply reference additional results that are on file in your department.

Instructions for uploading your report to the Assessment website:

Upload your annual report for the Divisional Deans to the Academic Reports section of the Daemen Assessment website by June 1, 2015. The assessment website now accepts reports in Word, PDF or Excel formats. If you have multiple files they must be zipped into one folder to be uploaded. To upload, go to https://my.daemen.edu/offices/assessment/edit_reports.php and click on "Add or Edit Statements and Reports." If you prefer, simply email your report to kmoronsk@daemen.edu and it will be uploaded for you. *Contact Mimi Steadman at msteadma@daemen.edu or 839-8567 or Karen Moronski-Chapman at kmoronsk@daemen.edu or 566-7879 if you need assistance with any part of the assessment process and/or with accessing information on the website. **We're here to help.***





A World of Opportunity
Administrative Units – Assessment Plan
Mission, Description, and Outcomes Statement

Unit (or Department/Office):

Division:

Date Submitted/Revised:

Prepared by:

Unit/Department/Office Mission Statement:

Unit/Department/Office Description:

Relationship/alignment of unit mission to College mission. Description of the unique role of the unit, and its contributions and functions within the College.

Unit/Department/Office Outcomes (organize by sub-unit as needed):

- 1.
- 2.
- 3...

(Include as many unit outcomes as needed here, but you do not have to assess them all in any given year. Both Student Learning Outcomes or Operational/Program Outcomes are appropriate for administrative offices.)

A. Current Unit/Department/Office Resources - Staff:

List staff and their role and areas of expertise within the department or unit, and how they support outcomes listed above.

B. Current Unit/Department/Office Resources - Operating and Physical Space Resources:

List physical spaces and equipment, technology, or supplies, etc., and how they support outcomes listed above.



Unit/Department/Office Assessment Plan 2013-2018

In table below, insert each of your unit outcomes, how you plan to assess them, and note the year in which they will be assessed, or were assessed in the past. If an outcome is assessed annually, please note.

Administrative units may include **student learning outcomes** (SLOs) or **operational/program outcomes**.

Student Learning Outcomes (SLO): describe what a student will know, think or feel differently as a result of a learning experience.

Operational or Program Outcomes: describe how a program/service/system/office will change as a result of a planned course of action.

Reference: Kimberly Yousey-Elsener (2013). *Successful Assessment for Student Affairs: A How-to Guide*. Little Falls, NJ: Paperclip Communications.

In your plan, include assessment projects from the past two years, along with those scheduled for the upcoming three years.

Sample Assessment Plan (Delete sample after inserting your own assessment plan.)		
Unit/Department/ Office Outcome (SLO or Operational)	How Will You Assess Outcome? (method and data or information source used)	Timeline: Completed On/ Scheduled For
SLO: Through participation in orientation leader safety training, students will know how basic first aid content and skills.	Student scores on practical and written exam.	Completed: 2013
Operational/Program Outcome: Students who participate in the Summer Bridge program will have higher GPAs and Retention Rates than similar students with similar entering characteristics who do not participate.	Track first year GPA of Summer Bridge Participants and non-participants. Track first to second year, and second to third year retention of summer bridge participants.	Completed: 2014 Scheduled: again for 2016 Scheduled: 2017-18

Unit Assessment Plan for _____ 2013-18		
Unit/Department/ Office Outcome (SLO or Operational)	How Will You Assess Outcome? (method and data or information source used)	Timeline: Completed On/ Scheduled For





2014-15 ADMINISTRATIVE UNIT ASSESSMENT REPORT TEMPLATE

Unit/Department/Office:

Assessment Period: June 2014 – May 2015

Date Submitted:

Assessment Contact:

Reminder: Prior to completing this annual report, please review your archived unit mission and outcomes statement and update as needed. Also provide an updated assessment plan for 2013-18. Mission & outcome statements are [archived electronically](#), and a blank template for this year that includes space for an assessment plan can be found [here](#). Please aim for a concise report of 3-5 pages, excluding appendices, if any.

Executive Snapshot (new section this year)

In space below, highlight in bullet format, one or two results from this year's assessment of outcomes, along with associated resource needs, if any.

I. What's working, what are we working on? In one or two bullets, please provide a brief overview of your departmental priorities and assessment focus for this year, linking back to last year's outcomes & assessment results, where relevant.

II. Note any changes made this year based on prior years' assessment results (closing the loop).

III. Unit Outcomes Assessed in 2014-15:

Complete the Unit/Department/Office Outcome assessment table below. Please note any outcomes that are aligned with the 2012 Daemen Strategic Plan and include any data/information from your office relevant to Strategic Plan KPI tracking.

Outcomes Assessed in 2014-15 (e.g., new project or initiative, student learning outcomes as a result of a program or service, follow-up on findings or concerns from last year, etc.)	Assessment Method(s)/ Evidence or Indicators of Outcomes	Summary of Results (Include a snapshot of key findings below. Attach a more detailed display of results in appendix if desired.)	Response or changes made based on results (note: changes may not be needed if findings were positive)	Action Plan for follow up in 2014-15. Note any alignment with the 2015 Daemen Strategic Plan.	Resources needed for action plan (if any)
---	--	--	---	---	---

1

Administrative Unit Assessment Report 2014-15



IV. Proposed Assessment Priorities for Next Year (2015-16):

What are you scheduled to assess next year, according to your 2013-18 assessment plan? Please note any areas for assessment that are aligned with [Daemen 2015 Strategic Plan](#) priorities.

Optional: Include any supporting information here or in a separate appendix, if necessary. In the appendices, you may wish to include any regular annual documentation, tracking or reporting that you do in your unit that you would like to have archived electronically with your assessment report.

[Instructions for uploading your report to the Assessment website:](#)

Upload your annual report by July 1, 2015. The assessment website now accepts reports in Word, PDF or Excel formats. If you have multiple files they must be zipped into one folder to be uploaded. To upload, go to https://my.daemen.edu/offices/assessment/edit_reports.php and click on "Add or Edit Statements and Reports." If you prefer, simply email your report to kmoronsk@daemen.edu and it will be uploaded for you. *Contact Mimi Steadman at msteadma@daemen.edu or 839-8567 or Karen Moronski-Chapman at kmoronsk@daemen.edu or 566-7879 if you need assistance with any part of the assessment process and/or with accessing information on the website. **We're here to help.***



APPENDIX 2.3 - SAMPLE DEPARTMENT CHAIRS DATA BRIEF: DFW ANALYSIS [2,7,8,14]



Introduction to Grade Distribution Analysis for Student Success

Department Chairs Meeting

March 6, 2014

Daemen's Title III project to improve student retention and persistence includes investigating the reasons that students leave the College, including academic challenges, financial issues, distance from home, campus climate, and a variety of other issues. To further explore the role of academic challenges in student success, Daemen, like many other institutions, is looking at grade distributions, and at grades of D, F, and W in particular (also known as analysis of DFW rates) because of the impact of grades on retention. Students earn low grades for multiple reasons, including lack of motivation, inadequate academic preparation, lack of study skills, poor time management skills, health issues, competing non-academic priorities, etc.

D, F, and W grades prevent students from moving forward in their degree programs, especially when the grades are in courses that are prerequisites for other courses required in their majors. D, F, W grades may prolong students' time to degree and impact financial aid eligibility. In turn, grades of D, F, and W are often associated with students who leave Daemen. A recent analysis of student progression at Daemen demonstrated that students who earned lower grades in a key gateway course for their major had lower rates of persistence (J. Good and K. Moronski-Chapman).

Daemen's Title III goals include increasing success rates in gateway courses (that is, reducing the number of grades of C-, D, F and W in courses required for many majors). We know that raising the retention rate by 2% in an incoming cohort of 440 requires retaining an additional 9 students who would have otherwise left Daemen. One way to inform strategies to retain that additional 9 (or more) students is to determine what courses have both the highest enrollment and the largest number of D, F and W grades. Then, design targeted interventions (e.g., intercession programs, lab redesign, study tools, pre-college preparation) to improve student success and grades in these courses while maintaining the integrity and rigor of the courses.

To this end, we are providing each department chair with a snapshot of *undergraduate* course grade distribution data from Spring 2013 and Fall 2013.

Things to keep in mind while looking at the grade distribution table for your department:

- The total enrollment in a course may include both first-time takers as well as repeaters seeking to replace a low grade from a prior semester in the same course.
- Some students have multiple DFW grades while others have only one.
- The far right column displays the percentage of those receiving a C- or lower because many courses require students to earn a C or better to receive credit in the major.
- Incompletes (I grades) were not included in the DFW, CDFW and C- and below totals. I grades will eventually turn into a letter grade, which may change the DFW rate.
- The percentage of D, F, and W grades in an individual course must be considered in the context of the total number of students enrolled in that course. Effective interventions for retention typically focus on where the largest impact can be made. To maximize impact, colleges typically focus on the 30% DFW rate in a course enrolling 100 students instead of on the 50% DFW rate in a course enrolling only 4 students. Within a program, it is still worthwhile to consider interventions in small courses, because every single student counts when attempting to move the dial upwards on retention rates.



Sample discussion questions for reviewing the grade distribution data:

- Which course(s) in your program result in the largest number of DFWs?
 - How is this course linked to curricular requirements? Does it act as a blocked gateway? When are students likely to encounter this course?
- What are your hypotheses for the causes of DFWs?
 - Which causes can be addressed by the College or department faculty? Which cannot?
- What interventions might be used to effectively address the DFW number?
 - Prior preparation, modified prerequisites, academic coaching, course redesign, use of January intersession or summer bridge program, class size, re-sequencing of courses in a curriculum, etc.?
 - What resources would be needed?
 - ***How could your department use Title III funds to redesign a course, access supplemental learning resources, or to arrange for other interventions outside of the course?***



If you would like to review expanded and more detailed grade distribution data, including grade distributions broken down by numbers of students earning each grade, additional tables are available electronically. Please contact Karen Moronski-Chapman, Title III Data Analyst.

For assistance in interpreting your program's DFW data and planning interventions, please contact Blake Thurman, Executive Director Title III Retention Activities.

To apply for Title III Student Success funding please contact Ron Schenk or Shirley Peterson, Student Success Committee Co-Chairs, or Mimi Steadman, Project Director.



Spring 2013 Grade Distribution - Psychology Department Courses

Course	Title	# sections	Total Enrollment	A%	B%	C%	D%	F%	I%	W%	DFW%	CDFW%	C- & below (includes Ws)%
PSY-103	Intro to Psychology	8	163	52%	23%	12%	6%	6%	0%	2%	14%	26%	17%
PSY-302	Dev Psy: Inf Th Chld	2	53	55%	26%	13%	2%	4%	0%	0%	6%	19%	9%
PSY-304	Counseling&Interview	1	23	65%	30%	0%	0%	4%	0%	0%	4%	4%	4%
PSY-315	Cognitive Psychology	1	26	65%	31%	0%	4%	0%	0%	0%	4%	4%	4%
PSY-321	Sensation Perception	3	18	39%	11%	28%	6%	6%	0%	11%	22%	50%	22%
PSY-333	Stats-Psych/SocSci	1	24	21%	38%	4%	8%	8%	0%	21%	38%	42%	38%
PSY-335	Junior Seminar Psych	1	11	64%	27%	9%	0%	0%	0%	0%	0%	9%	9%
PSY-353	ResMeth in Psy:Dvlpm	1	9	44%	22%	11%	11%	11%	0%	0%	22%	33%	22%
PSY-354	Topics in Res:Dvlpmn	1	12	58%	17%	17%	0%	8%	0%	0%	8%	25%	8%
PSY-408	Psy of Mntl Illness	2	53	53%	28%	6%	8%	2%	0%	4%	13%	19%	17%
PSY-444	Senior Thesis	3	10	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%
PSY-458	DS:Teaching Assistan	1	1	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Fall 2013 Grade Distribution - Psychology Department Courses

Course	Title	# sections	Total Enrollment	A%	B%	C%	D%	F%	I%	W%	DFW%	CDFW%	C- & below (includes Ws)%
PSY-103	Intro to Psychology	6	131	39%	31%	15%	7%	5%	1%	3%	15%	29%	18%
PSY-223	Forensic Psychology	2	53	43%	34%	9%	4%	2%	0%	6%	11%	21%	11%
PSY-310	Social Psychology	4	49	39%	18%	35%	2%	4%	0%	2%	8%	43%	12%
PSY-311	Psych of Adolescence	2	51	57%	24%	10%	2%	4%	0%	4%	10%	20%	14%
PSY-315	Cognitive Psychology	2	37	46%	14%	24%	11%	5%	0%	0%	16%	41%	22%
PSY-333	Stats-Psych/SocSci	3	47	26%	34%	9%	4%	9%	0%	19%	32%	40%	34%
PSY-335	Junior Seminar Psych	1	7	71%	29%	0%	0%	0%	0%	0%	0%	0%	0%
PSY-353	Resrch Meth in Psy	1	14	57%	29%	0%	0%	7%	0%	7%	14%	14%	14%
PSY-354	Top in PsyRsrch:Cogn	1	8	50%	13%	25%	0%	0%	0%	13%	13%	38%	13%
PSY-380	Behavioral Pharmacol	2	22	18%	55%	23%	0%	0%	0%	5%	5%	27%	14%
PSY-444	Senior Thesis	2	10	60%	20%	20%	0%	0%	0%	0%	0%	20%	0%
PSY-457	IS: Research Assista	1	1	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%
PSY-458	Directed Study	2	3	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%



APPENDIX 2.4 - STEP TASKFORCE DATA SUMMARY 2014-15 [7,8,9]



StEP Task Force

Student Excellence & Persistence Data Summary 2014-15

Task Force Co-Chairs

Dr. Greg Naylor, Vice President for Student Affairs

Dr. Mimi Steadman, Associate Vice President Institutional Effectiveness

2014-2015 Task Force Members

Ms. Sabrina Fennell, Director, Academic Advising

Dr. Greg Ford, Chair, Physical Therapy

Dr. Doug Kalinowski, Chair, Natural Sciences

Ms. Kelly Monkelbaan, Director, Enrollment Research

Dr. Shirley Peterson, Dean, Arts & Sciences

Dr. Ron Schenk, Dean, Health & Human Services

Dr. Kevin Telford, Director, Core Curriculum

Dr. Matthew Ward, Associate Professor, Natural Sciences

Mr. Frank Williams, Associate VP, Enrollment Management

Dr. Andrew Wise, Chair, History & Political Science

Ms. Beverly Weeks, Director, Arthur O. Eve HEOP

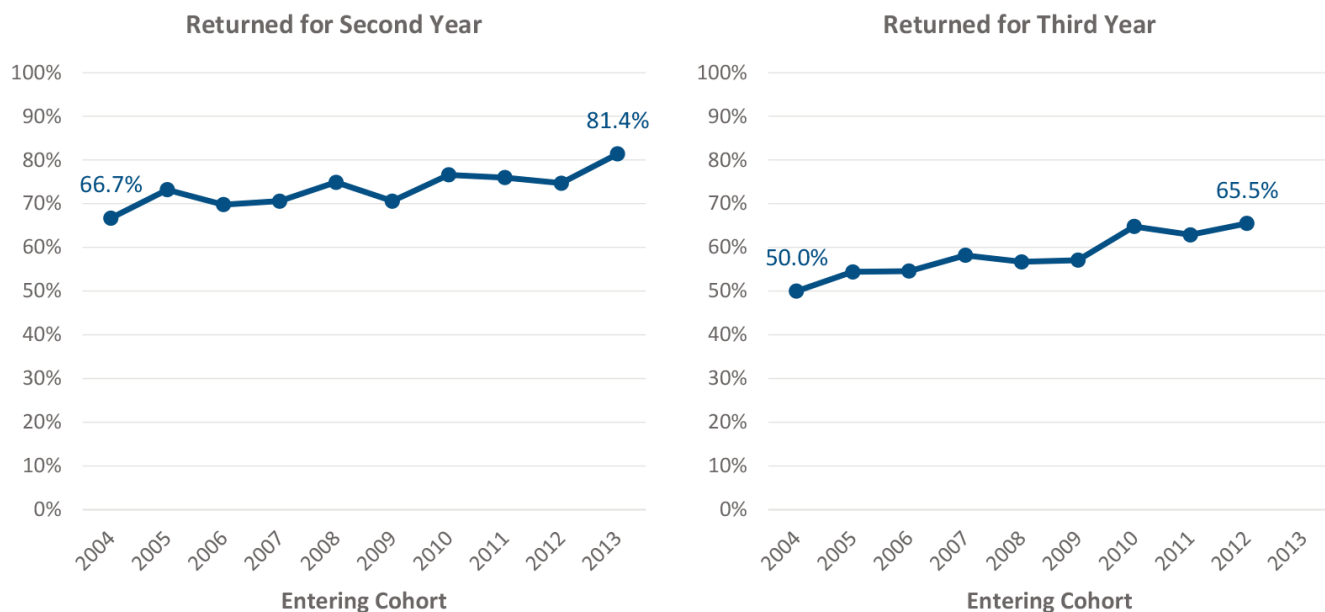


a WORLD of OPPORTUNITY



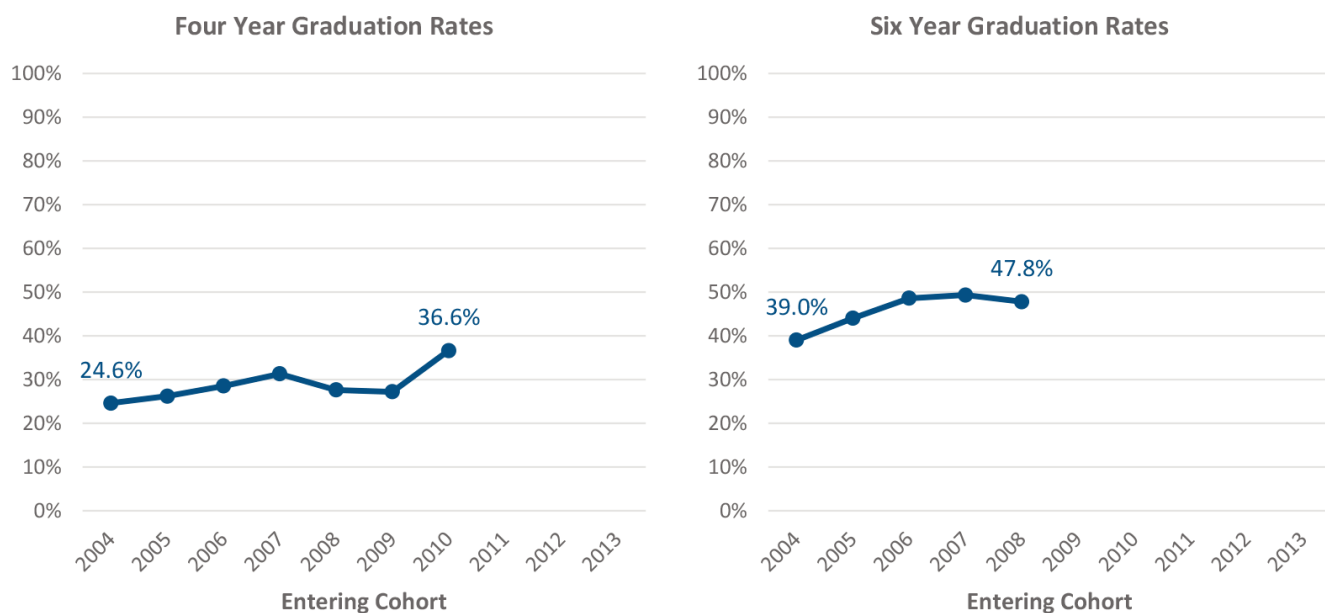
Daemen College Retention and Graduation Rates

Retention and Graduation Rates by Entering Cohort



Since 2004, student retention to the second year has increased from 66.7% to 81.4%.

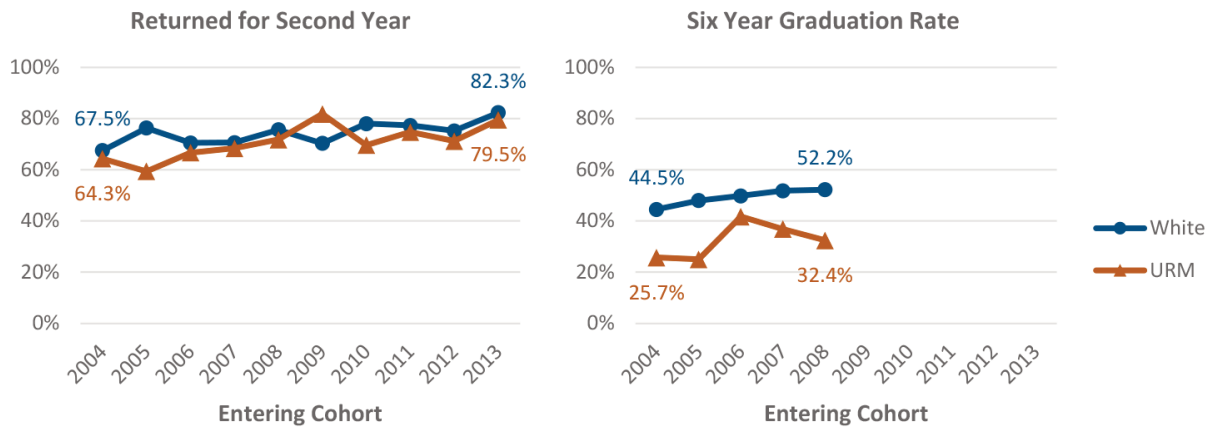
This increase translates to approximately 60 additional students retained each year.



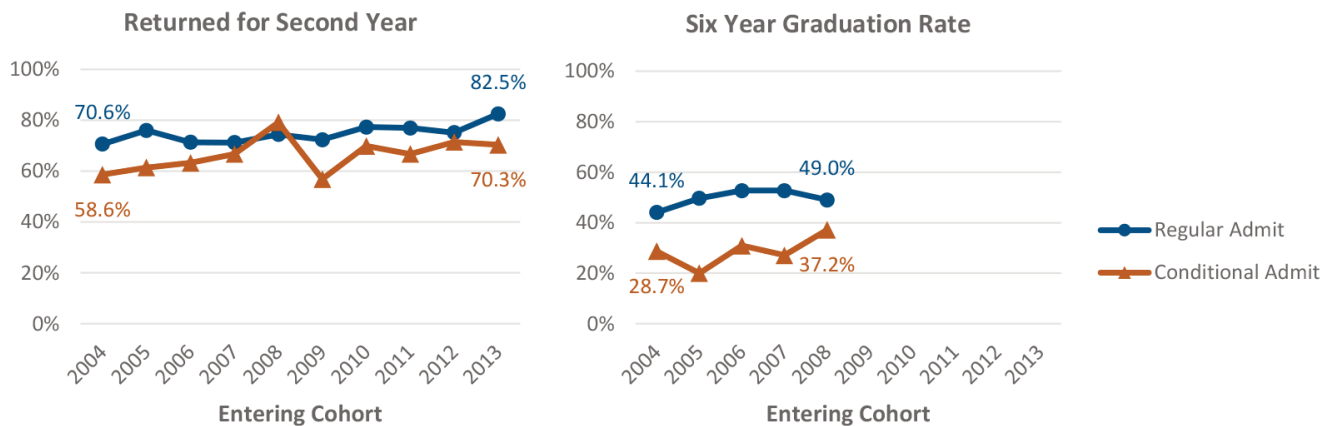
An entering cohort refers to first-time full-time degree-seeking freshmen who enrolled at Daemen college during a given fall semester.



White Students and Underrepresented Minority (URM) Students

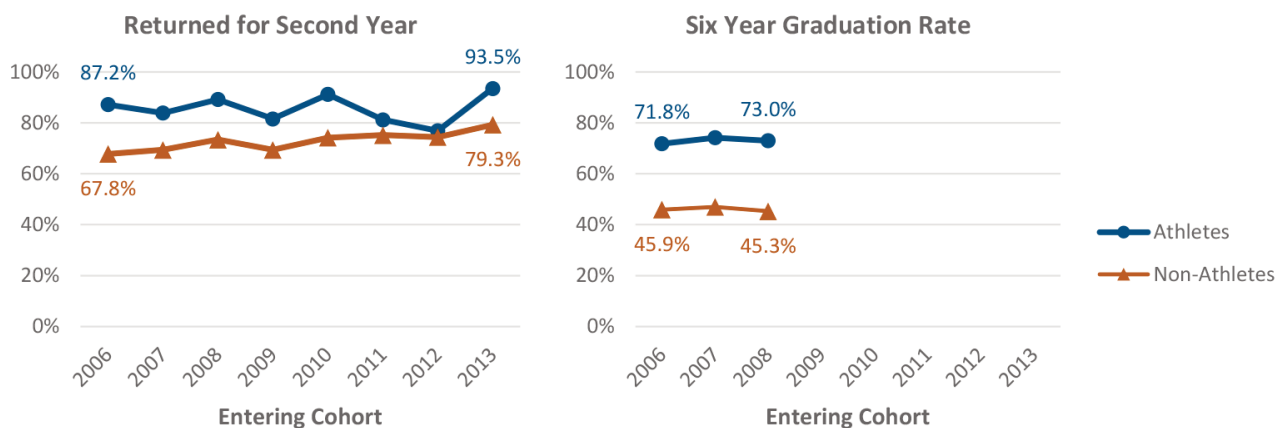


Regularly Admitted Students and Conditionally Admitted Students

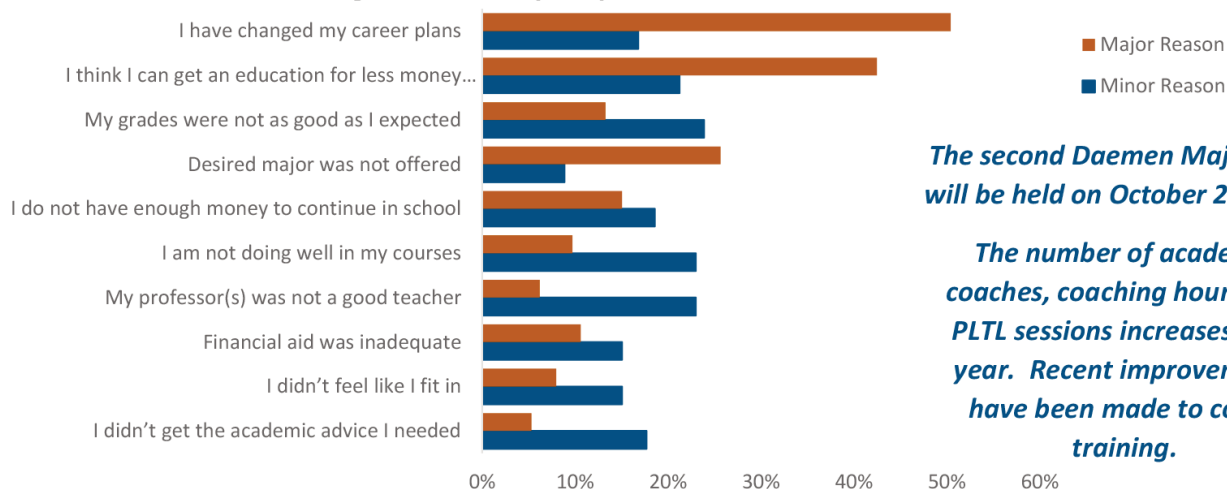


Conditional admits are students who do not meet one of the regular admissions criteria of earning an SAT score of 900 or higher and a GPA of 80 or higher.

Athletes and Non-Athletes



Daemen College Exit Survey: Top 10 Reasons for Student Withdrawals

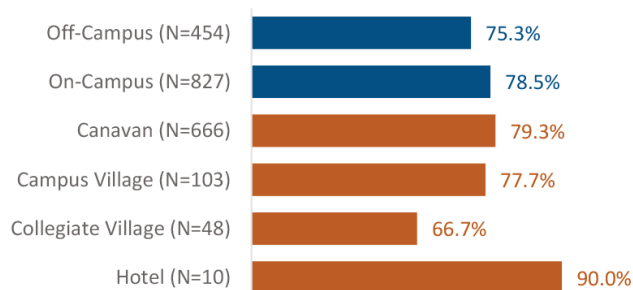


The second Daemen Majors Fair will be held on October 20, 2015.

The number of academic coaches, coaching hours, and PLTL sessions increases each year. Recent improvements have been made to coach training.

The Exit Survey is given to students who formally withdraw from the college. 113 students completed the survey between January 2014 and July 2015.

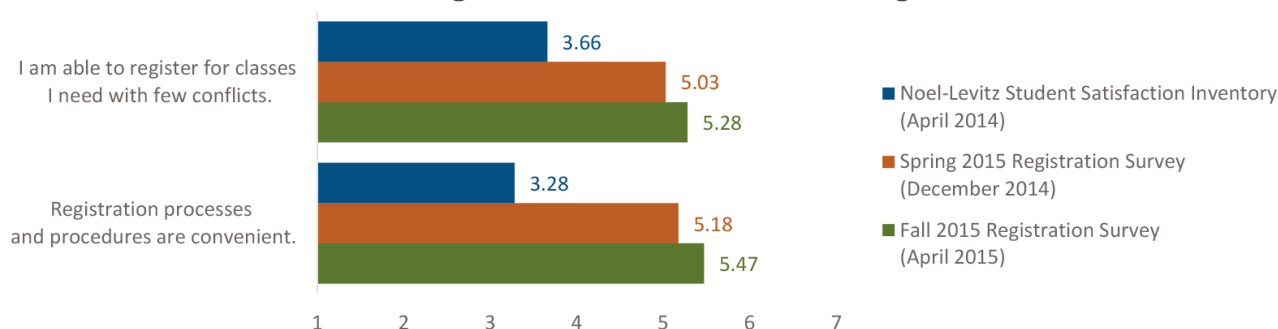
Retention Rates by Residency Returned for Second Year



Starting in Fall 2015, first-year students will no longer be housed at Collegiate Village.

Combines first-time, fulltime students enrolled in the 2011, 2012, and 2013 Fall semesters. Residency is based on room at the beginning of the semester. Many that were in hotels or Collegiate Village were moved to campus housing during the semester.

Daemen College Student Satisfaction with Registration



The satisfaction scale ranges from 1-"not satisfied at all" to 7-"very satisfied".

The Registrar's Office and IT made changes to the registration process for Spring 2015 and Fall 2015. Average student satisfaction with registration went from "Somewhat Dissatisfied" to "Somewhat Satisfied."

Prepared by Karen Moronski-Chapman, Data Analyst, Institutional Effectiveness, for Daemen College Retention Summit, August 24, 2015



APPENDIX 2.5 - ACADEMIC PROGRAM REVIEW TEMPLATE [7,14]



FIVE YEAR ACADEMIC PROGRAM REVIEW Report Template, Instructions & EPC Review Process 2015-16

Please follow the template provided when working with your department to complete your program review. **The Program Review report is due to the EPC by September 30th.** Please submit your program review document via email to Cheryl Nosek, EPC Chair and copy the EPC secretary, Debbie Gianturco at dgiantur@daemen.edu.

For **sample program review reports** and reviewers' feedback from prior years, see the Program Review page on the Daemen Assessment website:

https://my.daemen.edu/offices/assessment/program_review_documents/view_reports.php

(You must be logged into myDaemen.)

Upon submission, your report will be posted to the EPC Blackboard site for review by and feedback from the EPC. Your document will first be reviewed by a subcommittee of the EPC. A member of the subcommittee will be contacting you if any clarification is needed and to provide feedback on your report. Your program review will then be scheduled for discussion at a full EPC meeting. You will be invited to this meeting for feedback on your report. Following EPC review of your report, you may make any desired revisions before forwarding the report on to your Divisional Dean and the VPAA. After EPC review, your final report and reviewers' feedback will be archived on the Assessment website.

A meeting with your Divisional Dean and the VPAA to review your program review, and associated recommendations and resource needs, will be scheduled within 6 months of the report's completion. Chairs will be asked to follow up on progress on any recommendations in subsequent years as part of your annual assessment report.

Questions: Please contact Cheryl Nosek, EPC Chair, for questions about deadlines and the review process. Please contact Mimi Steadman for assistance in interpreting the template and Karen Moronski - Chapman or for access to necessary institutional data and information. Please contact Cheryl Nosek, EPC Chair, for questions about deadlines and the review process.

(Please delete this instruction page before submitting report.)





Five-Year Program Review Template for 2015-16 Academic Year Submission

(Template approved by EPC 2/2011, revised 6/2012 and updated annually)
Instructions: Please submit completed report by September 30, 2015 via email to Cheryl Nosek, 2015/16 EPC Chair and cc EPC secretary

Department and Degree(s):

Date Submitted:

Prepared by:

I. Departmental Mission, Description, and Resources

Note: Most elements of the departmental mission, description and learning outcomes sections of the Program Review template are on file on the assessment website, but should be reviewed and updated as needed annually, and for the Five - Year Program Review.

a. Department Mission Statement:

b. Department Description:

Relationship/alignment of the Department or Program mission to College mission. Please note distinctions between the mission of undergraduate and graduate programs (if applicable). Describe the department's contributions, role & uniqueness within the College.

c. Current Department Resources-Faculty/Staff :

List faculty and staff with their areas of expertise, credentials, ongoing scholarly work and role in the department. How do adjunct instructors and other department staff (non- faculty), if any, help support the instructional program?

d. Current Department Resources-Operating and Physical Space Resources:

List physical spaces (e.g., labs, studios, special classrooms or offices), and equipment, library resources, technology, or supplies, if applicable.



e. Current Marketing Resources

How does the department communicate its program offerings and opportunities for students and graduates? Are the current marketing resources adequate to meet the needs of the department (above and beyond recruitment efforts currently in place through the admissions department)? If not, what additional activities and resources are needed? Summarize the effectiveness of efforts your program has taken to recruit and retain students, including underrepresented groups.

II. Curriculum, Pedagogy and Learning Outcomes

- a. Please provide a brief narrative introduction to department and program curricula. How do programs or majors within the department differ? Please note distinctions between undergraduate and graduate (if any) curricula.
- b. Summarize how your department contributes to the Core curriculum, and/or service instruction for other programs.

c. Departmental Learning Outcomes

1. Please list overarching departmental learning goals. (Students who graduate from this program will be able to...). If applicable, also list distinct learning outcomes for individual majors and programs, and distinguish between undergraduate and graduate level learning outcomes.
2. How do these student learning goals align with the requirements of your professional accreditation agency and/or disciplinary association? How do these student goals align with the Daemen Core Learning Goals?
3. Please complete a **curriculum map** for each major/program at the undergraduate and graduate program that indicates where students will be exposed to course content or learning experiences (e.g., study abroad, service learning, clinical experiences, or internships). The curriculum map should be helpful for identifying any gaps or duplication in the curriculum. (Sample curriculum mapping template provided at end).
4. (Undergraduate Programs only) If you have not done so already, please complete a **core curriculum map** that indicates where students will be exposed to Core Curriculum learning outcomes within their program. Where in students' major courses are the core competencies reinforced? (Sample template provided at end.)



d. Teaching Methods

1. Describe the pedagogical approaches used by the department (i.e. how is the curriculum delivered)?
2. How are students engaged in the learning process?
3. What co-curricular activities are offered by the department?



III. Enrollment, Retention & Graduation

For this section, departments are asked to **report** key data and/or **discuss** trends. To help departments locate and access necessary data, the appropriate institutional data source (e.g. Registrar's Enrollment Report) is noted and underlined, with links provided where possible. Please contact Karen Moronski-Chapman, Data Analyst for assistance with accessing and interpreting information for this section.

A. Student Enrollment

1. Please **report** the fall semester **headcount** (number of full time and part time students) and **FTE** (full time equivalent) **figures by program** at fall finalization over the past five years. Access the **Registrar's Enrollment report** by clicking on the [Program Review Resources site](#). The most current available data will be for fall finalization from the prior academic year.

Discuss any enrollment trends you observe in this data.

Note: some departments have few majors but nevertheless serve a significant portion of the undergraduate enrollment by offering core and/or required and/or prerequisite courses for majors in other departments.

2. Please review the most recent Admissions Concentration reports for your program(s). The Concentration reports show applications, acceptances and deposits by major, for freshmen, transfer and graduate students over time. **Discuss** enrollment trends and any projections you observe in this data.
3. Based on observation and anecdotal evidence in your department, **discuss** the ways that new students enter your program(s). For example, do your entering students include first time freshmen, transfers from other institutions at sophomore or junior level, and/or students from Daemen who enter your program via change-of-major?

B. Student Retention and Graduation

Please **report** how many students have graduated each year (**by program**) over the past five years? Please refer to the Registrar's Degrees Conferred by Program report by clicking on the [Program Review Resources site](#).

4. Please review the Institutional Research Office's **Retention and Graduate Rates by Major report** by clicking on the [Program Review Resources site](#). **Discuss** the patterns of persistence to graduation of students in your program(s).

C. Instructional Offerings Overview



5. Please review your most recent faculty workload data. The data you report to your Divisional Dean on faculty workload may be helpful for this. Please include numbers of FT faculty (tenured/tenure track), supplemental faculty (PT/Adjunct) and any other categories of faculty in your department, along with their typical workloads. In addition, please include courses taught by your department along with enrollment numbers for these courses.
6. **Discuss** any issues related to class size, balance of lower/upper division and graduate courses (if any), the use of part time faculty, and faculty instructional load.
7. Please **describe** the system of student academic advisement in your program(s), and, if relevant, the typical number of advisees per advisor.

D. Graduates, Employment, and Post-Graduate Study

Career Services conducts an annual postgraduate survey. Departments may also work with Career Services to add a subset of program-specific survey items be added for their graduates. Please contact Maureen Millane at mmillane@daemen.edu or Career Services staff for assistance with this section of your program review

8. Describe current and projected employer demand.
9. Describe post-graduate study opportunities for graduates of your program.
10. What information does the department have about students employed in their field after graduation?
11. What feedback has the department received regarding the preparation of graduates for employment in their field?



Learning and Program Outcomes Assessment Review

To complete this section, please look back at the past 5 years of assessment efforts in your department. You may refer to archived assessment reports at <http://my.daemen.edu/offices/assessment/read.php> or from the Assessment office.

Please provide a brief one or two paragraph overview of your focus for departmental assessment over the past 5 years. Include the following in the narrative:

- In looking at the student learning objectives and program objectives or departmental initiatives that have been assessed over the past 5 years, what trends or changes in the results have been noted?
- What curricular changes have taken place in your department over the past five years? Were any of these changes a response to assessment findings? Are these changes reflected in your current department Mission & Goals Statement?
- Finally, how has your department's assessment process changed, if at all, in the past five years in terms of faculty participation, information/data collection, and the communication and use of results?
- Provide specific examples in the chart below:

Student Learning Objective(s) assessed over the past 5 years, identifying the years assessed	Assessment Method(s)	Summary of Results (Include a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (note: changes may not be needed if findings were positive)	Next Steps	Resources needed (if any) for next steps



Program objectives or department level initiatives implemented or assessed over the past 5 years.	Assessment Method(s)	Summary of Results (Include a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (note: changes may not be needed if findings were positive)	Next Steps	Resources needed (if any) for next steps

IV. Accreditation and/or Outside Evaluation

- For programs that undergo program or disciplinary accreditation or review: please comment on how well the program has met external review requirements and the status of the program's current accreditation.
- For programs not reviewed by an external body: please comment on how your curriculum curricula are aligned with curricular guidelines from your disciplinary association. How is your curriculum similar or different from similar departments at peer/competitor institutions?

V. Conclusions and Future Direction

Please summarize the program's needs and future plans.

Include whether the current activities and resources meet each of the departmental programs' needs.

In bullet format, list the strengths of your program; list the challenges that have been identified in your program; and list the actions your department will take over the next five years to address the challenges identified by this program review. (Note, you may wish to build upon or refine the departmental strategic plan prepared June 2012.)



CURRICULUM MAP TEMPLATE (for Section II. on Curriculum, Pedagogy and Learning Outcomes)

The Curriculum Map is a tool to help determine if instruction or other learning experiences are provided, at various points in the curriculum, to address the key learning objectives of a department or program.

Disciplinary Assoc. or Accreditation Learning Objectives (Optional)	Program Learning Objectives *ASWBAT...	Course	Course	Course	Course	Course	Course	Course	Course	Course
1.	1.									
2.	2.									
3.	3.									
4.	4.									

Instructions: Gather a small group of faculty. Come prepared with the departmental catalog and course syllabi in hand. Start by listing key departmental learning objectives in the left hand column. (If desired, align with key disciplinary or accreditation association learning goals.) Starting at the left with freshman year or 100 level courses, list courses offered (or other learning experiences, such as service learning, study abroad, co-op or internships) across the top row. Indicate (with a check, an "x", or another code such as the ones below) where key learning objectives are addressed the curriculum.

Key:

***ASWBAT:** As a result of this program, "A Student Will Be Able To..."

Simple format:

X= indicates learning objective is addressed in this course

Or a variation like these:

I= learning objective is introduced, **R=**learning objective is reinforced, **E=**learning objective is emphasized

L=low emphasis on learning objective, **M=**moderate emphasis, **H=**high emphasis on learning objective



Core Curriculum Mapping Template (Undergraduate Programs Only) (for Section II)

Core Competency and Related Program Learning Objective	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number	Course Name & Number
<i>Contextual Integration</i> (insert relevant dept learning objective here, if any)									
<i>Critical Thinking</i> (insert relevant dept learning objective here, if any)									
<i>Affective Awareness</i> (insert relevant dept learning objective here, if any)									
<i>Oral & Written Communication</i> (insert relevant dept learning objective here, if any)									
<i>Quantitative Literacy</i> (insert relevant dept learning objective here, if any)									
<i>Information Literacy</i> (insert relevant dept learning objective here, if any)									
<i>Civic Responsibility</i> (insert relevant dept learning objective here, if any)									
<i>Moral & Ethical Discernment</i> (insert relevant dept learning objective here, if any)									
<i>Research & Presentation</i> (insert relevant dept learning objective here, if any)									

Instructions: Review departmental learning objectives to determine where they are aligned with Core Competency goals. Insert departmental goals in the table under the relevant Core Competency. Note that not all programs will have learning objectives that align with all Core Competencies. Indicate with an "x" in what courses these are addressed in the curriculum.



APPENDIX 2.6 - PROGRESS REPORT ON IMPROVING ACCESS TO DATA AND INFORMATION AT DAEMEN COLLEGE [2,3,7]

Progress Report on Improving Access to Data & Information at Daemen College

Prepared by Kelly Duran, CIO and Mimi Steadman, Assoc. VP Institutional Effectiveness

Daemen Data & Information Committee

May 4, 2015

Executive Summary: Daemen College has made extensive progress on recommendations in the 2013 Data & Information (D&I) committee report, including the formation of a new Office of Information Technology, and ongoing meetings of the Data & Information Committee, comprised of members from all six divisions of the College. Access to data for planning, reporting and decision making has been streamlined as a result of staff training in Ellucian (formerly Datatel) Colleague and Crystal Reports, the establishment of a central email address to manage data requests, and the creation of a new data analyst position. Website redesign and an institutional Factbook project is underway. New systems, such as Insight and Advocate by Symplicity were successfully implemented and website tools such as the Student Registration Search feature provide faculty with easier access to data from Colleague.

The **Daemen Data & Information Committee** was convened in 2011, in alignment with our Title III award, to foster cross-campus collaboration around access to and use of data & information, to streamline processes and avoid duplication, and strengthen the use of Student Information Systems to improve student success. Data access is critical for accountability, accreditation, and athletics, fundraising, and attracting and enrolling savvy consumers.

The *March 2013 Data & Information Report*, commissioned by the VP Academic Affairs, identified several **challenges to data storage and access**:

- Decentralized collection, storage, systems, and administrative structure, resulting in a maze to navigate for staff seeking data for planning, reporting, and decision making.
- Only a few individuals had training/access to retrieve data from Ellucian (formerly Datatel) Colleague.
- Survey administration and results were neither coordinated nor archived.
- Misconceptions were prevalent about a “silver bullet” solution via technology. Information access requires technology, processes and people.

To address these barriers to data access, the committee made several **recommendations in 2013**:

- Cabinet level directive for information management initiative
- Central point of initial contact for data requests
- Additional training to facilitate retrieval of student data from Ellucian Colleague
- Support for additional entry of key data (e.g. clubs) into Ellucian Colleague
- Survey clearinghouse
- Cabinet level consideration of modifications to organization structure for IT

In summer 2014, President Olson contracted with Jeff Reisberg, an expert IT consultant from the University of South Florida St. Petersburg, whose visit resulted in **suggestions for information technology improvements**, focused on themes of:

- Institutional data and reporting
- Centralizing technology support and services
- Reoccurring funding to sustain and expand technology services



Recommendations	Progress to date
Information Management Initiative	<p>Daemen contracted IT Consultant Jeff Resiberg in 2014 to review IT structure and systems. Consultant report recommended:</p> <p>1)Realigning duties in IT to separate Systems Admin from Database Administration, thereby freeing up resources to focus on insitutional data reporting, 2) charging the D&I committee to take the lead role in defining key data elements for a data warehouse, 3) hiring contract personnel for speciality programming, and 4)developing a data warehouse.</p> <p>D&I committee meets regularly (2011- present) for cross-division communication and planning. (Members: Beaman, Covert, Duran, Fennell, Holohan-Moyer, Jacob, Joyce, Monkelbaan, Moronski-Chapman, Naylor, Nisnevich, Schott, Steadman, Wilkins, Wright, Zaepfel, Zawodzinski)</p> <p>D&I committee developing shared understanding of data systems, responsibilities of various offices, and regular reports (2012-present).</p>
Change Organizational Structure	<p>Establishment of a central Office of Information Technology (2014), merging Academic and Adminsitative Computing Functions as well as Web Communications.</p> <p>Appointment of CIO in 2014, realigning IT staff into 3 key categories: 1)Data Management, 2)Systems Administration and 3)Computer Support.</p> <p>Other promotions/new positions: Assoc. VP Institutional Effectiveness, Title III Data Analyst, 2014 and Data Manager for Education Department, 2012.</p>
Staff Training	<p>Ellucian Conference (Covert 2014 & 15, Moronski-Chapman, 2014), and IPEDS Training (Moronski-Chapman, 2014)</p> <p>Brian Wilkins offered multi-session Crystal Reports training courses. 2013-14: Instituional Advancement (Covert), 2014-15: Enrollment Management, Institutional Effectiveness (Monkelbaan, Moronski-Chapman). <i>Future training planned for Registrar and others.</i></p> <p>Next steps: <i>Cross-training planned or underway in various offices.</i></p>
Central Contact Point for Data Requests	<p>Creation of datarequest@daemen.edu group email for staff requesting data. Question goes to team that clarifies request as needed, determines appropriate source, and provides data and contextual information as needed. Data Request response team includes Wilkins, Beaman, Holohan-Moyer, Moronski-Chapman, Monkelbaan, and Steadman.</p>

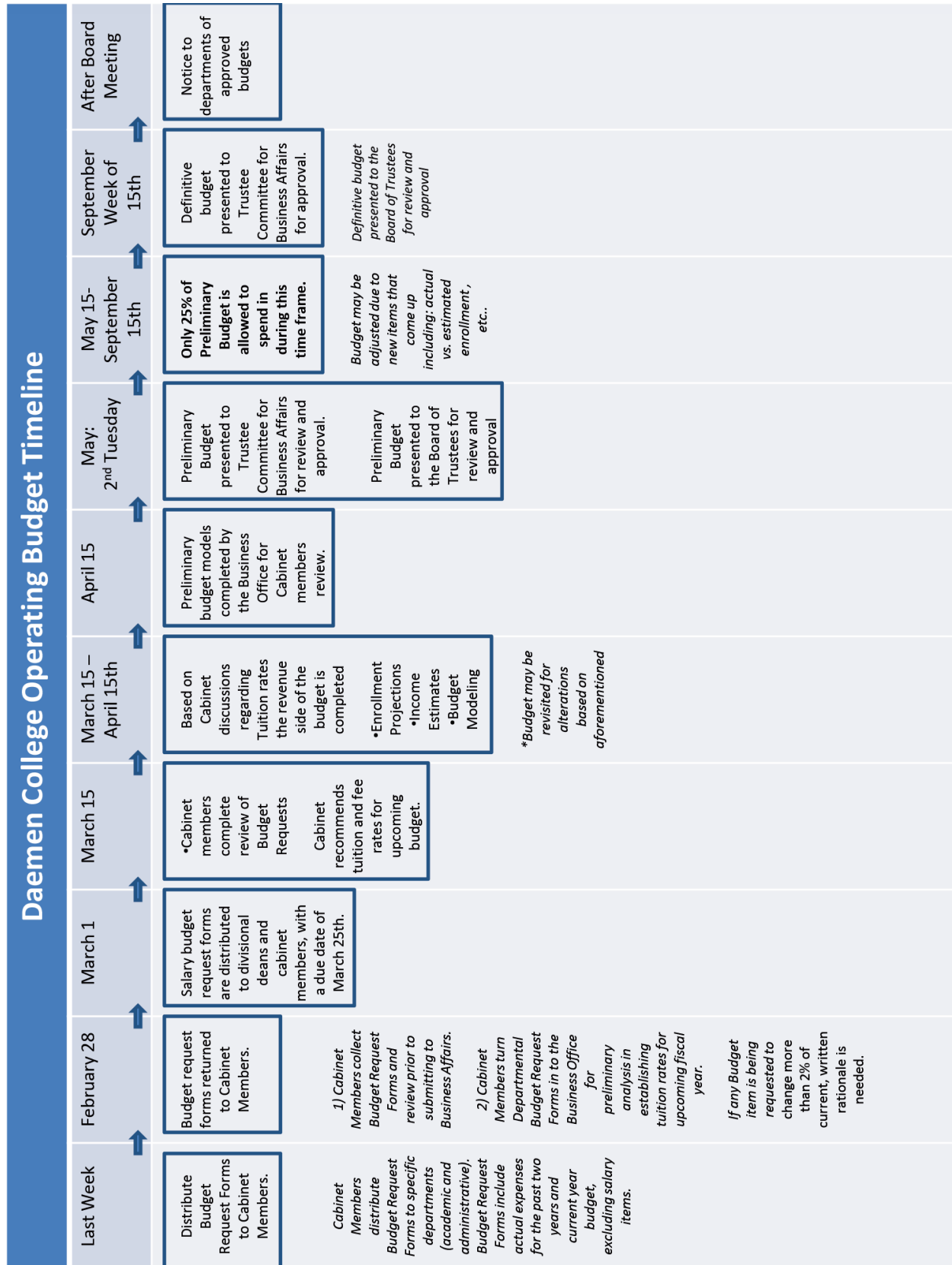


Access to Key Data for Student Retention, Planning and Decision Making	<p>Student Registration Search (SRS) Tool developed in 2015 by IT to streamline access and provide an intuitive interface for Chairs and Advisors to access student registration information.</p> <p>Integration of EMS and Ellucian info. systems completed in 2014.</p> <p>TIII Data Analyst provides ongoing concise retention, persistence and related data reports for faculty meetings and StEP Task Force.</p> <p>Registrar provides ongoing access to current and archived enrollment reports via Google Drive.</p> <p>Virtual Document Room for Middle States self study and MSdatarequest@daemen.edu group email created in 2014 to provide data for Middle States self-study working groups.</p> <p>Advancement & Business divisions collaborated in 2014-15 to reconcile data in Colleague Advancement & Business Office systems.</p> <p>Strategic Plan Dashboard, created by Data Analyst in 2013, provides ongoing tracking Key Performance Indicators.</p> <p><i>Institutional Factbook under development 2015 by Data Analyst, IR, IT, Registrar and others.</i></p> <p><i>Under Development:</i> <i>Brian Wilkins creating custom report that provides detail from the Advancement side of Colleague to indicate the donor, pledge details and balance, connecting back to the General Ledger.</i></p> <p><i>Working Group addressing Compliance with HEOA disclosure requirements.</i></p> <p><i>2015 Website and MyDaemen redesign under development will further enhance access to a variety of College information.</i></p>
Survey Clearinghouse Next steps:	<p>Google Calendar for Survey Dissemination Schedule developed (which prevented overlap of NSSE and Climate Survey)</p> <p><i>Develop campus policy to encourage D&I Committee approval of survey dissemination schedules, campus training in survey design, and plans to centrally archive survey results.</i></p>
Support for Data Entry Next steps:	<p>D&I Committee and various offices considering best way to track student participation in clubs, activities and interventions in Colleague. Participation in Athletics is already coded in Colleague.</p> <p><i>Discuss and identify priority areas for Advancement and working with Student Affairs and Enrollment staff to begin data entry of club participation or scholarship information, etc.</i></p>

The institutional commitment to improving data pathways and access to data to support decision making is exemplified by recent changes in organizational structure, and by new and ongoing initiatives undertaken by members of the cross-divisional Data & Information Committee to improve access to data and information. With efforts supported by structural changes, cross-training and leadership support, the D&I committee will continue to focus on next steps and enhanced approaches to information management at Daemen.



APPENDIX 2.7 - DAEMEN COLLEGE OPERATING BUDGET TIMELINE [2,3]



APPENDIX 3.1 - ADMISSIONS STATISTICS FALL 2011 - FALL 2014 [8]

DAEMEN COLLEGE

Enrolled First Year Statistics				
	FNIAL	FINAL	FINAL	FINAL
First Year Class	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Total Number	422	414	446	442
Number of Vision/HEOP/Conditional admits	34	37	50	35
Average GPA	90.15	90.43	89.92	89.92
Average SAT	1026	1048	1022	1032
Median Total SAT	1050	1040	1045	1030
Median Verbal SAT	520	515	510	510
Median Math SAT	530	530	530	520
Average ACT	22.3	23.78	23.92	23.3
Average credit hours taken 1st semester				
Demographics of entering class				
Asian	0.5%	1.9%	0.2%	2.8%
Black	11.6%	8.3%	13.8%	9.3%
Hispanic	6.7%	7.3%	7.7%	6.6%
Multiple	2.1%	4.9%	3.4%	2.5%
Native American	0.7%	0.2%		
Native Hawaiian/Pacific Islander				
Non-Resident/Alien/Foreign	2.6%	2.2%	2.9%	1.4%
White	75.8%	75.2%	72.0%	77.4%
Gender of entering class	Female 71.9% Male 28.1%	Female 73.9% Male 26.1%	Female 76.1% Male 23.9%	Female 71.9% Male 28.1%
Regional Breakdown				
Region I (WNY)	58.5%	55.8%	51.7%	55.2%
Region II (Roch, Elmira, & Jamestown)	16.7%	19.3%	23.8%	21.7%
Region III (Central NY)	6.1%	6.5%	4.5%	4.8%
Region IV (NYC)	11.1%	9.4%	11.9%	10.6%
Region V (Canada)				
Region VI (outside NYS)***	5.0%	6.8%	5.2%	6.3%
International ****	2.6%	2.2%	2.9%	1.4%
Includes: CA, CT, IL, MA, MD, MI, NJ, NM, OH, PA, SC *Includes: Afghanistan, Botswana, Dominican Republic, Ethiopia, France, Guyana, Jamaica, United Kingdom				
Top Feeder Schools				
	Lancaster (18)	Lancaster (14)	Clarence (15)	Lancaster (14)
	Frontier (13)	Iroquois (10)	Lancaster (14)	Clarence (10)
	W. Seneca W. (10)	Orchard Park (10)	Sweet Home (10)	Orchard Park (10)
	Kenmore E (9)	Cardinal Ohara (9)	Depew (9)	Saint Mary's (9)
	Williamsville S (9)	Frontier (9)	Kenmore W (8)	JFK (8)
	Clarence (8)	Clarence (8)	Frontier (7)	Kenmore E (8)
	Depew (8)	Depew (7)	Kenmore E (7)	Maryvale (8)
	Niag. Wheatfield (8)	Gates-Chili (7)	West Seneca E (6)	Sweet Home (7)
	Orchard Park (7)	Grand Island (7)	West Seneca W (6)	Williamsville E (7)
	Williamsville N (7)	Kenmore E (7)	Tonawanda (5)	Iroquois (6)
High Schools Represented				
	214	195	224	226
Scholarship Breakdown				
President Scholarship	43.6%	47.9%	49.9%	47.2%
Dean Scholarship	35.5%	34.9%	27.9%	33.5%
Alumni Grant	20.6%	16.7%	22.0%	19.3%
Academic Scholarship	0.3%	0.5%	0.20%	na

Prepared by Julie Harpst 9/9/15



Enrolled Regular Admit First Year Statistics

	FINAL	FINAL	FINAL	FINAL
First Year Class	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Total Number	388	377	396	407
Average GPA	90.97	91.18	90.75	90.37
Average SAT	1043	1073	1065	1044
Median Total SAT	1040	1060	1060	1040
Median Verbal SAT	520	520	520	510
Median Math SAT	530	540	540	530
Average ACT	22.64	23.89	24.1	23.4
Average credit hours taken 1st semester				na
Demographics of entering class				
Asian	0.5%	1.9%	0.3%	2.9%
Black	9.7%	5.6%	9.2%	6.4%
Hispanic	4.9%	5.1%	6.6%	4.7%
Multiple	2.1%	4.3%	3.3%	2.5%
Native American	0.5%	0.2%		
Native Hawaiian/Pacific Islander				
Non-Resident/Alien/Foreign	1.8%	1.6%	2.5%	
White	80.5%	81.3%	78.1%	83.5%
Gender of entering class	Female 72.7% Male 27.3%	Female 74.0% Male 26.0%	Female 76.5% Male 23.5%	Female 73.5% Male 26.5%
Regional Breakdown				
Region I (WNY)	61.5%	58.1%	55.1%	58.7%
Region II (Roch, Elmira, & Jamestown)	16.9%	19.6%	23.7%	22.6%
Region III (Central NY)	6.7%	7.1%	5.1%	4.7%
Region IV (NYC)	7.7%	6.4%	8.0%	7.1%
Region V (Canada)				
Region VI (outside NYS)	5.4%	7.2%	5.6%	6.9%
International	1.8%	1.6%	2.5%	
Top Feeder Schools				
	Lancaster (18)	Lancaster (14)	Clarence (15)	Lancaster (14)
	Frontier (13)	Iroquois (10)	Lancaster (14)	Clarence (10)
	W. Seneca W. (10)	Orchard Park (10)	Sweet Home (10)	Orchard Park (10)
	Kenmore E (9)	Cardinal Ohara (9)	Depew (9)	St. Mary's (9)
	Williamsville S (9)	Frontier (9)	Kenmore W (8)	JFK (8)
	Clarence (8)	Clarence (8)	Frontier (7)	Kenmore E (8)
	Depew (8)	Depew (7)	Kenmore E (7)	Maryvale (8)
	Niag. Wheatfield (8)	Gates-Chili (7)	Spencerport (7)	Sweet Home (7)
	Orchard Park (7)	Grand Island (7)	West Seneca E (6)	Williamsville E (7)
	Williamsville N (7)	Kenmore E (7)	West Seneca W (6)	Iroquois (6)
Scholarship Breakdown				
President Scholarship	44.8%	49.2%	51.9%	47.5%
Dean Scholarship	36.5%	35.8%	29.0%	33.8%
Alumni Grant	18.4%	14.4%	18.8%	18.7%
Academic Scholarship	0.3%	0.6%	0.30%	na



Enrolled Vision/HEOP/Conditional Admit Program First Year Statistics

	FINAL	FINAL	FINAL	FINAL
First Year Class	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Total Number of Enrolled	34	37	50	35
Vision Program	5	8	10	7
HEOP Program	18	19	20	18
Conditional Admit Program - Domestic	11	10	20	4
Conditional Admit Program - International			0	6
Average High School GPA	80.8	82.8	83.1	84.83
Average SAT	843	835	813	827
Median Total SAT	840	860	840	810
Median Verbal SAT	410	410	410	400
Median Math SAT	430	420	405	400
Average ACT	16.4	19	16	18.7
Demographics of entering class				
Asian		2.7%		2.8%
Black	32.4%	35.1%	51.0%	43.0%
Hispanic	26.5%	29.8%	16.3%	28.6%
Multiple	2.9%	10.8%	4.1%	2.8%
Native American	2.9%			
Native Hawaiian/Pacific Islander				
Non-Resident/Alien/Foreign	11.8%	8.1%	6.1%	17.1%
White	23.5%	13.5%	22.5%	5.7%
Gender of entering class	Female 64.7% Male 35.3%	Female 73.0% Male 27.0%	Female 72.0% Male 28.0%	Female 54.3% Male 45.7%



Enrolled Transfer Statistics

	FINAL	FINAL	FINAL	FINAL
Transfer Class	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Overall Number of Transfers	189	204	172	199
Number of conditional admits/HEOP	0	0	0	4
Number of Regular Admit without Nursing	100	106	120	150
Number of all Nursing Regular Admit	90	98	52	56
Number of Veterans	17	14	14	22
Average GPA	3.12	3.05	3.02	2.89
Demographics of entering class				
Asian	0.5%	1.6%	1.2%	1.5%
Black	10.5%	11.6%	9.8%	12.1%
Hispanic	5.8%	2.6%	4.3%	3.5%
Multiple	2.6%	2.6%	1.2%	1.5%
Native American			0.6%	
Native Hawaiian/Pacific Islander	1.1%			
Non-Resident/Alien/Foreign	2.1%	3.2%	0.6%	6.5%
White	77.4%	78.4%	82.3%	74.9%
Gender of entering class	Female 67.6% Male 29.4%	Female 68.1% Male 31.9%	Female 70.3% Male 29.7%	Female 67.3% Male 32.7%
Regional Breakdown				
Region I (WNY)	77.5%	78.4%	75.0%	72.0%
Region II (Roch, Elmira, & Jamestown)	15.4%	14.2%	14.0%	19.4%
Region III (Central NY)		1.0%	2.9%	1.0%
Region IV (NYC)	3.6%	1.5%	1.7%	1.9%
Region V (Canada)	1.5%	0.5%	0.6%	1.0%
Region VI (outside NYS)***	1.5%	1.9%	5.8%	2.8%
International****	0.5%	2.5%		1.9%
States Included: CT, IL, PA, VA *Countries Included: Canada, Ecuador				
Top Feeder Schools				
	NCCC (35)	Trocaire (32)	ECC North (18)	ECC North (25)
	Trocaire (29)	NCCC (30)	NCCC (18)	NCCC (19)
	ECC North (28)	Jamestown (20)	Trocaire (16)	Jamestown (17)
	Jamestown (14)	ECC North (17)	ECC City (13)	ECC City (13)
	ECC City (13)	ECC City (14)	GCC (12)	GCC (12)
	ECC South (6)	ECC South (6)	Jamestown (11)	Trocaire (9)
	GCC (4)	MCC (5)	ECC South (7)	MCC (8)
	MCC (4)	Finger Lakes CC (3)	Villa Maria (6)	ECC South (7)
	Corning (3)	GCC (3)	Bryant & Stratton (4)	Bryant & Stratton (5)
	Bryant & Stratton (2)	Villa Maria (3)	MCC (4)	Finger Lakes CC (4)
	SUNY (UB) (7)	SUNY UB (14)	St. Bonaventure (5)	Suny UB (14)
	SUNY Buffalo (2)	SUNY Alfred (3)	Canisius (4)	Canisius (4)
	Rochester Inst. (2)	SUNY Fredonia (3)	SUNY Geneseo (4)	D'Youville (3)
	Alfred Univ (1)	SUNY Buffalo (2)	SUNY UB (4)	St. John Fisher (2)
Readmit Students	Daemen (6)	Daemen (8)	Daemen (5)	Daemen (10)



APPENDIX 3.2 - RETENTION AND GRADUATION RATES OF FIRST-TIME, FULL-TIME, DEGREE-SEEKING FRESHMEN [7,8]

Retention and Graduation Rates of First-Time, Full-Time, Degree-Seeking Freshmen

Cohort Type	Cohort Year	Head Count	Average SAT	Continuation Rates		Cumulative Graduation Rates			
				% cont. to 2nd Yr	% cont. to 3rd Yr	% Grad. within 4 yrs	% Grad. within 5 yrs	% Grad. within 6 yrs*	% Grad. within 7 yrs
Total	2004	264	969	66.7%	50.0%	23.5%	34.8%	38.6%	40.5%
	2005	366	1000	73.2%	54.4%	24.9%	40.4%	44.0%	45.1%
	2006	368	1021	69.8%	54.6%	27.2%	44.0%	48.4%	49.5%
	2007	361	1021	70.6%	58.2%	27.4%	46.0%	49.3%	50.7%
	2008	405	1015	74.8%	56.5%	27.2%	43.2%	47.4%	
	2009	400	1013	70.6%	57.1%	25.7%	44.4%		
	2010	440	1018	76.6%	64.8%	33.9%			
	2011	434	1017	76.0%	62.9%				
	2012	438	1022	74.7%	65.8%				
	2013	409	1034	81.4%					
Regular Admit	2004	177	1034	70.6%	52.5%	31.1%	41.2%	44.1%	45.8%
	2005	296	1044	76.0%	59.1%	29.7%	46.3%	49.7%	51.0%
	2006	300	1052	71.3%	57.0%	32.0%	48.3%	52.3%	53.3%
	2007	313	1046	71.2%	60.7%	29.7%	49.2%	52.7%	54.0%
	2008	363	1045	74.1%	56.5%	29.8%	44.1%	48.2%	
	2009	357	1036	72.3%	58.5%	27.7%	46.2%		
	2010	397	1039	77.3%	66.8%	36.3%			
	2011	399	1033	76.9%	63.4%				
	2012	389	1050	75.1%	66.1%				
	2013	372	1056	82.5%					
Conditional Admit	2004	87	827	58.6%	44.8%	8.0%	21.8%	27.6%	29.9%
	2005	70	821	61.4%	34.3%	4.3%	15.7%	20.0%	20.0%
	2006	68	865	63.2%	44.1%	5.9%	25.0%	30.9%	32.4%
	2007	48	847	66.7%	41.7%	12.5%	25.0%	27.1%	29.2%
	2008	42	793	81.0%	57.1%	4.8%	35.7%	40.5%	
	2009	43	800	56.8%	45.5%	9.1%	29.5%		
	2010	43	823	69.8%	46.5%	11.6%			
	2011	35	813	65.7%	57.1%				
	2012	49	801	71.4%	63.3%				
	2013	37	829	70.3%					
White	2004	191	1009	67.5%	53.4%	30.4%	41.9%	44.5%	45.0%
	2005	300	1028	76.3%	59.3%	29.3%	45.0%	48.0%	49.3%
	2006	315	1037	70.5%	55.2%	30.8%	46.3%	49.5%	50.5%
	2007	299	1041	70.6%	59.2%	29.4%	48.5%	51.8%	53.2%
	2008	324	1046	75.6%	59.6%	30.6%	46.6%	51.5%	
	2009	317	1042	70.0%	57.7%	28.4%	46.4%		
	2010	314	1046	77.7%	66.9%	37.9%			
	2011	335	1050	77.3%	65.1%				
	2012	319	1066	75.2%	66.1%				
	2013	299	1067	82.3%					
UR Minorities	2004	70	855	64.3%	42.9%	5.7%	17.1%	24.3%	28.6%
	2005	64	864	59.4%	31.3%	4.7%	20.3%	25.0%	25.0%
	2006	48	923	66.7%	50.0%	8.3%	29.2%	41.7%	41.7%
	2007	57	920	68.4%	49.1%	19.3%	33.3%	36.8%	38.6%
	2008	71	864	71.8%	47.9%	12.7%	31.0%	32.4%	
	2009	55	875	81.8%	56.4%	10.9%	34.5%		
	2010	69	883	69.6%	55.1%	20.3%			
	2011	75	880	74.7%	57.3%				
	2012	104	886	71.2%	62.5%				
	2013	78	916	79.5%					

* Completion within 6 years equals 150% of expected time to degree for most undergraduate programs.

Under-represented (UR) Minorities include students from self-identified African American, Hispanic, Native Hawaiian/Pacific Islander, & American Indian/Alaska Native origins.

Beginning with the 2005 cohort and thereafter, Daemen College students enrolled in the Nursing 1-2-1 program were considered "retained" while registered at and attending a partner community college during the second and third academic years.



APPENDIX 3.3 - AVERAGE NET PRICE OF ATTENDANCE WITH AFFORDABILITY RANKING OF SELECTED PEERS [7,8]

Daemen College average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2008-19 - 2012-13 with affordability ranking of selected peers

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Net Price	Ranking	Net Price	Ranking	Net Price	Ranking	Net Price	Ranking	Net Price	Ranking
Daemen College	16,402	5	15,876	3	15,609	4	16,357	3	17,300	4
Alfred University	23,255	28	22,396	26	22,274	19	22,847	20	20,055	9
Alvernia University	22,931	26	25,569	31	25,574	31	27,053	31	26,264	28
Canisius College	18,240	10	18,765	10	18,133	7	18,141	8	19,668	8
Chatham University	23,249	27	22,510	27	21,841	18	23,414	23	21,602	13
Chestnut Hill College	21,702	23	20,726	18	22,563	21	22,653	16	23,720	18
D'Youville College	15,445	4	16,021	4	17,239	5	18,070	7	18,421	7
DeSales University	26,101	32	26,371	33	26,494	32	27,219	32	27,943	33
Franklin Pierce University	25,796	30	25,124	30	20,616	13	26,895	30	26,357	29
Gannon University	21,655	22	18,530	9	18,875	9	20,442	10	20,485	11
Georgian Court University	18,223	9	16,089	5	18,681	8	17,079	5	17,506	5
Gwynedd Mercy University	16,711	6	20,333	15	20,595	12	22,783	18	23,801	20
Holy Family University	14,145	2	13,312	2	14,369	1	14,143	1	15,730	2
Hood College	17,256	8	19,282	12	20,813	15	20,394	9	24,470	22
Iona College	25,814	31	24,861	29	24,513	29	26,730	29	27,474	31
Ithaca College	27,899	36	28,672	36	31,811	36	32,429	36	32,769	35
Keuka College	19,882	15	21,081	20	20,426	11	22,713	17	25,365	25
King's College	19,458	14	20,653	17	22,301	20	22,486	15	24,710	23
Le Moyne College	21,373	21	21,659	22	23,174	24	23,323	22	22,987	17
Manhattanville College	22,157	24	19,273	11	23,729	26	23,882	24	24,334	21
Marist College	27,473	34	28,668	35	31,073	35	31,366	35	33,526	36
Marywood University	21,003	18	19,792	13	20,689	14	21,503	13	22,796	16
Medaille College	16,964	7	17,365	7	15,459	3	15,669	2	13,057	1
Mercyhurst University	19,239	12	20,483	16	24,123	28	21,034	12	20,752	12
Mount Saint Mary College	20,567	17	21,728	23	22,882	22	25,499	27	25,403	26
Mount St Mary's University	24,568	29	24,511	28	24,660	30	25,728	28	27,505	32
Nazareth College	22,366	25	21,732	24	24,058	27	25,445	26	25,997	27
Niagara University	11,016	1	17,123	6	17,355	6	17,718	6	17,586	6
Roberts Wesleyan College	18,766	11	19,812	14	20,948	16	20,547	11	20,445	10
Saint Francis University	21,222	20	20,793	19	21,698	17	22,846	19	23,747	19
Salve Regina University	27,692	35	25,651	32	28,852	34	30,018	34	29,404	34
St Bonaventure University	19,440	13	18,321	8	19,309	10	22,067	14	22,593	14
University of Saint Joseph	20,325	16	21,649	21	23,206	25	23,293	21	25,049	24
Utica College	21,130	19	22,148	25	22,997	23	24,432	25	22,764	15
Wagner College	26,947	33	27,127	34	26,807	33	27,410	33	27,470	30
Waynesburg University	15,440	3	13,311	1	15,242	2	16,607	4	16,768	3

*As compared to 35 peer institutions, a rank of 1 indicates having the lowest net price, and a rank of 36 indicates having the highest net price



APPENDIX 3.4 - CERTIFICATES EARNED BETWEEN 2008 AND 2014 BY ENROLLMENT TO EARN CERTIFICATE ALONE OR ADDED AS PART OF A DEGREE PROGRAM [13]

Certificates Earned Between 2008 and 2014 by Enrollment to Earn Certificate Alone or Added as Part of a Degree Program

Certificate Programs	Direct Entry-Certificate Only		Taken along with Degree Program		Total Certificates
	Students	%	Students	%	
Accounting Certificate, Brooklyn	249	100.0	0	0.0	249
All Other Certificate Programs	47	61.8	29	38.2	76
OMPT Certificate^ (Yrs. 2009-2012)	15	93.8	1	6.2	16
VFX Certificate* (Year 2014)	18	94.7	1	5.3	19
Other Certificate programs**	14	34.1	27	65.9	41

^Orthopaedic Manual Physical Therapy (30 credits)-- discontinued as a certificate; now offered as a Master's program.

**Visual Effects Training (15 credits) offered for the first time in summer of 2013.*

***Other certificate programs include:*

Post-secondary: Accounting - Main Campus (30 credits); Human Resource Management (33 credits); Paralegal Studies (28 credits); Perspectives in Oncology for the International RN (30 credits)

Post-Baccalaureate: Adult-Gerontology Primary Care Nurse Practitioner (24 credits); Nursing Education (12 credits); Nursing Executive Leadership (24 credits); Partners in Health for People with disabilities (6 credits).



APPENDIX 4.1 - CORE ASSESSMENT PLAN [11,12,14]

Daemen College



CORE ASSESSMENT PLAN

Draft for May Assessment Day

developed by
Core Assessment Committee (CAC)

approved by CIS (December 2005)

modified (September 2011) and approved by CIS (December 2011)

**modified (Summer 2015) and approved by CASC/EPC
(September 2015)**

Core Assessment Committee Fall 2006- Fall 2012 and CASC 2015

1



Core Assessment: Primary Purpose

To facilitate the collection, analysis, and interpretation of institutional data and the provision of information to support planning and decision-making regarding core issues.

Daemen College Core Assessment Philosophy

- Core assessment at Daemen College is primarily course-embedded and evaluated within courses. However, we do other non-course embedded assessment, including NSSE and the ETS proficiency profile plus surveys. Annual May Assessment events also focus on specific Core issues.
- Core assessment is aimed at enhancing student learning rather than simply measuring and documenting for others.

Recognizing that students continue to develop proficiency in the core competencies throughout their career at Daemen, both in the major and in core courses, all departments align program learning outcomes with core learning outcomes to identify opportunities for ongoing assessment of the core competencies throughout the curriculum.

- It is subject to ongoing revision based on the faculty's experience of student performance.

Core Assessment Committee (CAC) 2009-2013

Core Advisory Subcommittee (CASC) 2013 -

The CAC has now been replaced by the Core Advisory Subcommittee (CASC) of the EPC.

Membership of the CASC is very similar to that of the old CAC and the work of the CASC is largely directed by what the CAC used to do. However, adjustment to the new EPC model has indicated a need for CASC to form its own subcommittee dedicated specifically to Core assessment.

CASC Membership: Core Director (Chair), one of the EPC Co-Chairs, the Director of Institutional Assessment, both Divisional Deans (ex-officio), two EPC members (one from each division), the Writing Coordinator, two additional faculty members.

Responsibility

- Implementation of the CAP is the responsibility of the CASC, with co-ordination by the Core Director. Implementation includes : professional development on assessment ; data collection, analysis and interpretation ; communication of findings. In consultation with faculty, make recommendations for improvement and resource allocation.



Daemen College

Core Assessment:

Assessment of the Core Competencies

At the center of the College's Core Curriculum are the seven competencies which all students should acquire by the time they graduate from Daemen College. These competencies are:

- **Critical Thinking and Creative Problem Solving**
- **Information Literacy**
- **Communication Skills**
- **Affective Awareness**
- **Moral and Ethical Discernment**
- **Contextual Integration**
- **Civic Responsibility**

The learning objectives are articulated in the rubrics approved for core use in Spring 2010.

[Core Curriculum Assessment / Rubrics](#).

Critical Thinking and Creative Problem Solving

Learning Outcomes

Critical thinking may be assessed as critical thinking, creative thinking or problem solving, according to the best fit with the disciplinary and assignment context for assessment.

- A. *Critical Thinking: Students will be able to evaluate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions.*
- B. *Creative Thinking: Students will be able to combine or synthesize existing ideas, images, or expertise in original ways with the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking*
- C. *Problem Solving: Students will be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.*

Assessment

Direct Methods:

1. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing critical thinking, creative thinking and creative problem solving**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.



Daemen College

Scoring Criteria : AAC&U VALUE rubrics for Critical Thinking, Creative Thinking, or Problem Solving.

2. ETS Proficiency Profile Critical Thinking Results

Indirect Methods :

1. Relevant NSSE Items for Critical Thinking

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, how much has your coursework emphasized the following?

4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts

4e. Forming a new idea or understanding from various pieces of information

4b. Applying facts, theories, or methods to practical problems or new situations

During the current school year, about how often have you done the following?

2f. Learned something that changed the way you understand an issue or concept

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

17c. Thinking critically and analytically

17d. Analyzing numerical and statistical information

17i. Solving complex real-world problems

Information Literacy

Learning Outcome

Daemen College Students will be able to:

- D. Know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Know when a statement is in need of supporting citation.***

Assessment**Direct Methods:**

1. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing information literacy**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring Criteria : AAC&U VALUE Rubric for Information Literacy

2. Review of Pre- and post- assessment of student learning related to information literacy standards conducted regularly during research librarians' instruction sessions.



Daemen College

Indirect Methods:

1. Relevant NSSE Item for Information Literacy

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, how much has your coursework emphasized the following?

4d. Evaluating a point of view, decision, or information source

2. Administer NSSE Topical Module : Experiences with Information Literacy (2015)

Topical Module: Experiences with Information Literacy<http://nsse.indiana.edu/pdf/modules/2015/NSSE%202015%20Experiences%20with%20Information%20Literacy%20Module.pdf>*During the current school year, about how often have you done the following?*

1a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings

1b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.

1c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)

1d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)

1e. Decided not to use an information source in a course assignment due to its questionable quality

1f. Changed the focus of a paper or project based on information you found while researching the topic

1g. Looked for a reference that was cited in something you read

1h. Identified how a book, article, or creative work has contributed to a field of study

During the current school year, how much have your instructors emphasized the following?

2a. Not plagiarizing another author's work

2b. Appropriately citing the sources used in a paper or project

2c. Using scholarly or peer-reviewed sources in your course assignments

2d. Questioning the quality of information sources

2e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study

3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?

Communication Skills

Learning Outcomes

Daemen College Students will be able to:

E. Develop and express ideas in writing, learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

F. Prepare purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.



G. Develop the process of simultaneously extracting and constructing meaning through interaction and involvement with written language

Assessment

Direct Methods:

1. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing oral and/or written communication skills**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring Criteria : AAC&U VALUE Rubric for Written Communication.

And AAC&U VALUE Rubric for Oral Communication

Performance targets for Written Communication from Strategic Plan :

By Spring 2016, 35% of freshmen who complete CMP 101 or equivalent will score at a level 2 or higher on the AAC&U VALUE Rubric for Written Communication. By 2017, a minimum of 25% of WI papers from 100-200 level courses will score at 2 or higher.

By 2017, a minimum of 30% of WI papers from 300-400 level courses will score above 2.

By 2017, a minimum of 55% of R&P papers will be scored above 2.

2. ETS Proficiency Profile Results for Writing

Indirect Methods :

1. Relevant NSSE Items for Oral and Written Communication

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, about how often have you done the following?

1b. Prepared two or more drafts of a paper or assignment before turning it in

1i. Given a course presentation

16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

7a. Up to 5 pages

7b. Between 6 and 10 pages

7c. 11 pages or more

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

17a. Writing clearly and effectively

17b. Speaking clearly and effectively

(Note that these NSSE items also assess the Writing Intensive Requirement)



Daemen College

Affective Awareness

Learning Outcomes

Daemen College Students will be able to *(Draft)*:

- H. Articulate a personal response to literary, performance, and visual arts and other phenomena in terms of formal elements and his or her own affective experience.*
- I. Recognize and evaluate values expressed in philosophical, political, artistic, and humanistic works.*

Assessment

Direct Methods:

1. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results, based on a course Learning Objective for an **assignment assessing affective awareness**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring criteria : to be developed at May 2015 Assessment Day.

Indirect Methods :

1. Relevant NSSE Item for Affective Awareness

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, about how often have you done the following?

- 1d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)

Moral and Ethical Discernment

Learning Outcome

Daemen College Students will be able to:

- J. Assess own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.*

Assessment

Direct Methods:

1. Class Connecting Competencies to Content in a Course (4Cs) [Project](#).



Daemen College

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing moral and ethical discernment**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring Criteria : AAC&U VALUE Rubric for Ethical Reasoning

Indirect Methods :

1. Relevant NSSE Item for Moral & Ethical Discernment (2015 NSSE Item #)

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- 17g. Developing or clarifying a personal code of values and ethics

Contextual Integration

Learning Outcome

Daemen College Students will be able to (Draft):

- K. Interpret events and relate works to their philosophical, historical, legal, social, political, or cultural context. Interpret various phenomena using evidence from multiple sources.*

Assessment**Direct Methods:**

1. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing contextual integration**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring Criteria : Daemen homegrown rubric for Contextual Integration

Indirect Methods : Relevant NSSE Items for Contextual Integration

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, about how often have you done the following?

- 2b. Connected your learning to societal problems or issues
- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



Daemen College

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

Civic Responsibility

Learning Outcome:

Daemen College Students will be able to *(Draft)*:

- L. Describe the principles governing a civilized society. Explain and evaluate the responsibilities of individual members and organizations in the community.***

Assessment

Direct Methods:

2. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing civic responsibility**. The scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring criteria : AAC&U Value Rubric for Civic Engagement.

Indirect Methods:

Relevant NSSE Item for Civic Responsibility 2015 NSSE item text and number listed below:
http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

12. About how many of your courses at this institution have included a community-based project (service-learning)?

About how many hours do you spend in a typical 7-day week doing the following?

15e. Doing community service or volunteer work

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

1. 17j. Being an informed and active citizen



Core Assessment: Assessment of the Core Learning Experiences

In addition, Daemen College Core has a set of core requirements that consist of:

- Service Learning
- Learning Communities
- Quantitative Literacy
- Research and Presentation

In order to assess these requirements, a set of learning outcomes are listed below each requirement, together with a set of measures.

Learning Community

Learning Outcomes

Daemen College Students will be able to *(Draft)*:

- M. Develop a sense of community through collaborative work.*
- N. Identify connections among various disciplines.*

Assessment

Indirect Methods:

1. Administer Washington Center Survey : « Online Survey of Students ' Experiences Learning in LCs » <http://www.evergreen.edu/washingtoncenter/survey/index.html>
2. Administer Student and Faculty Survey of IND 101

Quantitative Literacy

Learning Outcome

Daemen College Students will be able to:

- O. Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.*
- P. Accurately interpret quantitative evidence (graphs, tables, equations, mathematical models etc.) and communicate the significance of this evidence.*

Assessment

Direct Methods:

3. Connecting Competencies to Content in a Course (4Cs) [Project](#).

Instructors of courses approved under this competency will provide CASC with scored results and the rubric for an **assignment assessing quantitative literacy**. The scoring criteria establish standards of acceptable performance and the instructor uses these to



Daemen College

report the proportion of students in the class who perform at various levels. In addition, the instructor provides reflections on course delivery, assignment design, and student performance. Suggestions for improved performance are offered as part of this reflection.

Scoring criteria : Instructor determined.

1. ETS Proficiency Profile Results for Mathematics

Indirect Methods :

Relevant NSSE Items for Quantitative Literacy

2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

During the current school year, about how often have you done the following?

- 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 6c. Evaluated what others have concluded from numerical information

Service Learning Requirement

Learning Outcome

Daemen College Students will be able to:

- Q. Exhibit awareness and understanding of the responsibilities of citizenship through community outreach and engagement in real community problems.***

Assessment

Direct Methods:

- 1. Review reflective narratives of students for evidence of growth in competencies including civic responsibility, moral & ethical discernment and contextual integration.

Indirect Methods:

- 1) Relevant NSSE Item for Civic Responsibility 2015 NSSE item text and number listed below:

http://nsse.indiana.edu/pdf/survey_instruments/2015/NSSE%202015%20Instrument.pdf

- 12. About how many of your courses at this institution have included a community-based project (service-learning)?

About how many hours do you spend in a typical 7-day week doing the following?

- 15e. Doing community service or volunteer work

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- 1. 17j. Being an informed and active citizen

- 2) Service Learning Office operational assessment results (eg. participation, placement types etc.)



Daemen College

Research and Presentation

Learning Outcome

Daemen College Students will be able to:

- R. Read, write, speak, and listen effectively to acquire, develop, and convey ideas within a discipline.*
- S. Increase knowledge within the discipline through theory, investigation and application.*

Assessment

Direct Methods:

1. Assessment of R&P products at the department level

Indirect Methods :

Relevant NSSE Item

Which of the following have you done or do you plan to do before you graduate?

11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)



Assessment Schedule : Core Competencies and Requirements Annual Focus

Core Competencies and Requirements and Associate Learning Outcomes	Focus Area for Assessment by Academic Year							
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Critical Thinking (A, B, C)			x			x		
Information Literacy (D)		x			x			x
Communication Skills (E, F, G)		x			x			x
Affective Awareness (H, I)	x			x			x	
Moral and Ethical Discernment (J)			x			x		
Contextual Integration (K)	x			x			x	
Civic Responsibility (L)		x			x			x
Learning Community (M, N)	x			x			x	
Quantitative Literacy (O, P)			x			x		
Service Learning (Q)		x			x			x
Research and Presentation (R, S)	x		x		x		x	

Learning Outcomes:

- A. Critical Thinking: Evaluate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions.
- B. Creative thinking: Combine or synthesize existing ideas, images, or expertise in original ways with the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking
- C. Problem Solving: Design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
- D. Information Literacy : Know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Know when a statement is in need of supporting citation.
- E. Written Communication : Develop and express ideas in writing, learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
- F. Oral Communication : Prepare, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- G. Communication/Reading : Develop the process of simultaneously extracting and constructing meaning through interaction and involvement with written language
- H. Affective Awareness: Articulate a personal response to literary, performance, and visual arts in terms of formal elements and his or her own affective experience.
- I. Affective Awareness : Recognize and evaluate values expressed in philosophical, political, artistic, and humanistic works.
- J. Moral & Ethical Discernment : Assess own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- K. Contextual Integration : Interpret events and relate works to their philosophical, historical, legal, social, political, or cultural context. Interpret various phenomena using evidence from multiple sources.
- L. Civic Responsibility: Describe the principles governing a civilized society. Explain and evaluate the responsibilities of individual members and organizations in the community.
- M. Learning Community : Develop a sense of community through collaborative work.
- N. Learning Community : Identify connections among various disciplines.
- O. Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.
- P. Accurately interpret quantitative evidence (graphs, tables, equations, mathematical models etc.) and communicate the significance of this evidence.
- Q. Service Learning: Exhibit awareness and understanding of the responsibilities of citizenship through community outreach and engagement in real community problems.
- R. Research & Presentation : Read, write, speak, and listen effectively to acquire, develop, and convey ideas within a discipline.
- S. Research & Presentation : Increase knowledge within the discipline through theory, investigation and application.



Data Collection and Analysis

1. Every semester, CASC and the Core Director will collect 4Cs data according to the schedule above.
2. Offices of Institutional Effectiveness and Institutional Research will provide CASC with institutional survey and other assessment data on a regularly scheduled basis.
3. Core Assessment data will be reviewed monthly at CASC meetings and also at the annual May Assessment Day.
4. May Assessment Day will also provide the opportunity for further review of student work as well as opportunities to review operational and logistical issues related to the core.
5. The Core Director will communicate results and recommendations for improvement to the campus community.



APPENDIX 4.2 - DAEMEN COURSEWORK TAKEN BY THOSE WHO GRADUATED BETWEEN AUGUST 2012 AND MAY 2013 [12,14]

Daemen Coursework taken by those who graduated between August 2012 and May 2013

Subject	# of courses taken/ course type	Freshmen Entry (N=199)		Transfers (N=181)	
		#	%	#	%
Composition	Developmental	34	17.1%	1	0.6%
	CMP101	145	72.9%	3	1.7%
	200 level and higher	112	56.3%	57	31.5%
Literature	none	143	71.9%	166	91.7%
	1	28	14.1%	2	1.1%
	2	3	1.5%	3	1.7%
	3 or more	25	12.6%	10	5.5%
History & Political Science (includes Geography & Women's Studies)	none	81	40.7%	132	72.9%
	1	54	27.1%	26	14.4%
	2	23	11.6%	9	5.0%
	3 or more	41	20.6%	14	7.7%
Philosophy and Religious Studies	none	3	1.5%	92	50.8%
	1	36	18.1%	47	26.0%
	2	59	29.6%	21	11.6%
	3 or more	101	50.8%	21	11.6%
Economics and Sociology	none	30	15.1%	114	63.0%
	1	79	39.7%	37	20.4%
	2	53	26.6%	16	8.8%
	3 or more	37	18.6%	14	7.7%
Psychology	none	41	20.6%	131	72.4%
	1	60	30.2%	30	16.6%
	2	50	25.1%	9	5.0%
	3 or more	48	24.1%	11	6.1%
Mathematics	none	41	20.6%	111	61.3%
	1	86	43.2%	63	34.8%
	2	47	23.6%	3	1.7%
	3 or more	25	12.6%	4	2.2%
Science	none	37	18.6%	77	42.5%
	1	40	20.1%	46	25.4%
	2	14	7.0%	9	5.0%
	3 or more	108	54.3%	49	27.1%
Visual & Performing Arts	none	54	27.1%	139	76.8%
	1	70	35.2%	25	13.8%
	2	35	17.6%	4	2.2%
	3 or more	40	20.1%	13	7.2%
IND101		197	99.0%	1	0.6%

Note: Table only includes coursework taken at Daemen College and excludes AP and transfer coursework. The data is from December 2012, and includes students that applied to graduate in May 2013, but may not have actually graduated. It also includes coursework that students had registered for in Spring 2013, but may not have completed. Repeated coursework was excluded from analysis.

Prepared by Karen Moronski-Chapman, Data Analyst, Institutional Effectiveness and Title III - 11/18/14



APPENDIX 4.3 - CORE COMPETENCY ASSESSMENT AT THE COURSE LEVEL TEMPLATE [11,12,14]

Core Competency Assessment at the Course Level

Instructions:

- Identify a classroom assignment (test, paper, presentation, problem set, etc.) that addresses the targeted learning objective(s).
- While you are grading students' completed assignments, take a few minutes to evaluate the section of the assignment that addresses the targeted core learning objective. (*Note: a student's grade on the assignment may or may not match the rating on the rubric.*) Using the college approved rubric for the competency, rate and record each student's level of achievement of the learning objective (a random sample of students may also be used). The levels 1 through 4, (Benchmark to Capstone), represent the proficiency levels of performance for each competency from college entry through the professional level for the Baccalaureate degree. Give a 0 rating to any assignment that does not meet the expectations for level 1. Rubrics can be downloaded at: my.daemen.edu/rubrics.
- If you wish to assess more than one learning objective with the selected assignment, complete one row for each learning objective.
- Please send completed forms to coreassessment@daemen.edu.

Course prefix and number: _____ Core competency assessed (which rubric): _____

Assignment due date: _____ Instructor: _____ (Note: instructor names will not be reported)

Number of students enrolled in the course: _____ Number of work samples evaluated: _____

Identify a course learning objective for the core competency being assessed ("Students will..."")	Indicate student work sample used for the assessment (Test, Quiz Project, etc.)	Referring to the corresponding rubric, which area you are assessing? (the bold title on the left column of the rubric)	Evaluate and record results		What is your interpretation of the results? How might you use these results to inform future teaching?
			Rubric level	Number of students at each level	
			4 (Capstone)		
			3 (Milestone)		
			2 (Milestone)		
			1 (Benchmark)		
			0 (Below Benchmark)		
			4 (Capstone)		
			3 (Milestone)		
			2 (Milestone)		
			1 (Benchmark)		
			0 (Below Benchmark)		
			4 (Capstone)		
			3 (Milestone)		
			2 (Milestone)		
			1 (Benchmark)		
			0 (Below Benchmark)		
			4 (Capstone)		
			3 (Milestone)		
			2 (Milestone)		
			1 (Benchmark)		
			0 (Below Benchmark)		



			1 (Benchmark) 0 (Below Benchmark)			
			4 (Capstone)			
			3 (Milestone)			
			2 (Milestone)			
			1 (Benchmark)			
			0 (Below Benchmark)			
			4 (Capstone)			
			3 (Milestone)			
			2 (Milestone)			
			1 (Benchmark)			
			0 (Below Benchmark)			
			4 (Capstone)			
			3 (Milestone)			
			2 (Milestone)			
			1 (Benchmark)			
			0 (Below Benchmark)			



APPENDIX 4.4 - WRITING ASSESSMENT CHART 2006-2014 [11,12,14]

Academic Year	Written Work Assessed	Methods/Measures & Participants	Key Findings
Spring 2006	CMP 101 Research Papers (26)	Institutional Writing Rubric developed 10 faculty assessors from across disciplines	Piloted rubric, which created some discrepancies in rating system. Revisions recommended for rubric, and pilot repeated in AY 2007-2008
Spring 2007	CMP 101 Research Papers (40)	Revised institutional Writing Rubric (hereafter, Daemen Writing Rubric) 10 faculty assessors from Liberal Arts disciplines	52% of papers scored at level 1, (expected of incoming students); 40% at level 2 (expected of students who have completed CMP 101); 7.5% at level 3 (expected of students in upper division).
Spring 2008	CMP 101 Research Papers (30) Writing Intensive (WI) Papers (30, with 15 from lower-division and 15 from upper-division courses)	Daemen Writing Rubric & Writing Traits Rubric 20 full-time faculty from across disciplines	Daemen Writing Rubric: 67% of papers scored at level 1 (expected of incoming students); 33% at level 2 (expected of students who have completed CMP 101); Writing Traits Rubric: areas of greatest skill deficit included coherence (63% at lowest level), diction (66% at lowest level), and grammar (66% at lowest level).
Spring 2009	CMP 101 Research Papers (35)	Daemen Writing Rubric & Pilot First-Year Writing Rubric (measuring progress toward meeting CMP 101 objectives). Full-time faculty across disciplines	Using the Daemen Writing Rubric , 75% of students scored at level 1 (expected of incoming students); 23% scored at level 2 (expected of students who have completed CMP 101); 6% have scored at level 3 (expected of students in upper division). Using the Pilot First-Year Writing



			Rubric, 68% of students demonstrated no or little progress in meeting course objectives; 32% measured some progress.
Spring 2010	CMP 101 Research Papers (5), CMP 101 Diagnostic Essays (35), WI Papers (42)	<p>CMP 101 Essays: AAC&U Written Communication Rubric. English Department faculty.</p> <p>Diagnostic Essays & Writing Placement: CMP 97 and 101 faculty assigned a uniform, take-home diagnostic essay. Three FT faculty readers from the English Department provided placement projections, based on reading of sample diagnostics (35 anonymous student essays).</p> <p>Writing Intensive Papers: AAC&U VALUE Rubric in Written Communication. Faculty participants from across the disciplines.</p>	<p>CMP 101 papers assessed using the AAC&U VALUE Rubric in Written Communication. Of these papers, 4 fell into Level 1 and 1 fell into Level 2 on the AAC&U Written Communication rubric.</p> <p>For the Diagnostic Assessment, Readers agreed on placement approximately 75% of the time. Accuracy of Placement: Readers identified correct placement in 71% of cases. Readers were as likely to underestimate student placement as they were to overestimate student placement (14%).</p> <p>Writing Intensive papers: 87% of lower-division papers were ranked a 1 on the AAC&U, 13% at a level 2. Among upper-division papers, 44% were ranked level 1, 37% level 2, 15% level 3, and 4% level 4.</p>
Spring 2011	R&P Research Papers (44)	<p>Draft Daemen Research Rubric (adapted from various AAC&U Rubrics).</p> <p>31 faculty participants from across disciplines.</p>	<p>Approximately 88% of the scores for RP papers higher than the Benchmark level 1, and approximately 52% above a level 2. For the category Written</p>



			Communication, Genre and Disciplinary Conventions, that percentage was the highest, at about 98%. None of the papers achieved an overall score of 4.
Spring 2012	CMP 101 Research Papers (44) R&P Papers	<p>CMP 101 Papers: AAC&U VALUE Rubric in Written Communication. 12 faculty participants from across the disciplines.</p> <p>R&P Papers: Revised Daemen Research Rubric (adapted from various AAC&U Rubrics). 29 faculty participants from across the disciplines.</p>	<p>CMP 101 Papers: 12.8% of papers ranked at the 0 level; 61.54% at level 1; 23.08% at level 2; 2.56% at level 3.</p> <p>R&P Papers: 88.9% of students rated higher than a level 1; 61.1% rated higher than a level 2.</p>
Spring 2013	CMP 101 Research Papers (53)	<p>AAC&U VALUE Rubric in Written Communication.</p> <p>CMP 101 faculty served as evaluators of papers randomly sampled from their sections.</p>	1.88% of papers ranked at the 0 level; 37.7% at level 1, 43.3 at level 2, and 16.9% at level 3. No papers were ranked as level 4.
Spring 2014	CMP 101 Research Papers (11) Daemen Faculty Writing Survey	<p>CMP 101 Papers: AAC&U VALUE Rubric in Written Communication. CMP 101 faculty served as evaluators of papers randomly sampled from their sections.</p> <p>Faculty Writing Survey: 57 faculty from across disciplines responded to the survey.</p>	<p>CMP 101 Papers: 63% of papers scored a 2 or higher on the VALUE rubric, exceeding Title III and Strategic Plan goals (25% with a 2 or higher).</p> <p>Faculty Writing Survey: Faculty assign writing at least occasionally in their Lower-Division Core/Gen Ed classes (88%) and Upper-Division Core/Gen Ed classes (95%); however, significant numbers</p>



			<p>devote little or no attention to teaching writing in Lower-Division Core/Gen Ed (46.5%) and Upper Division Core/Gen Ed (32.5%) courses. Faculty support is higher for college-wide efforts to develop WAC (78% agreeing or strongly agreeing that WAC should be offered) than for developing WID coursework in their major (50%). 3% of faculty agreed students were “very well” or “well” prepared for assigned writing activities in Lower-Division course work, and 13% felt Upper-Division students were “very well” or “well” prepared for assigned writing activities. 24% of faculty respondents were “very confident” or “confident” that their program’s graduates were prepared for writing tasks they’ll face “beyond the academy.”</p>
--	--	--	---





DAEMEN
COLLEGE



DAEMEN COLLEGE
MIDDLE STATES
2016 SELF-STUDY REPORT