

Periodic Review Report  
to the  
Middle States Commission on Higher Education

Prepared by: State University of New York College at Cortland

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Chief Executive Officer: Erik J. Bitterbaum

Commission Action Preceding This Report: Reaccreditation, 2012  
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## **CHAPTER 1 EXECUTIVE SUMMARY**

### **Introduction and Overview of the Institution**

The State University of New York College at Cortland is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as a normal school, SUNY Cortland became a State Teachers College with four-year programs in 1941 and joined the SUNY System in 1948. In 1961, the College became designated as SUNY Cortland, awarding arts and sciences as well as professional studies degrees.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-aged population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. SUNY Cortland ranks first in New York State for size of its teacher preparation unit and is NCATE-accredited. The Dean of the School of Education serves as the NCATE Coordinator for the teacher education unit and oversees an assistant dean for assessment and accreditation. The School of Arts and Sciences has experienced curricular growth in recent years, especially in criminology, economics and communication studies. The School of Professional Studies offers nationally recognized majors in physical education and recreation, parks and leisure studies.

### **Major Events and Initiatives Since the Middle States Reaccreditation**

The Middle States Decennial Self-Study was completed, submitted and approved in 2012. During the past five years various significant events and initiatives have had an impact on SUNY Cortland. Some may influence College direction in the years ahead. Among the most important changes have been in the areas of:

#### **Leadership**

Two Vice Presidents were hired in 2015 to fill vacancies as the result of one retirement and one death. Mr. Peter Perkins was appointed Vice President for Institutional Advancement. Mr. David Duryea became Vice President for Finance and Management. Restructuring of their respective divisions is taking place, with hiring of additional staff, including an Associate Vice President for Institutional Advancement, and a Risk Management Director.

#### **Strategic Planning**

In January 2016, the President established the Institutional Planning and Assessment Committee (IPAC) to develop a format for a meaningful and feasible institutional planning structure. This group builds upon the planning work completed by the previous Strategic Planning Committee and the campus work on the Middle States reaccreditation process, which was critical in operationalizing the Strategic Planning Committee. The IPAC has worked to: establish



institutional outcomes and indicators; create a planning model that represents multiple levels of planning; articulate the link between planning and resource allocation; and identify methods of embedding planning and assessment in ongoing processes.

### Enrollment

- Applications have continued to hold steady, reaching nearly 11,000 for the past several years.
- Enrollment of a diverse student body has grown, and retention has increased slightly. (See: <http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-data/enrollment.dot> and <http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-data/graduation-and-retention.dot>.)

### Teacher Education

- In 2014, SUNY Chancellor Nancy Zimpher launched the Center of Innovation in Education at SUNY Cortland. The Center is designed to provide clinically rich teacher preparation for preservice teachers.
- In 2015, the Chancellor convened the second annual Master Teacher Program Professional Development Conference on the SUNY Cortland campus. Approximately 450 STEM teachers from across New York State participated in the event.
- The College achieved NCATE (National Council for Accreditation of Teacher Education) reaccreditation on October 27, 2011. Since that time, the accrediting body has transitioned to CAEP (Council for the Accreditation of Educator Preparation). In 2018, SUNY Cortland will seek CAEP accreditation of all 48 teacher education programs in the unit. In the meantime, NCATE reaccreditation is valid through December 31, 2018.
- Discussions have continued between SUNY Cortland and the Cortland City School District and surrounding area school districts to create partnerships and a Professional Development School.
- Although enrollment in teacher education programs has declined in recent years, an increase is expected due to high need Pre-K-12 teacher retirements and a growing number of teacher vacancies in high needs areas.

### Internationalization of the Campus

The International Programs Office has increased the number of study abroad programs and international partnerships offered. Highlights include:

- Expansion of faculty-led study abroad programs including new courses in Indonesia, Thailand, and India
- Increase in overall enrollment in study abroad programs
- Increase in the number of international students studying at Cortland, both matriculated and exchange status

- The Sport Management Department is collaborating with the Health Department and the International Programs Office to establish a faculty and student exchange with a Cuban university. President Bitterbaum will lead a contingent from Cortland to Cuba in June 2017.

In addition, the James M. Clark Center for Global Engagement has significantly increased the number of international events, speakers, panels and other intercultural activities offered to the campus and the greater Cortland community. An online newsletter is disseminated regularly to inform the campus community. (See: [http://www2.cortland.edu/centers/ccie/.](http://www2.cortland.edu/centers/ccie/))

### Facilities

- Dragon Hall, SUNY Cortland's second Leadership in Energy and Environmental Design (LEED)-designated residence hall, was completed in 2013. The construction is a reflection of the campus' commitment to environmental sustainability and energy efficiency. Dragon Hall was the first Platinum rated LEED residence hall in the State University of New York System.
- The Student Life Center, a LEED gold building that reflects the institutional priority of well-being, was opened to students, faculty and staff, in 2015.
- Bowers Hall Science Building Phase I was renovated and reopened in 2014.

### Identification and Recognition of "The Cortland Story"

- National recognition of SUNY Cortland is ongoing through accreditation and reaccreditation of specific academic programs.
- SUNY Cortland has been recognized by Consumer's Digest, Kiplinger's America's Greenest Colleges, EPA Green Power Partnership Green Power Leader, Sierra Club's Cool Schools List, Carnegie Foundation for the Advancement of Teaching—Community Engagement (reclassification with distinction), and the federal President's Honor Roll for Higher Education Community Service, with distinction, for the eighth consecutive year. (See: <http://www2.cortland.edu/about/accolades.dot>)

### Curriculum Development and Delivery

- SUNY Cortland requested and received approval from Middle States to deliver online programming. (See **Appendix C**).
- Online programs, including graduate programs in Sport Management, Physical Education, and Recreation, Parks and Leisure Studies, are currently being delivered.
- Academic Affairs implemented Curriculog, an online curriculum proposal and review system, to expedite the campus-wide curriculum review process.
- Course building and scheduling software were developed for better planning and communication.

### Student Support

- SUNY Cortland expanded the STAR-NY online tutoring program, with 20 SUNY campuses currently participating.
- The Transfer Collaborative Project was developed, in which a SUNY Cortland advisor spends two days a week at two area community colleges.
- The Extended Learning Office was created to coordinate Summer/Winter session and to provide support to non-credit programs.
  - \*Due to the efforts of the new office, the College saw a \$176,000 increase in Winter Session revenue.
  - \*The office developed a university-in-high-school course and is exploring other collaborative opportunities.
  - \*The Extended Learning Office created a faculty learning community focusing on online teaching.

#### Revision of the General Education Program

- Faculty discussed and revised the General Education program.
- Academic departments reviewed all four-year programs and creation of four-year plans for graduation.
- The Advisement and Transition Office worked with other academic offices to create and implement the Promoting Academic Student Success (PASS) early alert online program to facilitate case management of at-risk students.
- The Associate Provost for Academic Affairs convened a campus-wide Retention Think Tank retreat on student success.

#### Diversity

- The Diversity Strategic Plan was developed and submitted to SUNY System Administration (2017).
- A full-time Chief Diversity Officer was hired (2017).
- Three student-led forums were held to discuss diversity issues on campus (2016-2017).
- A full-time Title IX Coordinator was hired (2014).
- The It's On Us Campaign held week-long informational events in April 2017.
- The Title IX Five-Year Athletics Self-Study was completed (2017).
- The Gender Climate Survey was administered to students, faculty and staff in April 2017. An informational Sandwich Seminar is being planned for fall 2017.
- Ongoing Title IX training for students, faculty and staff takes place each year.

#### Outline of the Periodic Review Report by Chapter

In order to assess the current state of the College and to plan for the future, the Periodic Review Report is presented composed of the following chapters:

**Chapter 1** is the Executive Summary.

**Chapter 2** presents a status report of how SUNY Cortland has addressed the two recommendations made by the Middle States Site Visit Team in 2012, as well as the institution's status report on the fifty-seven self-recommendations identified in the 2012 Decennial Self-Study.

**Chapter 3** describes the challenges and opportunities that the College has encountered since 2012 and will continue to encounter in the years ahead.

**Chapter 4** provides details RE: enrollment and finance trends and projections, linking future enrollments with potential funding.

**Chapter 5** gives an overview of continuing and planned assessment efforts and concludes with emphasis on the connection of assessment with institutional planning and resource allocation.

**Chapter 6** demonstrates the evidence of the connection between strategic planning and budgeting with specific examples from various divisions of the College.

**Appendices** represent the critical documentation that is germane to each chapter.

The Middle States Periodic Review Report process, coupled with SUNY Excels (our system-wide Performance Improvement Plan), has provided SUNY Cortland with in-depth opportunities for reflection and planning. The College has made significant progress in addressing the two recommendations indicated by the Middle States Site Visit Team as well as fifty-seven self-recommendations reported by the campus in the 2012 Decennial Self-Study. (See: <http://www2.cortland.edu/about/accreditations/middle-states/documents.dot> .) The four Institutional Priorities of the Self-Study (Academic Excellence, Transformational Education, Well-being, and Maximize Resources) were refined and continue to form the foundation for strategic planning at SUNY Cortland.

Enrollment at SUNY Cortland is stable, and curricular and co-curricular programs are strong. Renewed campus-wide discussion of institutional strategic planning and assessment is underway as SUNY Cortland prepares for the years ahead.



**CHE Middle States Commission on Higher Education**

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**Certification Statement:**  
**Compliance with MSCHE Requirements of Affiliation and Related Entities Policy**  
*(For use by SUNY State-Operated Institutions)*  
*Reviewed and Affirmed July 16, 2015*

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

*This signed statement should be attached to the executive summary of the institution's self-study report.*

State University of New York College at Cortland  
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

  
\_\_\_\_\_  
(Campus President)

4/3/17  
(Date)

  
\_\_\_\_\_  
(Chair, SUNY Board of Trustees)

4/3/17  
(Date)

## **CHAPTER 2**

### **Institutional Response to the Middle States Recommendations**

Striving for excellence in all divisions, SUNY Cortland seeks to provide the best possible educational experiences for every student. Even prior to the team visit from Middle States, the College began planning a strategy for the recommendations and suggestions identified by the campus through the Institutional Self-Study. Additionally, efforts have been undertaken since 2012 to address the two recommendation areas indicated by the Evaluation Report. (See **Appendix A** for list of Middle States Site Visit Team recommendations.)

Each of these areas will be discussed with regard to past progress and current status.

#### **2012 RECOMMENDATIONS OF THE MIDDLE STATES SITE VISIT TEAM**

##### **Recommendation #1**

- **The College should coordinate the various financial plans into a multi-year planning document that will align with its carefully crafted strategic direction. Specifically, Cortland’s four (4) strategic priorities should form the basis for a multi-year strategic planning document—that is, a detailed strategic plan—that can inform the budgeting process as well as all other aspects of the College’s functioning in the years ahead. This strategic plan should detail specific goals and strategies, and assign responsibility so that appropriate assessments can be conducted and future strategic adjustments made.**

In 2009, the Strategic Planning Committee worked with the campus to revise our mission statement and vision, clarify shared values, and establish the four campus priorities: Academic Excellence, Transformational Education, Well-being, and Maximize Resources. We then decided to frame our institutional self-study for our Middle States reaccreditation around those four priorities, which led to in-depth discussions about the meaning of the four priorities, and outcomes and activities related to the priorities.

Building upon the work described above, President Bitterbaum created the Institutional Planning and Assessment Committee (IPAC). This committee includes faculty, professionals and classified staff across all four divisions of the campus including the chair of the Faculty Senate. IPAC was charged with further developing institutional outcomes supporting the four priorities, articulating the link between planning and our budget processes, and embedding on-going assessment to evaluate our progress. IPAC has worked to develop an integrative model of

planning, assessment and budgeting that will represent different levels (institutional, divisional, tactical) and different budgeting strategies for those levels of planning and assessment.

IPAC developed a subset of outcomes for each of the four priorities with a focus on measurable, meaningful and feasible outcomes. IPAC has worked with the campus to refine these outcomes by facilitating discussions with the Faculty Senate, asking departments to discuss and provide feedback, holding open meetings for discussion, and using the President's Opening Meeting as an interactive session to gather more feedback. The result is a set of institutional outcomes and indicators that will serve as benchmarks for on-going assessment. All four vice presidents have created divisional strategic plans that demonstrate divisional priorities and their relationship to the campus mission and priorities.

In order to better articulate the connection between planning, assessment, budgeting and decision making, there is a related committee that focuses on budgeting processes and showing the alignment with our planning. The elements to this budgeting approach will address budgeting in three levels that correlate to the planning levels:

- on-going operational funds
- funds for divisional plans
- funds for additional and distinct work to support progress on institutional priorities
- funds for unanticipated and emergent needs as required

The Committee has also implemented functional strategies to assure that the mission and plan for the College are central to finance and decision-making. These include:

- revision of the department annual reports to include a question on appropriateness of funding levels and requests for additional base budgets
- coordinated review of base budgets to determine need for reallocation of resources or need for additional funding for on-going operations
- request process for additional funding to be aligned with divisional and institutional plans
- development of a rubric for review of requests that will be used by the President's Cabinet.

Efforts to engage the campus throughout this process have included:

- two-day President's Retreat focused on planning and assessment (summer 2015 and summer 2016)
- open meetings on strategic outcomes
- establishment of "Planning" open email account for ongoing feedback collection
- facilitated group discussions with 100 campus members at spring 2017 President's Opening meeting
- Linking Planning and Budgeting presentation for President's Cabinet

- Continuation of the Institutional Planning and Assessment Committee for the 2017-2018 academic year and beyond.

This approach will allow for the complexities of institutional operations, recognize the importance of quality in day-to-day operations, support strategic initiatives, and provide a more formalized, consistent, rigorous, and transparent decision-making process. It will also provide greater equity in access to resources and ensure that the mission and strategic priorities of the campus are central to all decisions.

## **Recommendation #2**

- **Measurable goals, objectives, and student learning outcomes should be developed and assessed in all academic programs—regardless of external accreditation—at the course, program and unit levels, with the goal of creating and maintaining a culture of continuous improvement with regard to all of Cortland’s strategic goals and priorities.**

With a significant number of accredited programs, SUNY Cortland looked to expand the role of student learning outcomes to frame programs and courses and provide a basis for on-going assessment. Our goal has been to create shared understandings and standards for assessment while acknowledging the disciplinary distinctions that drive assessment. We redesigned a previously established assessment committee to become the Student Learning Outcomes Committee. That committee has completed the following actions:

- established a base program assessment plan that included: student learning outcomes; curriculum map; methods, and assessment timeline
- requested that departments submit assessment plans for each undergraduate and graduate program
- provided faculty stipends to work on assessment plans
- reviewed and provided feedback on all program assessment plans
- revised the annual report format to allow for updates on the assessment cycles and encourage on-going assessment
- created a resource page on student learning outcomes
- revised program proposals to include student learning outcomes review.

On the course level, the committee has initiated a requirement for course syllabi to include the major student learning outcomes for courses, and revised course proposal forms to include student learning outcomes.



## **2012 MIDDLE STATES DECENNIAL SELF-STUDY: RECOMMENDATIONS SELF-IDENTIFIED BY SUNY CORTLAND**

In addition to the two recommendations set forth by the Middle States Site Team, the SUNY Cortland campus identified over fifty self-recommendations throughout the 2012 Decennial Self-Study. (See complete listing in Appendix B). Status updates follow in the order in which they were reported in the Self-Study.

### **Chapter 4: Mission, Vision, Values, Planning Processes**

#### **Self-Recommendation 4.1**

**Analyze the campus strategic plan in relation to the SUNY System strategic plan (*The Power of SUNY*) introduced in 2010 to determine how SUNY Cortland aligns itself with the six major goals of the SUNY plan; and, determine how SUNY Cortland advances the SUNY-wide goals within the framework of its own mission statement and strategic priorities.**

**Completed/In Progress:** Faculty, staff and administrators at SUNY Cortland analyzed the alignment of our institutional priorities and strategic plan with the six areas of *The Power of SUNY*. Alignment was found in the areas of SUNY and the Seamless Education Pipeline, particularly via approval of a grant from the SUNY Investment and Performance Fund for “The Completion Path Collaborative Project: SUNY Cortland, SUNY Broome and Tompkins Cortland Community College.” In addition, the College aligns with SUNY and a Healthier NY. In 2011, the College assumed responsibility for the county-wide Healthy Now program, focusing on combatting childhood and teen obesity. Center for Obesity Research and Education is now located on the SUNY Cortland Campus and is supervised by the chair of the Kinesiology Department. (See <http://www2.cortland.edu/news/detail.dot?id=505d0df5-40f2-417c-84f4-2f3164e82a57> .) In addition, the College’s Speech/Audiology Clinic is open to the public. The SUNY Cortland Health Department offers a B.S. degree in Community Health.

SUNY Cortland is a leader in sustainability within the SUNY System. The College has successfully reduced its carbon footprint through various energy initiatives (See: <http://www2.cortland.edu/about/sustainability/fast-facts/>), which align well with SUNY and an Energy-Smart New York. Under SUNY and the Vibrant Community, the College has established the Live In Cortland initiative, and currently offers financial assistance to new faculty and staff for closing costs for housing in and near the campus. SUNY and the World initiatives include increased enrollment in study abroad programs, as well as a growing number of international students and faculty exchanges.

As we await the retirement of our current Chancellor, Dr. Nancy Zimpher, in summer 2017, and the advent of the next chancellor, the goals of The Power of SUNY may be updated, causing alignment to change. However, we remain confident that the core values of the SUNY System will not be altered.

<https://www.suny.edu/powerofsuny/> ; <http://www2.cortland.edu/dotAsset/d09422cb-253c-4d15-82e4-82464d20d85f.pdf> .

#### **Self-Recommendation 4.2**

**a. Develop a College-wide plan for monitoring the effectiveness of the new standardized annual report format as a method for alignment of individual and unit annual reports with institutional strategic priorities.**

**In progress**. Revision of the annual report format is underway to align with student learning outcomes and strategic planning initiatives. Expansion of Taskstream utilization continues as an online reporting tool.

**b. Explore the further development of data management strategies that would facilitate the alignment of activities and resources with the strategic plan.**

**In progress**. In order to promote more effective data utilization in campus functions and decision-making, the campus committed to a data warehouse initiative. This has allowed for better access to longitudinal and comparative data. Thus far, we have completed implementation of the data warehouse, operational database and Argos reporting.

In collaboration with stakeholders, the Institutional Research and Analysis office has reviewed major reports, such as the annual faculty workload report, and has suggested revisions to make data clearer and more meaningful. The staff have also expanded the types of data provided online, and have included major retention and completion reports by major and survey findings (e.g., NSSE). (See: <http://www2.cortland.edu/offices/institutional-research-and-assessment> .)

The expansion of planning and assessment initiatives has increased focus on evidence in evaluation of initiatives and programs and in justification of resource requests.

### **Chapter 5: Academic Excellence: Students**

#### **Self-Recommendation 5.1**

**a. The Institutional Research and Assessment Office should begin to provide reports on new student (freshmen, transfer, graduate) grade distributions in General Education and other baccalaureate required courses.**

**In progress**. While the data warehouse project is being completed, the Institutional Research and Assessment Office has publicized several reports and data that are available on their website.

External and internal data and reports are available at:  
<http://www2.cortland.edu/offices/institutional-research-and-assessment/> .

**b. The Institutional Research and Assessment Office should provide standard survey results (e.g., NSSE, SOS) comparing transfer students to new first-time students.**

**Completed.** Of note is that a transfer student demographic question has been added to the most recent SOS survey. Data is available on the Institutional Research and Analysis website, at: <http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-reporting/surveys-and-assessments/> .

**c. Develop methods to measure stakeholder (parents, prospective and current students, faculty, staff) satisfaction levels with the informational materials (accessibility, clarity) provided on the web; i.e., whether they are sufficient to allow for productive decision-making processes and data-gathering.**

**In progress.** Metrics are being analyzed for satisfaction levels of online information for potential students and families. A new Marketing Office has been established and staff are being hired to collaborate with the Admissions Office. Admissions has hired a new writer who will work on publications for potential students.

**d. Expand, (based on demographics and increasing enrollment), student support programs, including more support for upper-level courses. Improve the methods used to make students aware of these programs.**

**In progress.** The Academic Support and Achievement Office (ASAP) has increased the number of academic tutors on staff. Supplemental Instruction courses have been added for more high-need upper-level courses (Chemistry, Psychology), and the College received a grant in 2016 to increase the number of institutions that use the STAR-NY online tutoring program, which is housed at SUNY Cortland. The Library offers research help by appointment and also offers an Information Literacy program.

The Advisement and Transition Office collaborated with the associate deans to develop Promoting Academic Student Success (PASS), an early alert program that was piloted in spring 2016 and fully implemented in fall 2016. The program is designed to encourage faculty to reach out earlier in the semester to students who are struggling academically due to low attendance, classroom engagement, grade issues, etc. The program is available for all class years and courses.

Mathematics has implemented a placement examination to ensure that students will be sufficiently prepared to take calculus. Biology is tracking the GPA's of students in the major who are approaching upper-level coursework.

### **Self-Recommendation 5.3**

**a. Discuss whether introductory courses transferred in by freshmen are truly preparing them for upper-level (major-based) coursework at the college level.**

**Not undertaken at this time.** Initial analysis revealed that this may not be viable given our charge to comply with the SUNY Seamless Transfer initiative, and the need to establish appropriate criteria for assessment.

**b. Assess the effectiveness of “college-level” courses taken while in high school and other course credit equivalencies (including credits by examination, transfer credits).**

**In progress/Under discussion.** While a few academic departments expressed concerns, they ultimately determined that this type of assessment is not viable to maintain compliance with the SUNY Seamless Transfer initiative.

**c. Undertake a more integrated review process for scholarships and how some scholarships could be leveraged to attract students from a broader national or international base.**

**In progress.** Discussion is underway among President's Cabinet, Institutional Advancement and International Programs to make more scholarships available to out-of-state and international students. Part of this discussion is a proposal to expand our current “Future New Yorker” scholarships to make international students eligible, in addition to out-of-state students, who can currently apply. The Financial Aid Office has also been working to streamline the review process. The system is now electronic and includes rubrics to make the review process more objective.

**d. Allocate sufficient resources for marketing, identification of target audiences and competitors, and commitment to a formal integrated brand marketing.**

**In progress.** A new Marketing Office has been established, with additional staff and a budget to increase funding available for marketing.

**e. Assess on a regular basis the effectiveness of the various tools used by Admissions.**

**In progress.** A new professional writer position has been assigned to the Admissions Office this year to address the assessment tools currently used and to make recommendations for

improvements. In addition, Simpson Scarborough has been hired to assess our admissions operations, including branding and marketing. Following a thorough analysis, that agency will make recommendations to the College.

#### **Self-Recommendation 5.4**

##### **a. Explore the development of more support programs (beyond EOP) that target other students who marginally meet the standards for admission.**

**In progress.** SUNY Cortland has received a grant from the SUNY Performance Fund to develop a partnership with Tompkins Cortland Community College and SUNY Broome Community College. The initiative looks to increase student success, as defined by access, persistence and degree completion, by viewing the community college and comprehensive college enrollment as an integrated academic experience for students. We recently hired a new Transfer Mobility Advisor who will have a weekly presence on the two-year campuses to provide academic advising from a four-year perspective. This program has the potential to support transfer students who might otherwise not have pursued a four-year degree.

An Alumni Admit program pairs alumni mentors to work one-on-one with students who marginally met the admission requirements. Typically the student has been identified as a good fit for the College, but due to extenuating circumstances (family issues, health issues, etc.) did not perform well academically. The student is connected with a young alumni mentor who works on campus. The initial contact occurs over the summer while the student is on campus for orientation and continues throughout the first two years. Mentors meet with students at least once or twice a month to help them find appropriate resources to be successful and to help them adjust to college life.

##### **b. Participation in programs designed to help under-functioning students is largely voluntary. Consider making participation mandatory.**

**In progress.** COR 101—The Cortland Experience-First Year Seminar is mandatory and provides students with resources for success. Some individual departments have taken additional steps, such as adding recitations (Chemistry) to support student success.

The Athletics Department has an Academic Coordinator who tracks and monitors at-risk students that are entering or returning athletes who might be struggling academically.

The Study Place Project is a research program designed to help first-year students adjust to academic life at Cortland. Participants are invited to utilize a dedicated study space at the James M. McDonald Building. The space has been designed to provide a distraction-free study zone, with limited use of social media and cellphones. The participants will also work with peer

mentors who are trained to help students identify their study goals and get the most benefit from their study sessions.

An Ubuntu Committee, coordinated by the Health Educator and a Philosophy professor, is planning a “Peer 2 Peer Mentoring” pilot program in fall 2017 that will pair juniors and seniors with potentially at-risk freshman to provide ongoing peer support and encouragement to stay in College.

## **Chapter 6: Academic Excellence: Faculty**

### **Self-Recommendation 6.1**

#### **a. Institutionalize high-impact learning experiences into academic programming.**

**In progress.** The President’s Leadership Coalition for Applied Learning, a campus group, including Institute for Civic Engagement, Service Learning and Career Services, has partnered to identify campus-wide Applied Learning experiences that comply with the SUNY Chancellor’s Applied Learning initiative. At present approximately 83% of SUNY Cortland students participate in an Applied Learning experience prior to graduation. (See: <http://www2.cortland.edu/academics/transformational-education/> .)

#### **b. Increase the number of interdisciplinary collaborations.**

**In progress.** Numerous interdisciplinary minors are offered at SUNY Cortland, including Latino and Latin American Studies; African American Studies; Women’s, Gender and Sexuality Studies; and Peace and Conflict Studies. (See: <http://www2.cortland.edu/academics/undergraduate/minors.dot> .) Sport Management and Economics cross list specific management courses. The Health Department and the Economics Department are developing an undergraduate program in healthcare management.

The Health Department and Sport Management Department are partnering with the International Programs Office to provide faculty exchanges and student learning experiences in Cuba.

The Political Science, Art and Art History, Biological Sciences, and Recreation, Parks and Leisure Studies Departments have partnered with the International Programs Office and Belizean officials to provide internships for SUNY Cortland students at the Belize Zoo, exploration of Maya ceramics and architecture, marine biology, and ADA access to tourist sites in that country.

The College is partnering with several other SUNY institutions in an interdisciplinary grant on Common Problem Pedagogy. SUNY Plattsburgh is the lead institution. (See: <http://www2.cortland.edu/offices/rspo/awards-list.dot> .)

General Education assessment provides opportunities for interdisciplinary collaboration around all-College goals. These collaborations have included revision of the General Education program and creation of rubrics for GE category assessment.

The Climate Action Planning Committee, under the direction of the Sustainability Coordinator, has begun collaborations with academic departments to identify current courses that address sustainability issues and to encourage development of sustainability awareness curricula in all disciplines across the campus.

**Self-Recommendation 6.2**

**a. Increase the number of full-time tenure track faculty.**

**In progress.** Employment of full-time faculty has remained relatively steady over the past five years, due to an aging employee population and subsequent increase in the number of retirements. Nevertheless, between 2012 and 2016, a total of 105 full-time faculty were hired. Twenty-six part-time faculty were also hired during that period.

**Faculty Hires**

<b>Year</b>	<b>Full-time Faculty Hired</b>	<b>Part-time Faculty Hired</b>
<b>2012</b>	<b>8</b>	<b>3</b>
<b>2013</b>	<b>21</b>	<b>8</b>
<b>2014</b>	<b>29</b>	<b>3</b>
<b>2015</b>	<b>28</b>	<b>4</b>
<b>2016</b>	<b>19</b>	<b>8</b>

(See Appendix E).

**b. Expand mentoring opportunities to support the success of new faculty.**

**In progress.** Academic Affairs Orientation for new faculty has been expanded from a few days to an all-year initiative. In addition, Human Resources offers varied activities for new faculty to socialize throughout the year (football games, picnics, theatre performances, etc.) A faculty-to-faculty mentoring program is also in effect.

**c. Explore ways to further support the increasing importance of faculty research across all disciplines on campus.**

**In progress.** The Research and Sponsored Programs Office has instituted Quality Circles that are designed to assist faculty in obtaining grants via peer review and critiques. That office is also effective in identifying sources of prospective grant funding for faculty. The deans have travel funding available for faculty presenting research at professional conferences. The Extended

Learning Office has stipends available to assist faculty in the development of distance education delivery of curriculum. The Faculty Development Center offers grants to faculty for research and curricular development. The President makes modest funding available to faculty for travel, personal research opportunities and undergraduate research initiatives with students.

## **Chapter 7: Academic Excellence: Educational Offerings**

### **Self-Recommendation 7.1**

**In order to further enhance and/or assess the academic excellence of the educational offerings at SUNY Cortland, the College should consider the following:**

**a. Utilize information management software for submission of annual reports to gather information more effectively and efficiently.**

**In progress.** We have taken several steps towards this goal. In 2015, the School of Education piloted the use of Taskstream for the submission of its annual reports. The following year the annual report format for academic departments was streamlined with a much stronger emphasis on reporting assessment data. For 2016, departments were asked to report on their progress in updating their assessment plans. In 2017, departments will be expected to begin reporting on their assessments of student learning outcomes.

**b. Advise the Faculty Senate to consider including statements relating to academic rigor in required faculty course teacher evaluations.**

**Completed.** In 2013, President Bitterbaum approved the request of the Faculty Senate to add a question/statement to the Comprehensive Teaching Evaluation Survey (CTE's): "This course has effectively challenged me to think." (See College Handbook, Chapter 260.02: <http://www2.cortland.edu/offices/publications/handbook/part-two/#Anchor-260.02> .)

**c. Develop a campus vision and strategic plan for distance learning, and summer and winter term course offerings.**

**In progress.** Significant progress has been made with the creation of a new administrative position within Academic Affairs, the Director of Extended Learning. This position was filled in Summer 2016 and during the first year the new director will focus on the development of a comprehensive vision and strategic plan. The increased number of distance learning courses offered in Wintersession 2017 resulted in an increase of \$176,000 for the College.



**d. Rewrite the Course Teacher Evaluation (CTE) policy in the College Handbook (Section 260.02) so that it clearly indicates that summer and winter term courses need to be evaluated similarly to those taught during the academic year.**

**Completed.** (See section 1.3 of College Handbook Chapter 260.02, above.) The statement reads:

*1.3: “Teachers will be evaluated, at a minimum, at least once every third time they teach a particular course. In addition, courses taught during the winter and summer terms are also subject to the minimum requirement for the evaluation of teaching.”*

## **Self-Recommendation 7.2**

**To improve the GE assessment process:**

**a. Establish and/or revise benchmarks for each GE category.**

**In progress.** In fall 2013, the General Education (GE) Committee voted to suspend its regular assessment activities so that committee members could focus on leading campus-wide discussions on revisions to the GE program, followed by the work needed to implement the changes that were ultimately approved. The GE committee resumed its regular periodic assessments of GE categories in the 2015-16 academic year, taking several steps to address the recommendations above.

In some categories, we have adjusted our assessment methodology to make the data clearer and more meaningful. Significant progress towards benchmarking is anticipated by the completion of the next assessment cycle. In addition, faculty who teach courses in particular GE categories have been asked to work on the development of category-specific rubrics.

**b. Increase access and involvement in review of assessment results to provide recommendations for improvement/change within categories.**

**In progress.** Dissemination of and access to assessment results has been improved. Results of prior GE assessments dating back to 2006 are available on the Institutional Research and Analysis (OIRA) web page. Since fall 2016, assessment results from the previous spring semester have been formally shared with participating departments. Faculty whose courses were selected for participation receive individual reports in addition to the overall category assessment. After results are distributed, OIRA will host open meetings for interested faculty to discuss results and their implications for potential changes and improvements to our GE courses.

**c. Establish subcommittees in all category areas to discuss assessment issues throughout the assessment process, as appropriate.**

**Completed.** This recommendation was implemented in fall 2015. In the fall of each academic year, subcommittees are chosen from faculty who teach in each of the GE categories that are scheduled for assessment in the spring. These committees meet to discuss the development of rubrics or other assessment instruments, strategies for embedded assessment, and any other issues relevant to the assessment of courses in that category. Some committees have also proposed revisions to their category learning outcomes. Some category areas subcommittees were already in place prior to 2012, including the Quantitative Skills committee that was established well over 10 years ago.

**d. Disseminate the GE results in a more timely and specific way so that faculty can critically examine the effectiveness of their GE offerings,**

**In progress.** See the response to 7.2b, as the processes of dissemination and review are linked very closely. This year, the GE committee has developed a schedule of activities that should ensure that data is shared and discussions occur in a timely fashion.

**e. Explore the possibility of renaming the SUNY Cortland GE11 category currently titled “Prejudice and Discrimination.”**

**In progress.** Significant discussion has taken place; however, a satisfactory alternative title has not yet been agreed upon. The GE committee will be seeking broader input on this issue through campus surveys and open meetings.

### **Self-Recommendation 7.3**

**To enhance the effectiveness of learning resources to better meet student needs:**

**a. Increase resources available for programs that support student achievement.**

**Ongoing.** Many programs that support student achievement are coordinated by the Academic Support and Achievement Program (ASAP). These include: professional tutoring, peer tutoring, NightOWL online tutoring, supplemental instruction (SI) and Peer-Led Team Learning (PLTL). In 2013, the College approved the addition of one full-time professional tutor, increasing ASAP staff from six FTE to seven. The Student Government Association (SGA) has increased the funding that it supplies for student-staff salaries.

SUNY Cortland also led in the development of an online tutoring program called STAR-NY (Sharing Technology & Academic Resources). This consortium of SUNY colleges and universities has joined to share resources and expertise to better meet student needs for online tutoring. This program was recently expanded with funding from the SUNY Investment and Performance Fund so that more campuses could participate. There are currently twenty campus members, with four more to be added in fall 2017.

The Study Place project was piloted in fall 2016 with funding from the President's Office and the Research and Sponsored Programs Office. The goal of this program is to help first year students make a more successful adjustment to college by developing strong and sustainable study habits. The project aims to help new students to become more effective individual learners, by providing them with peer mentored study sessions in a minimal-distraction environment.

The Division of Institutional Advancement established the *Alumni Sharing Knowledge* (A.S.K.) program as a resource for students seeking answers to professional and career-related questions.

To address the needs of transfer students in adjusting to SUNY Cortland, the Advisement and Transition Office has begun offering a customized course (COR 201) that mirrors our required course for new freshmen (COR 101). COR 201 is a one-credit seminar that helps transfer students learn about campus resources, degree requirements, academic expectations, policies and procedures, along with helping students to acquire skills such as academic planning, goal setting, research and writing.

The Advisement and Transition Office has also established the Promoting Academic Student Success (PASS) program to provide early warnings to students who may be experiencing academic difficulty. PASS is a quick and easy online referral system that allows faculty to report concerns about a student's academic performance. The referral generates an alert to Advisement and Transition staff who will then reach out to the student and their support group (advisor, associate dean, faculty member, residence life staff, coach, etc.) if appropriate, to help connect the student to resources and develop a plan for success.

**b. Memorial Library should develop assessment programs measuring the effectiveness of its programs, including reference and instruction, on academic excellence.**

**In progress.** Memorial Library developed assessment plans for reference, now called Research Help, and instruction. Research Help upgraded its question tracking tool in 2014 enabling the lead librarian to analyze the data collected; part of the tracking allows the librarian fielding the question to categorize it in terms of particular goals or outcomes. In 2015, Research Help administered a survey to students using the service to ascertain services, assess the need for value-added services such as roving reference, and to identify trouble spots students are experiencing during the research process.

After attending the Program Track of Association of College and Research Libraries' Information Literacy Immersion Program in 2013 as well as the Assessment track in 2016, the Information Literacy/Instruction Coordinator led the librarians in developing a strong understanding of the ACRL Information Literacy framework and on developing learning outcomes. The Coordinator developed a multi-year strategic plan for information literacy.

During 2015, the Coordinator led a series of hands-on workshops to develop the learning outcomes for all of the library's information literacy programs.

**c. The College should consider creating a mechanism for on-going tracking of international activities on campus and abroad and a mechanism to track participation of SUNY Cortland students in non-SUNY education abroad activities.**

**In progress.** Different assessment instruments for cultural or global competence are currently being piloted, such as the CQ Cultural Intelligence instrument. The campus is planning a training on the Intercultural Development Inventory (IDA) for spring 2017. Once implemented, this tool will be administered to study abroad students both pre- and post-program in order to measure their intercultural development. This tool can also be used for on-campus experiences and courses, such as those with international/global content or collaborative online international learning.

**Self-Recommendation 7.4**

**With regard to students meeting College goals in the major and/or program:**

**a. Require Writing Intensive (WI) courses to undergo a systematic review to determine their effectiveness and compliance with WI criteria.**

**In progress.** WI courses are overseen by the College Writing Committee (CWC). In summer 2016, the director updated the list of current WI courses, verifying all 250 WI courses with department chairs. In fall semester 2016, the CWC initiated discussions regarding ways to conduct an effective review of the College's WI courses. The CWC will consult with the General Education Committee to explore their review procedures and possible alignment. The goal is to create a review plan this year and then to implement it in 2017-18.

**b. Further internationalize the curriculum to foster global competencies in our students.**

**In progress.** Since 2012, the Clark Center for Global Engagement has coordinated the activities of the International Advocates. This group includes 29 faculty members representing every academic department, tasked with internationalizing their departments and respective curricula. This group has sponsored 2-3 workshops each academic year through which the professors discussed and exchanged ideas about how to internationalize their curriculum.

The Clark Center has also coordinated the delivery of Collaborative Online International Learning (COIL) modules in eight different courses taught at SUNY Cortland in the following departments: English, Sport Management, International Studies, Sociology/Anthropology, Economics, Health, History, and Foundations and Social Advocacy. COIL modules use web-

conferencing technology to have a foreign professor presenting to a class at SUNY Cortland and a SUNY Cortland professor presenting to a class overseas. For this work with COIL modules SUNY Cortland was awarded the 2014 American Council on Education “Internationalization through Technology” Award. In addition, SUNY Cortland is one of the four SUNY campuses which received the Stevens’ Initiative Grant to develop similar COIL courses with universities in the Middle East and North Africa.

The Clark Center and the International Studies Program received a European Union Erasmus+ Jean Monnet Module Grant for the period 2015-2018. The project’s title is “The European Union in Central New York (EUinCNY)”. The project involves scholars from International Studies, History, Political Science, Modern Languages, Art and Art History, Foundations and Social Advocacy, and Sport Management, who will develop and deliver an interdisciplinary, team-taught introductory course on the EU as well as a Model European Union course.

SUNY Cortland created the Brooks Internationalized Curricular Development Award in 2014 to support curricular development of a new (semester-long) course that contains a significant international curricular component.

The College has also expanded the number of faculty-led study abroad courses, which now include one or more courses in the following departments: Art and Art History (Belize, Ireland), Education (Belize, Australia, Costa Rica, Thailand), Recreation and Leisure Studies (Belize, Costa Rica), Political Science (Taiwan/China, Ghana, Belize), History (Taiwan/China, UK), Modern Languages (Costa Rica, Mexico), Health (India), Economics (Turkey, Mexico), Sport Management (Greece, Spain and Portugal), School of Professional Studies (Cuba), International Programs (Indonesia), Anthropology/Sociology (Ireland), Biology (Mexico, Costa Rica, Belize), Communications (Italy), English (UK).

### **Self-Recommendation 7.5**

**a. Devise a more effective way of assessing development of engaged students with a strong social conscience.**

**In progress.** SUNY Cortland’s Office of Institutional Research and Analysis (OIRA) administers several instruments that measure student engagement. The Student Opinion Survey (SOS) has been given every three years since 2003, with the most recent assessment occurring in 2015. The National Survey of Student Engagement (NSSE) was introduced in 2008, with subsequent NSSE surveys conducted in 2011 and 2014. Results of these surveys are shared widely on campus, including with the Coalition for Applied Learning.

**b. Require new program proposals to indicate how their program(s) reflect the mission of the College.**

**Ongoing.** The SUNY Guide to Academic Program Planning includes an explicit statement to this effect:

*Planning for credit-bearing academic programs at the State University of New York (SUNY) is a multi-step process that rests on the foundation of faculty responsibility for academic content and quality. It is designed to ensure that academic programs:*

- *Reflect shared governance decision made on each campus;*
- *Are consistent with each campus' mission;*
- *Are aligned with SUNY's mission, strategic goals, policies and procedures.*

The SUNY Cortland Curriculum Change Guide explicitly charges department chairs, deans, and the provost with the responsibility to ensure that new program proposals are consistent with the mission of the department, school and College. New program proposals are submitted electronically through the Curriculog system. It is expected that the justification for new programs will specifically address questions related to mission.

### **Self-Recommendation 7.6**

#### **Continue to support services and opportunities for underprepared students.**

**Ongoing.** Many of the support services for underprepared students are offered through SUNY Cortland's Educational Opportunity Program (EOP). The EOP Summer Institute, a pre-freshman summer instructional program for approximately twenty-five students annually, has been offered for many years. Since summer 2012, the Summer Institute has employed a full residential staff of six, a faculty of six, and a full tutoring staff of eight.

The Office of Opportunity Program (OOP) in Albany pays for approximately half of our overall EOP costs, with SUNY Cortland covering the balance. Expenses are shared by Residential Life and the Summer Institute. The EOP Director also provides support service at no extra cost. The official OOP records indicate in the latest year available 2015, that SUNY Cortland's graduation and retention rate rose to 71%, ranking our institution fourth in the SUNY System.

Please also see the response to Recommendation 7.3a, as several of these programs serve many student populations, including underprepared students.

### **Self-Recommendation 8.1**

#### **Provide a campus-wide calendaring system through College portal for students, staff and faculty to promote communication and enhance access to opportunities.**

**Completed.** The campus calendar is accessible online in the center of the front page of [myRedDragon](#) and includes a day-by-day listing of campus events and opportunities. Updates are made daily and are available to the campus community.

## **Self-Recommendation 8.2**

### **a. Explore and evaluate the merits of developing and implementing a co-curricular transcript and/or portfolio system to link activities and learning outcomes.**

**Not yet undertaken.** Discussions regarding implementation have been inclusive, and the campus has not implemented this recommendation at this time. However, attributes for service learning courses and undergraduate research have been approved and appear on transcripts (*The President's Recognition for Engaged Learning and Leadership, Designation in Undergraduate Research; and Designation in Service-Learning Programs*, each of which graduated its third awardee this May 2017).

The President's Coalition for Applied Learning has been charged by SUNY to explore viable models of co-curricular transcripts.

The campus continues to increase the recognition of transformational education experiences (e.g. undergraduate research, study abroad, internships, etc.) as part of formal educational programs. For example, in 2014 the College initiated a new course attribute for undergraduate research ("UR") to enable coursework with authentic research and creative experiences to be recognized as such on the formal College transcript. This ongoing incorporation of transformational education into curricula is, in part, a response to the 2015 SUNY Board of Trustees (BoT) resolution on Experiential and Applied Learning (EAL), which encourages campuses to provide more EAL opportunities to students.

In addition to formal course-based applied learning opportunities, other non-credit bearing transformational educational experiences (student government, club activities, athletics, intramural sports, etc.) are currently self-reported by students in CVs and resumes.

### **b. Develop a more organized approach to assessing transformational education.**

**In progress.** In spring 2016, the College completed an inventory of applied learning opportunities. This process required each department and unit to self-report on their course offerings in this area with regard to a list of eight principles of good practice in experiential/applied learning activities. One of these eight principles was Assessment. In addition, all academic departments are currently finalizing assessment plans for Student Learning Outcomes (SLOs).

Campus plans for experiential and applied learning are continuing to develop, and these efforts will include further refinement of assessment of transformational education within academic programs.

### **Self-Recommendation 8.3**

**a. Conduct a campus-wide analysis of structured learning experiences to investigate the connection, if any, between transformational education and student well-being.**

**In progress.** The campus continues to collect anecdotal evidence that transformational education can positively influence the well-being of students. For example, quotes from student Summer Research Fellows and their mentors demonstrate ways in which participation in this program has helped students with self-confidence and direction in their academic lives, and focus group interviews with students in some learning communities indicate that this experience enhances students' sense of belonging on campus.

**b. Provide training and support for College personnel interested in developing and tracking co-curricular learning outcomes.**

**In progress.** Progress on this recommendation is twofold. First, some transformational educational activities that previously were considered co-curricular (e.g. independent research, community service, etc.) are increasingly being incorporated into academic programs where departmental resources for training and support can be used for development and tracking of learning outcomes. Secondly, some campus units (e.g. Residence Life, Advisement and Transition, International Programs) currently provide training and support for their personnel in this area.

### **Self-Recommendation 8.4**

**a. Develop and adopt the College's definition of global competence and prioritize learning outcomes to incorporate that definition into international programming and curricular initiatives; develop and implement an assessment tool to gauge student cultural competency.**

**In progress.** In 2012, a committee developed a definition of global learning outcomes to incorporate into international programming, and specifically into study abroad. Four main areas were identified: Intercultural Communicative Skills; Personal Growth; Cultural Awareness; and Understanding of Global Issues. **(See Appendix D).**

International Programs has twenty-nine faculty international advocates who promote international study for students. The office will offer a training in fall semester 2017 for interested faculty and staff on the Intercultural Development Inventory (the IDI). The IDI is one of the most prevalently used instruments for measuring intercultural development, often as a pre- and post-experience test. The IDI is a 50-item questionnaire available online used by a wide range of organizations worldwide to assess intercultural competence. Trained staff and faculty



can administer the instrument regularly to study abroad students pre- and post-program to measure changes in their intercultural development.

**In progress.** Currently all credit-bearing international programs such as study abroad and dual diploma are tracked through the registration process. In addition, funded international activities such as faculty exchanges and travel abroad are tracked through the travel authorization process. The campus has signed on to the SUNY UCosmic initiative, a program that enables surveys of faculty and staff international activities and experiences. The Clark Center for Global Engagement (formerly for International Education) publishes newsletters that continue to track international activities and events on-campus and in the community. An in-house survey is being considered by International Programs to gather information from faculty and staff on their international professional activities and experiences.

To further promote internalization on campus, the Clark Center for Global Engagement offers faculty opportunities internationally, including the COIL online learning initiative, as well as lectures, events and conferences throughout the year. (See: <http://www2.cortland.edu/centers/ccie/> .)

### **Self-Recommendation 8.5**

**Explore the use of Bringing Theory to Practice Project as a benchmark to assess other forms of experiential education.**

**In progress.** The Bringing Theory to Practice (BTtP) grant was used to support the initial study of the linkage between transformational education and student well-being (See Recommendation 8.3a). Exploration of the BTtP project as a benchmark to assess other forms of experiential education has not been pursued by the campus at this time.

The campus is monitoring whether further implementation of this recommendation may be unnecessary as assessment of experiential education progresses in multiple units across campus (See Recommendation 8.2b).

## **Chapter 9: Well-being**

**Self-Recommendation 9.1 Identify and support the resources needed to become “a national leader in the promotion of physical, emotional, cultural and social well-being of all community members.” Necessary resources might include a Wellness Program/Center that coordinates wellness activities and programs.**

**In progress.** The College has numerous offices and initiatives in place in support of wellness efforts including Health Promotion, Student Health Service, Recreational Sports, Campus

Activities, Health Department, Physical Education Department, and Dean of Professional Studies. The College has received external recognition for the collaborative efforts.

Such recognition includes: SUNY Cortland is one of six new institutions committed to the Partnership for a Healthier America's (PHA) Healthier Campus Initiative, joining 38 other campuses across the country; Tobacco-Free U: 2015 NYS Dean's List as one of only 13 higher education institutions (and one of two SUNY's) to receive an A+ rating from the American Cancer Society for effective tobacco- or smoke-free policies; Student Life Center NIRSA Award (one of 10) for Outstanding Sports Facilities opened 2013-2015; participation in the JED Foundation; Chase Corporate Challenge participation; and participation in the SUNY Wellness Challenge for employees.

In addition, participation in healthy activities is evident at the Student Life Center that regularly has 2,000-2,500 student participants (approximately 1/3 of the student population) daily (*2015-2016 Recreational Sports Annual Report*). Other examples include Wellness Wednesdays that offered 26 separate programs attracting 3,077 participants in 2015-2016 on topics related to diversity, transition, tobacco and other drugs, healthy body image eating disorders, LGBTQIAP awareness, yoga, meditation, mental health and compassion, financial wellness, HIV/AIDS, alcohol, sexual assault and violence prevention, relationships, sustainability, and hazing; eighty-nine other health promotion outreach programs that reached 11,754 including the Connections Coffee Houses and PAWS for Stress Relief (2015-2016 Counseling and Student Development Annual Report). Cortland Nites (weekend programming) held 28 events attracting 7,836 participants; and open recreation had 325,034 participations. (*2015-2016 Campus Activities Annual Report; 2015-2016 Recreational Sports Annual Report*).

The College plans to continue to support collaborative efforts to improve well-being on campus.

**Self-Recommendation 9.2 The 2011 Facilities Master Plan addresses functional facility deficiencies that were outlined in the respective accreditation reports for Student Health Services, University Police Department and the Counseling Center. The College should monitor and assess these plans in order to maintain a high-level priority.**

**Ongoing.** The College continues to review and revise the Facilities Master Plan and accreditation recommendations and has made significant progress. The renovation of Whitaker Hall, completed in spring 2017, will provide a more centralized location on campus for the University Police. The renovation of the Student Health Service and the Counseling Center remain a priority in the Master Plan and are currently undergoing the program study process. Some physical improvements have already been made to these offices, e.g., installation of sound barrier windows in the Counseling Center and improved HVAC in Student Health Service, to address the most pressing deficiencies.

In the meantime, the facility needs for the Counseling Center and Student Health Service will continue to be a high priority and will be addressed as funding becomes available.

**Self-Recommendation 9.3 Explore strategies to address the elevated indicators of substance abuse among our student population.**

**Ongoing.** SUNY Cortland continues to work toward its commitment to reduce alcohol use and abuse on our campus. Over the past five years several new initiatives have been launched to address this problem:

- Yearly data continues to be collected by administering the American College Health Association Survey and the CORE Campus Survey of Alcohol and Other Drug Norms. Data from these surveys is used to customize our on-going social norming campaign, Majority Rules, and to assess the efficacy of the efforts.
- College collaboration with the community continues with the partnership of the Communities That Care Coalition/Campus Connections.
- Campus Clarity, an online module required for all new students, was adopted three years ago. This comprehensive course addresses the many issues related to alcohol and drug use.
- Under The Influence, a three-hour, online, evidence-based course, mandated for judicially referred students, was introduced in 2016.
- Additionally, the Alcohol and Other Drugs (AOD) Coordinator position was increased from a 10-month position to a 12-month position and a yearly graduate student specific to the AOD office was funded.

SUNY Cortland has taken a multi-faceted approach to address the problem of alcohol use and abuse. We will continue to create and enhance our prevention efforts by working closely with many offices on campus to articulate clearly understood policies, send consistent messages, enforce policies fairly and consistently, and address negative behaviors through educational means. Further, the College recently received an OASAS grant to support these efforts.

**Self-Recommendation 9.4 Increase support for accreditation and benchmarking in the area of well-being.**

**Ongoing.** The College has continued to support the accreditation of the University Police Department (UPD) and the Counseling Center, as well as departmental program accreditations, including Recreation, Parks and Leisure Studies.

The UPD was approved for a second five-year Certificate of Accreditation by the New York State Division of Criminal Justice Services. University Police at Cortland was first accredited on

March 1, 2011. The Counseling Center was reaccredited by the International Association of Counseling Services, Inc. in March 2016.

The College has increased support in the area of accreditation and benchmarking of campus well-being through actively working to become a JED Foundation recognized campus. As part of the recognition process, we are working with the JED Foundation to develop our strategic plan to address the mental health needs of our students. In addition, the College has committed to meeting the standards to be a PHA recognized campus. (See Self- Recommendation 9.1)

**Self-Recommendation 9.5 Continue to monitor campus well-being and use data to inform strategic planning.**

**Ongoing.** The College continues to administer regularly the American College Health Association Survey, CORE Campus Norms Survey of Alcohol and Other Drugs (CORE Survey), Student Opinion Survey, National Survey of Student Engagement (NSSE). The results of these surveys are used to inform strategic planning and program development, including Cortland Area Community that Cares Coalition, to develop our campus and community social norms marketing campaign. A summary report of the Campus Norms Survey, Spring 2016 was drafted July 31, 2016.

**Self-Recommendation 9.6 Examine the link between faculty and staff well-being and student well-being.**

**Not at this time.** The College has discussed this recommendation in two campus-wide open meetings. It is clear that further dialogue with faculty and staff is needed to reach agreement on a common definition and to identify criteria before action can be taken.

**Self-Recommendation 9.7**

**a. Evaluate the College's plan for assessing learning outcomes related to diversity.**

**In progress.** SUNY Cortland hired a full-time Title IX Coordinator in December 2014. The Title IX Coordinator is responsible for significant SUNY-wide, NYS and federal reporting, as well as ongoing training of faculty, staff and students. The Coordinator directs the campus-wide Title IX Representatives Group, and conducts the annual gender climate surveys, in addition to coordinating the five-year Title IX Athletics Self-Study, Green Dot Initiative and the It's On Us Campaign. In addition, the Title IX Coordinator provides resources, meets with student survivors and interacts with University Police, City Police, Student Conduct Office and Multicultural Affairs. The Title IX Coordinator reports to the President. (See: <http://www2.cortland.edu/titleix/> .)

In March 2017, the College hired a full-time Chief Diversity Officer (CDO), who assumed duties on May 1. As described in the College's Strategic Diversity and Inclusion Plan (<http://www2.cortland.edu/offices/presidents/diversity/SUNY%20Cortland%20Diversity%20and%20Inclusion%20Plan%202016.pdf>), a primary focus of the CDO will be to conduct a comprehensive assessment of the College's progress in this area.

The CDO will assist the campus in formally identifying a specific set of diversity, equity and inclusion learning outcomes. The CDO reports to the President and interacts with Human Resources (Affirmative Action Officer), faculty, staff, students and numerous offices on campus.

The College is currently reviewing General Education category 11, Prejudice and Discrimination. The review process has included discussions among faculty who teach in the category, as well as a survey of faculty and students.

The Student Learning Outcomes (SLO) Committee has reviewed the academic program learning outcomes and is providing feedback on them. Now that the College has completed the search for the CDO, the plan is to focus on fulfillment of the actions outlined in the Strategic Diversity and Inclusion Plan.

#### **b. Increase enrollment diversity at both the undergraduate and graduate levels.**

**Ongoing.** As stated in the Strategic Diversity and Inclusion Plan, and to demonstrate SUNY Cortland's ongoing commitment to this goal, the College has taken the following actions:

- SUNY Cortland has committed to diversifying the student population and has specific recruitment efforts that have led to significant diversification of the student population.
- Utilize the campus climate survey to identify areas where intervention and outreach would have the greatest impact and coordinate initiatives to address those issues.
- Increase Admissions efforts to enroll a highly diverse student body in New York State and other areas of the country, including: maintaining a strong presence in urban areas throughout the state, participating in recruiting events in high schools with highly diverse graduating student populations, and attending one dozen National Hispanic College Fairs.
- Another strategy has been to increase the frequency and funding for bus trips for prospective students attending New York City high schools. These changes to the bus trip program have resulted in 147 enrolled students from New York City in 2016, compared to just 47 students in 2009.

Next steps will include assessment and analysis of the results of the campus climate diversity survey to identify areas where intervention and outreach will have the greatest impact, and to coordinate initiatives to address those issues.

Currently, students of color comprise 21% of SUNY Cortland’s undergraduate population. The specific breakdown of students by race/ethnicity over the past four cohorts is identified in the following tables. Table A represents first-year students, and Table B represents transfer students.

A. First year student cohort self-identified race/ethnicity:

Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	30	28	41	32
Black or African American	93	97	95	116
American Indian or Alaskan Native	6	7	12	12
Native Hawaiian or Pacific Islander	2	1	4	4
Hispanic or Latino	91	113	133	172
White or Unreported	991	965	920	931

B. Transfer student cohort self-identified race/ethnicity:

Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	N/A	5	11	21
Black or African American	N/A	51	39	60
American Indian or Alaskan Native	N/A	7	10	12
Native Hawaiian or Pacific Islander	N/A	3	2	2
Hispanic or Latino	N/A	55	16	62
White or Unreported	N/A	535	564	527

International Programs, in collaboration with Admissions, has initiated an international recruitment strategy to attract highly qualified students from diverse countries. International Programs and Admissions staff partner with domestic and international organizations, such as EducationUSA centers around the world, the U.S. Department of Commerce, universities abroad, foreign embassies, international education agencies, and service providers to promote the College as a destination for international students. Table C summarizes trends in international matriculated and exchange student enrollment at SUNY Cortland.

C. International Students (Matriculated and Exchange/Visiting):

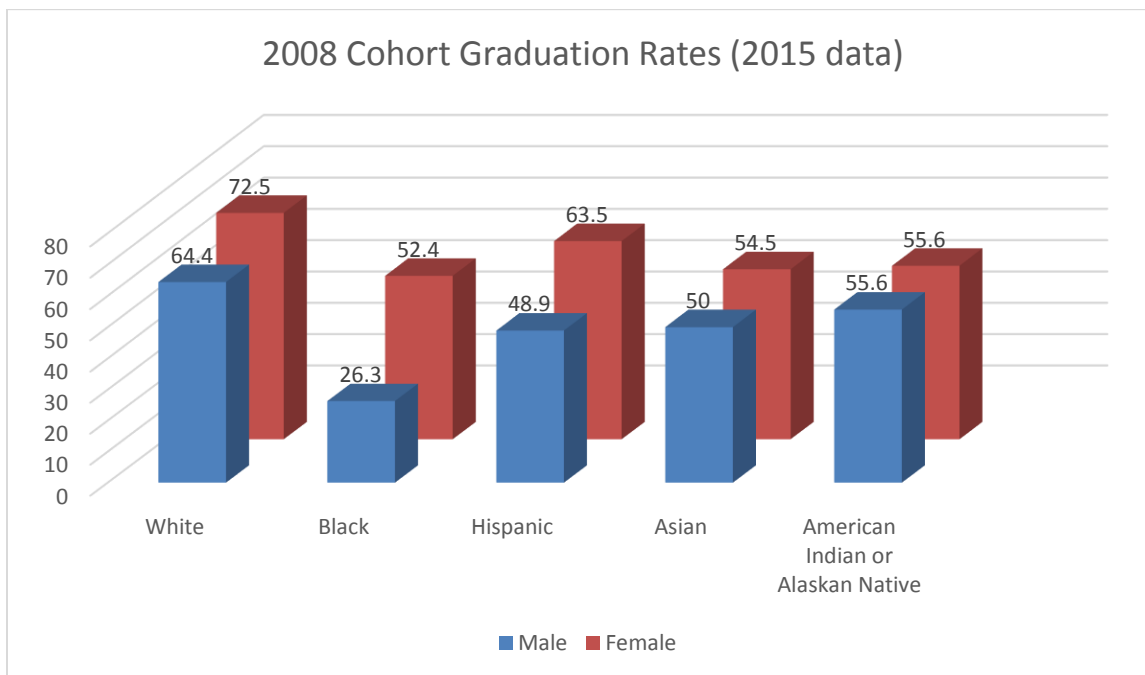
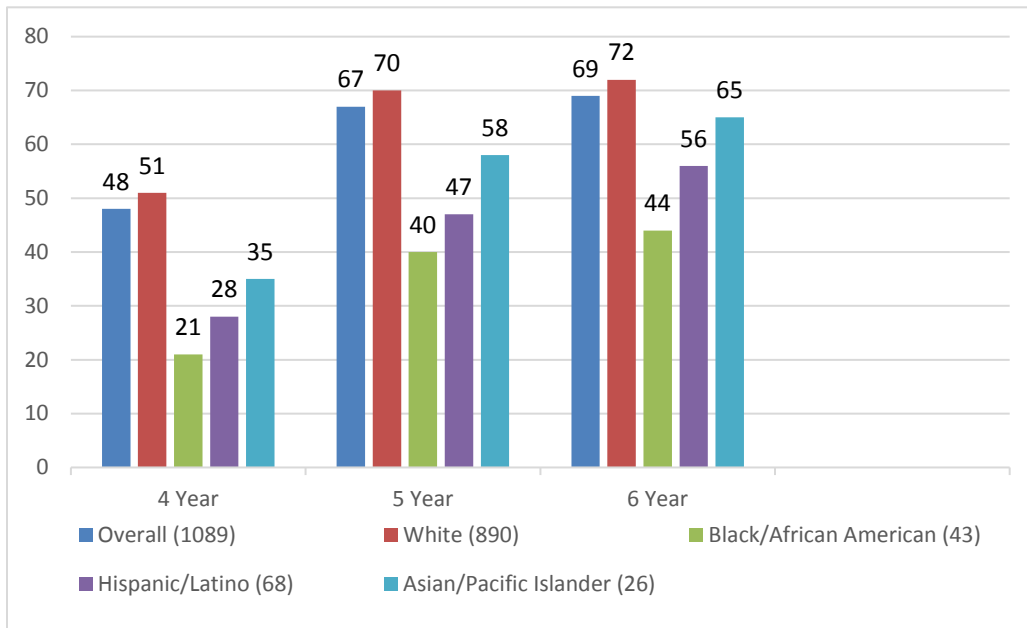
	2012-13	2013-14	2014-15	2015-16	2016-17 (expected)
International	78	95	112	71	97

SUNY Cortland has a long history of international educational exchange, beginning with the initiation of our partnership with Beijing University and the opening of our exchange with the German Sport University over 40 years ago, to our new programs in China, India, Turkey, Greece, Romania, Indonesia, Ireland, Italy, and Costa Rica. The SUNY Turkish Dual Programs, the Brazil Science Mobility Program, Fulbright and USAID programs have also enhanced opportunities for both student and faculty exchanges, as well as other opportunities to increase cultural competencies. International Programs, working with all academic and administrative units, supports visiting students and visiting scholars through immigration advising, orientation and cultural adjustment programming and advisement, including cultural and student social events to encourage cultural exchange and learning.

**c. Evaluate retention and graduation rates among student cohorts (race, special talent, EOP, etc.) to determine if there are significant differences that need to be addressed.**

**In progress.** A review of our institutional data identifies gaps in achievement by race/ethnicity and by gender. This issue has been incorporated into the diversity strategic plan as an action item to be addressed. The following table identifies four-, five- and six-year graduation rates by race/ethnicity.

Evidence



SUNY Cortland has strong graduation rates at both the four- and six-year levels and will work to identify ways to close the gaps in achievement of students from underrepresented groups.

We are in the process of exploring ways to make improvements in advising, monitoring of student progress, and expanded support services to close the gaps. Key initiatives and activities include:

- Full implementation of undergraduate Degree Works student audit ahead of schedule and implementation at the graduate level underway



- Improvements to overall advising through the recently established Advising Committee
- Development of PASS, an online tool for early alert in classes that leads to a case management level of response and coordination of supportive resources
- Expansion of the STAR-NY online tutoring program
- Reduction of the General Education requirements by six credits
- Transfer planning sheets for every academic major that show the best overall path(s) between two- and four-year completion.

**Self-Recommendation 9.8 Improve technology and facility accessibility in order to achieve universal accessibility.**

**Ongoing.** Technology accessibility has improved through collaboration across divisions of the College. The campus- wide Technology Accessibility Advisory Committee has worked with the Deans to ensure that faculty provide accessible PDFs when assigning supplemental readings to students.

Student Disability Services, The Help Center, and Campus Technology Services regularly reach out to faculty and department staff to train them on how to create and provide accessible PDFs. Campus Technology Services has made regular upgrades to the hardware in the Access Technology Lab, the latest in August 2016, and has upgraded access technology software to latest versions that can be deployed across campus and, in the case of Texthelp’s Read&Write software, on students’ own computers.

Due to a growing demand, the number of distance education courses has increased significantly. In Wintersession 2017, 32 online undergraduate courses and two blended courses were offered, along with one graduate online course and one blended course. This resulted in a net profit of over \$30,000. Plans for Summer Session 2017 are to offer 90 online undergraduate courses/sections and 23 graduate online courses/sections plus 26 blended courses/sections.

Further, numerous physical improvements have been made regarding universal facility access during the last five years. **(See Appendix F).**

**Self-Recommendation 9.9: Develop strategic plans for implementing and institutionalizing the College’s “Climate Action Plan.”**

**In progress.** SUNY Cortland’s Carbon Neutrality Committee’s ad hoc Climate Action Planning subcommittee submitted the SUNY Cortland Climate Action Plan: A Road Map to a Carbon Free Campus-- September 27, 2011. (See:

<http://www2.cortland.edu/about/sustainability/PDFs/CortlandClimateActionPlan.pdf> .)

Renamed the Climate Action Committee, the campus-wide group has continued to meet biweekly, and on March 13, 2017, the Committee held a half-day retreat to review and discuss updates to the 2011 Climate Action Plan. In addition, annual Green House Gas emissions assessments are conducted and reported to the Association for the Advancement of Sustainability in Higher Education (AASHE) and regularly reported on the Sustainability Tracking and Reporting System (STARS). Updates will be included in the Climate Action Plan. According to the Energy Manager, reporting schedule is as follows:

1. By May 1, 2017:
  - a. Complete our annual progress report to Second Nature, essentially our Green House Gas emissions report as well as a few other questions related to overall “high level” planning at the College.
  - b. Provide general coordination and committee structure as it relates to our Resiliency Commitment which includes public / community partnership. This will consist of the results and outcomes of the April 8 2017 Resiliency Workshop, hosted by SUNY Cortland.
2. By February 1, 2018: Updated STARS 2.1 assessment and report filed. Update specific portions of the Climate Action Plan as they relate to the STARS assessment tool.
3. By May 1, 2018:
  - a. Complete our annual progress report to Second Nature, essentially our Green House Gas emissions report as well as a few other questions related to overall “high level” planning at the College.
  - b. Complete our resiliency assessment and begin incorporating the risk assessment into our strategic planning.
4. By May 1, 2019:
  - a. Complete our annual progress report to Second Nature, essentially our Green House Gas emissions report as well as a few other questions related to overall “high level” planning at the College.
  - b. Release complete and updated Climate Action Plan with resiliency incorporated into the plan and strategy.

Numerous noteworthy sustainability accomplishments of the College can be found at:

<http://www2.cortland.edu/about/sustainability/fast-facts/> and in **Appendix G**.

The College has expanded its “Green Days” offerings from a week-long series of events to informational sessions, films, lectures and events held throughout the year.

Since submission of the Middle States Decennial Self-Study in 2012, SUNY Cortland has hired a full-time energy manager and a part-time sustainability coordinator. The items listed above will be included in the updated Climate Action Plan.

### **CHAPTER 3**

#### **Challenges and Opportunities**

The single most significant challenge facing SUNY Cortland is the increased competition for enrollment amid changing demographics. To date, the College has met the challenge of a declining cohort of high school graduates in New York State. Enrollment at the undergraduate level has remained strong despite the changing demographic landscape and heightened competition from private colleges and universities in the region willing to discount tuition, as well as public colleges struggling to meet their enrollment targets. Given that the College's operating budget is dependent on tuition revenue, continuing to meet the enrollment challenge is the top priority for SUNY Cortland.

The College's undergraduate enrollment is relatively steady at approximately 5900 students. Graduate enrollment appears to have stabilized around 550 students. These aggregate figures, however, belie significant changes in the composition of enrollment. There has been significant movement of students away from academic programs in teacher education at both the undergraduate and graduate levels. Fortunately, growth in pre-professional programs, as well as the traditional liberal arts has been sufficient to offset declining enrollments in education programs. The Kinesiology program has been the fastest growing program on campus and is now the largest academic department. Business Economics, Biology, Communication Studies and Criminology have all experienced significant growth in the School of Arts and Sciences. Success in meeting this challenge going forward will depend on the College's response to other challenges. These include expanding curricular offerings at both the undergraduate and graduate levels, particularly in high needs areas, as well as establishing appropriate supports for students who may be underprepared for college level work.

At the undergraduate level, SUNY Cortland is in the process of developing a new major academic program in Healthcare Management to take advantage of expertise in our Health and Economics Departments. The program will prepare students for the growing number of employment opportunities in the healthcare industry. In recent years, we have developed curricular and targeted advising in our Kinesiology Department to capitalize on the ability to prepare students for careers in physical and occupational therapy, another high needs area. Of course, future curriculum development designed to attract prospective students must not only target high needs areas and prepare students for future success in their careers, but must keep an eye to the costs of delivering such programs and utilize existing faculty expertise. In the absence of an existing engineering program, or faculty expertise in computer science, it may not be cost effective to delve into areas of curriculum development such as nano-manufacturing or cyber security.

At the graduate level, we need to understand that our long tradition of teacher preparation will no longer ensure a competitive advantage in attracting a robust graduate enrollment. Two strategies

will need to be pursued. First, we will need to continue to diversify graduate academic programs into non-teacher certification areas. While programs in Community Health, Sport Management, Communication Disorders and Sciences, and the Professional Science Masters in Sustainable Energy have all helped graduate enrollments to rebound, more curricular innovation is necessary. The second strategy is to make once popular programs in Literacy and Education Leadership available to place and time bound student populations through on-line, hybrid and other alternative delivery modes. Both strategies must be pursued with the caveat that the goal is not simply to attract more graduate students. Rather, attention must be paid to attracting sufficient numbers of students to a program to make it financially viable.

Connected to the issue of curriculum development and faculty resources is faculty diversity. The College has always lagged behind national average in terms of the percentage of the faculty that come from underrepresented groups. The Affirmative Action Officer publishes an annual Affirmative Action Plan that assesses underutilization of female and ethnic minority faculty and sets hiring goals. Over the last fifteen years there has been a significant increase in the hiring of female faculty. This can likely be attributed to the increase in the number of women pursuing advanced degrees with the intention of entering higher education as a career. At the same time, and despite affirmative action plans and hiring goals, the recruitment and retention of underrepresented faculty has failed to result in any appreciable change in the makeup of the faculty. There are many factors contributing to this, not the least of which is that most colleges and universities in the country face a similar challenge, but improvements can be made in our recruitment efforts. One remedy would be to make our search processes more efficient, leaving less time between initial contact with applicants and final decisions on offers to candidates. Other potentially significant strategies are to grow our own candidates and establish stronger ties with institutions that have greater diverse populations. This year, as an example, we were able to hire an alumna of the College who had gone on to graduate school and was intent on returning to their alma mater. We have had notable success in attracting Asian faculty to the College in recent years.

Overall, the ethnic diversity of the faculty has changed very little. In 2009, the percent of full-time faculty from minority groups was 11 percent overall. That increased to 13 percent in 2011 and then fell to 12 percent in 2013. This lags behind the SUNY comprehensive sector, which stood at 15 percent in 2013. Over the same time period, the proportion of full-time faculty who were women rose from 49 percent to 55 percent.

Similar challenges exist in diversifying the professional and classified staff. With few exceptions, underrepresented minorities are a small proportion of the professional staff on campus. One notable area is the Admissions Office, where the staff includes three African Americans and one Hispanic. Here, the office staff more closely mirrors the preferred diversity of the student body they aspire to recruit.

The College faces an additional personnel challenge in the form of an aging workforce. Within the faculty ranks there has been significant attrition due to retirement in recent years. While this creates the opportunity to hire new faculty and reallocate faculty lines to programs experiencing enrollment growth, it also challenges the College with the loss of institutional history. Additionally, it places a disproportionate burden for faculty participation in shared governance on relatively junior faculty. This is particularly evident in the Faculty Senate where junior faculty currently represent the Mathematics and Science Division, as well as the School of Professional Studies.

The College would also benefit from succession planning in the professional staff and administrative ranks. Here also, there is a loss of institutional history as senior leaders retire. We have been more successful in recent years in promoting and hiring from within, but a more intentional approach is needed.

Aside from the development of academic programs to attract students and continue to meet our enrollment targets, a major challenge is retaining the students who do select SUNY Cortland. Increasingly, students come to the College lacking critical skills to be successful. One particularly significant skill gap is the ability to write effectively. The College Writing Committee has initiated discussions regarding revamping the writing studies program. Whether this results in fundamental curricular changes, more professional development opportunities for faculty, or changes in the size of composition classes, there is the potential to impact student success in a significant way.

Students are also coming to our campus reporting heightened levels of anxiety and other conditions that place ever-increasing demands on our mental health resources. The total number of individual and group appointments went from 3742 in FY12 to 4706 in FY16. Of great concern, psychiatric appointments dramatically increased from 121 in FY12 to 514 in FY16. Similar increases in student utilization can be seen in the requests for accommodations. There were 350 students with documented disabilities registered with the Disability Services Office in FY12. That number rose to 446 in FY16. What these numbers do not adequately reflect is the concomitant increased complexity of the issues students are presenting to the counseling and disability services staff, requiring additional time for case management and consultation. In short, providing a higher level of support services for our students requires an increased allocation of human and facilities resources at a time when support from the state and tuition revenue is growing slowly at best.

Another broad area of challenges faces the College in facilities. SUNY Cortland has been aggressive in renovating residence halls and providing state-of-the-art amenities for students living on campus. This has undoubtedly contributed to the recruitment of students by providing a competitive advantage compared to other institutional choices for students. There remain some gaps, however, particularly in the area of off-campus housing alternatives. The West Campus

Apartment complex is aging and nearly obsolete, and it needs to be replaced with an attractive alternative.

Other facilities issues arise when considering the state of instructional spaces. Again, the College has been fortunate to have renovated the majority of its instructional spaces over the last fifteen years. These include Dowd Fine Arts Center, Bowers Science Hall, Moffett, Cornish and Old Main. But some major projects remain. Renovation of the second half of Moffett Hall, Park Center, Van Hoesen and the Memorial Library are critical to the delivery of quality education experiences. The College Union and Van Hoesen are also critical spaces for the provision of student support services and student programming space. Both of these buildings are experiencing critical maintenance issues.

Sustainability is both a challenge and an opportunity for the College. SUNY Cortland has been at the forefront of efforts within SUNY and higher education generally to embrace sustainability. This is manifested in everything from energy generation and consumption (solar power, geothermal, RECs, installation of LEDs) to recycling of materials and reduction of waste. Faculty participation in sustainability efforts is high, and both the entire Finance and Management division and the College's Auxiliary Services Corporation have taken an active role in promoting sustainability. Many of the renovation and new construction projects on campus have been LEED certified. ASC is a leader in local sourcing of food products as well as marketing less wasteful meal plan options to students.

**CHAPTER 4**  
**Enrollment and Finance Trends and Projections**

Enrollment challenges and financial constraints in the current higher education climate are well-publicized and highly scrutinized in Federal and State dialogues. SUNY Cortland is not exempt from these hurdles and has tackled the issues in many ways in recent years.

The current overall enrollment plan is to maintain our student levels to the extent possible in a declining regional population. The recent New York State legislation approved in April 2017, the Excelsior Scholarship, may mitigate this to some extent because it will provide full tuition scholarships to students of families making under \$100,000. The program of enrollment growth over the next several years will be challenging given the competition among many public and private universities to attract and retain students from a lower base populace. SUNY Cortland will likely remain stable because of the anticipated increase in applications. The caveat is to balance the impending rise in applications with our usual rigor exercised in accepting the best students for our standards and our programs. Additionally, the leadership at SUNY Cortland is committed to a stable enrollment versus enrollment growth over the next several years because of the multiple ways expansion would affect the campus. Outcomes such as a reduced level of student services, overcrowding in the residence halls, and expansive class sizes are just a few of the potential consequences. Budget constraints and lack of resources prevent the College from making relevant modifications in order to alleviate these burdens.

Due to changing student demographics, SUNY Cortland enrollment has declined about 2% overall since 2012-13, from 6532 to the current year Average Annual Full Time Equivalent (AAFTE) of 6400. Based on information available before the passage of the New York State Excelsior Scholarship, the College had planned for a continued decline for the next three years, with a 2019-20 estimate of 6296. This amount brings the total decline to about 3.6% from the initial year of 2012-13. SUNY Cortland has taken several steps in recent years to mitigate this decline. This is evidenced by the fact that Cortland is below the national decline of 6% between 2010 and 2014 as reported in the National Center for Education Statistics Report of Undergraduate Enrollment May 2016, (**Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by attendance**: “full-time enrollment was 6 percent lower in 2014 than in 2010...” [https://nces.ed.gov/programs/coe/indicator\\_cha.asp](https://nces.ed.gov/programs/coe/indicator_cha.asp) .) SUNY Cortland’s AAFTE enrollment level between 2010 and 2014 was relatively unchanged (6605 vs.6609). The chart below represents the current AAFTE student headcount for the period of analysis:

<b>Fiscal Year</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>AAFTE</b>	6532	6609	6509	6423	6400	6333	6312	6296

The College plans to revise the projected AAFTE for future years once HESC and SUNY System Administration complete and distribute the regulations and policies.

Note below that both undergraduate and graduate enrollments have declined in the past several years. In the period from 2012-13 to the current fiscal year of 2016-17, undergraduate enrollment has dropped a negligible .6%, but the decline continues through 2019-20 at which time the loss amounts to just under 3%. The graduate decline is sharper; from 2012-13 to the current 2016-17 the percentage drop is 20%. Projections indicate that in the future years there will be an increase due to proposed new programs.

<b>Fiscal Year (Fall only)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Undergrad</b>	6345	6418	6332	6283	6307	6223	6202	6185
<b>Graduate</b>	753	704	628	647	599	625	625	625

Because of this national trend, the College has taken measures to draw from other populations such as international and out-of-state students, rather than relying on the decreasing New York State and the northeast United States demographic. Enrollment Management added two off-site (Florida and North Carolina) recruiter positions to address southern, mid-western and western regions of the country. A primary attraction for our out-of-town students is the Future New Yorker Scholarship that mitigates the higher out-of-state costs. **(See Appendix H).**

SUNY Cortland is working to add new curricula to its offerings to address changing needs and demands, as well as to assist with restoring our declining graduate student population. New programs include:

- MS in Communication Disorders and Sciences
- Certificate in Therapeutic Recreation (online)
- Online option for MS in Recreation
- Public History
- Dual certification in Childhood and Inclusive Education

as well as programs in development:

- Healthcare Management
- MS in Athletic Training



The College is also striving to meet students' social, medical, advising, and tutorial needs as the changing characteristics of millennial students present new challenges for producing successful students. Making these enhanced services available positively affects our retention and therefore our enrollment.

The next couple of years promise to be challenging for SUNY Cortland and all of the SUNY's. The effect of the first free in-state tuition program (for all State Colleges) in the United States is unknown. SUNY is approaching a very different financial landscape, and how we respond will be both anticipatory and reactive as various effects become clearer.

## **CHAPTER 5**

### **Assessment**

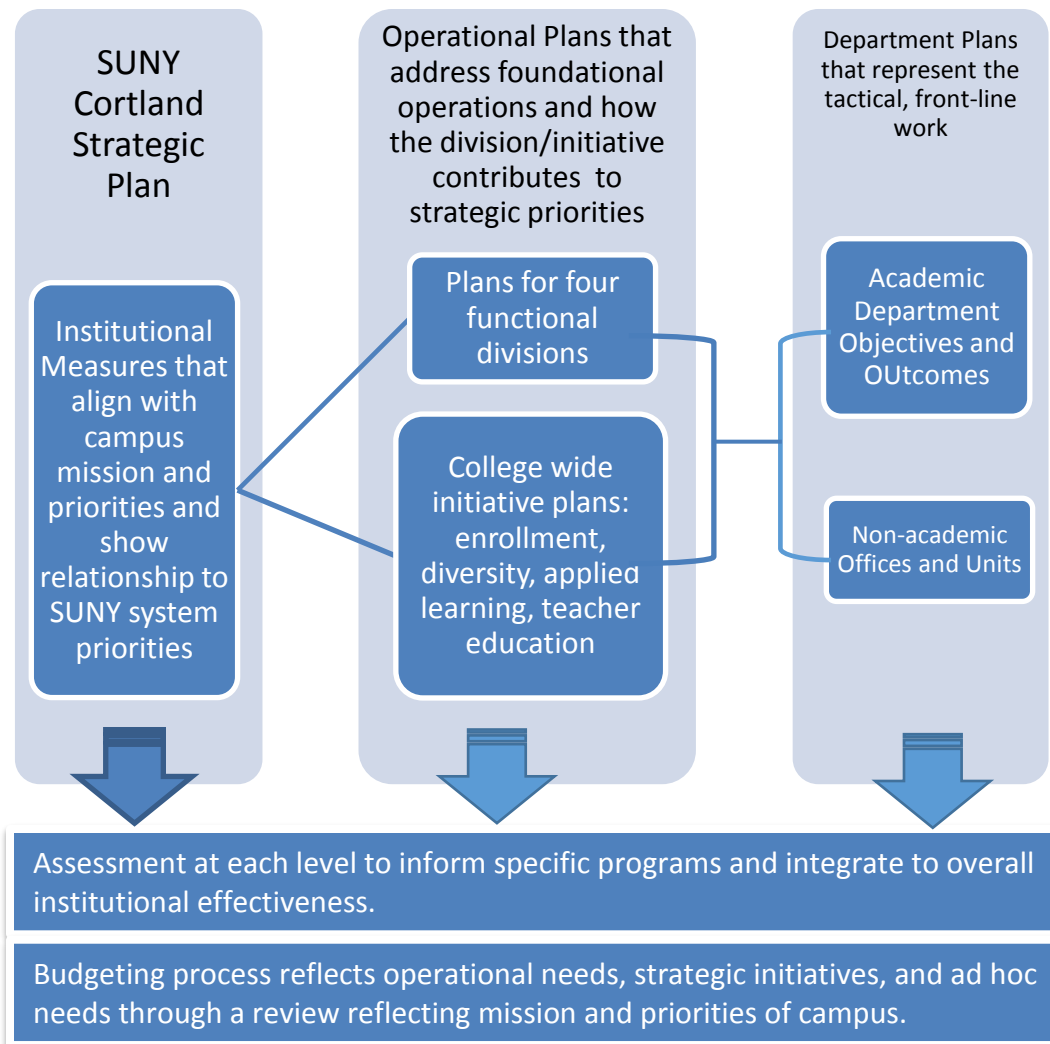
#### **Evidence of sustained and organized processes to assess institutional effectiveness and student learning, and evidence that the results of such processes are being used to improve programs**

SUNY Cortland has committed to strengthening its planning, assessment and finance systems to work more purposefully toward greater institutional effectiveness. At the same time, the utilization of student learning outcomes has expanded to enhance program effectiveness. The Commission's recommendations to the campus focused on both institutional effectiveness and student learning and our responses are located in Chapter 2 of this report. The campus has made significant progress in articulating the role of assessment at all levels, increasing institutional support, engaging in assessment of our assessment, and expanding campus engagement with assessment. The following describes the institutional and student learning initiatives to expand evidence-based planning and decision-making at institutional and program levels.

#### **Institutional Effectiveness**

Our work on institutional effectiveness is grounded in a model demonstrating the integration of planning, assessment, finance and decision-making. Our goal is to articulate the different levels of planning and create a structure that allows for alignment of goals, assessment and budgeting at different levels. This is resulting in more communication, clearer articulation among multiple functions and more intentionality in the use of evidence in our decision-making.

In order to recognize the different types of work that occur simultaneously on a campus, we have identified the following planning structure:



This dimensional model allows areas to address effectiveness in terms of daily operations as well as larger institutional priorities. It acknowledges that effective functioning is an important part of our mission while supporting contributions to our campus priorities. We are working at increasing articulation of the assessments occurring at each level and making the resource allocation and decision-making process more transparent on all levels. This is more fully discussed in Chapter 6—Institutional Planning and Resource Allocation.

### Strategic Planning

The SUNY Cortland Strategic Plan is an evolution of work from 2009, in which we reviewed our mission statement, vision, and values and identified four major priorities for the campus. These are Academic Excellence, Transformational Education, Well-being, and Maximize Resources. They served as the framework for our institutional self-study, allowing us to identify the alignment of our priorities to the Middle States’ standards and discuss objectives and indicators for each priority.

Following our reaccreditation, and based on recommendations, the College set a goal of further refining the strategic plan, finding ways to make it more meaningful and integrated into our work, and building stronger assessment and budgeting initiatives that were part of the planning process. The President established the Institutional Planning and Assessment Committee (IPAC) with faculty, staff and student representation from across campus. Part of the committee charge is to take our strategic plan, develop meaningful objectives and measurable outcomes at an institutional level, and support the development of planning across campus. The committee has given careful consideration to the MSCHE institutional self-study and visiting team report, reviewed campus evidence, and facilitated campus dialogue on drafts of a plan via open meetings, email, and the President's Semester Opening Meetings. At the spring 2017 semester opening meeting, stakeholders from across campus discussed outcomes and appropriate measures. The result is the SUNY Cortland Strategic Plan for 2017-2022. **(See Appendix I).**

In order to ensure that we are evaluating the indicators of the Strategic Plan, we have revised the required annual report format twice. Initially, it asked that departments describe how their work correlated with the four priorities. This year, the annual report will ask for specific outcomes (program and student learning) and report implications or changes resulting from analysis discussions. **(See Appendix L.4).**

In order to enhance planning and assessment across campus, we dedicated the summer President's Retreat as a workshop on planning and assessment including: aligning goals and objectives, writing effective outcomes, and identifying measures. There are also planning and assessment resources available online.

### Data Access and Discussion

In order to increase the use of data in decision-making, we have facilitated greater data sharing and discussions on implications. Examples of this include:

- Implementation of a data warehouse including an operational data store and Argos reporting
- Expanded use of data in department discussions and committees (e.g., Early Alert Committee)
- Data presentations at the President's Summer Retreat and Semester Open Meetings on: enrollment, student persistence and budgeting
- Retention Think Tank: a two-day data analysis discussion with stakeholders across campus focusing on strategies to support student achievement
- Sandwich Seminars reviewing results of data collections including the National Survey of Student Engagement and the Student Opinion Survey

- Increased accessibility of data through online posting of campus data and survey findings.
- Established Revenue and Cost Savings Committees.

### **Results of Assessment Analysis and Discussion**

As a result of the campus data discussions we have made changes in programs and created new initiatives. Examples of these include:

- Creation of the Extended Learning Office as a result of enrollment and finance discussions. This has led to expansion of programs and increase in Winter/Summer enrollment.
- Creation of an electronic early intervention initiative, the PASS system, as a result of the Retention Think Tank and other student data markers. This online system allows faculty to submit an electronic notice regarding academic behaviors, and a retention specialist in the Advisement and Transition Office then uses a case management approach to coordinate outreach to the student.
- Creation of a new academic standing that identifies a previously overlooked academic at-risk status based on review of student GPA and persistence. These were students with good standing overall, but who have had significantly lower semester GPAs.
- Academic Program offerings have been adjusted based on review of enrollments in comparison to market analysis. This resulted in a suspension of low-enrolled graduate programs. It has also led to revision of curriculum and new curriculum including:
  - Dual certification programs that include inclusion education
  - Proposed Healthcare Management degree
- Creation of a Retention Action Plan to make strategic programming and outreach changes to address drop in first-year student persistence
- Strategic recruitment expansion to reach out-of-state students based on reduced New York State applicant pools. There are now two permanent out-of-state recruiters and additional travel outside of NYS. This has resulted in a modest increase in out-of-state enrollees.
- Revision of the academic department annual faculty workload report to make data clearer and more meaningful for analysis
- Restructuring of the former Multicultural Life Director/Chief Diversity Officer position into two distinct positions to address campus climate and diversity initiatives
- Allocation of significant resources to support student learning outcomes work in academic programs in response to Middle State's findings on student learning assessment.

## Student Learning Outcomes

The efforts to increase the use of assessment of student learning include persistence initiatives discussed above and academic program specific actions discussed below.

As a result of the self-study, the campus reviewed the support structures for student learning outcomes. This included restructuring the former College Assessment Committee to focus on student learning outcomes specifically. The new Student Learning Outcomes Committee (SLOC) includes stakeholders from across campus and was charged with supporting the development and utilization of student learning outcomes in academic and co-curricular programs. The work of this committee has included:

- Developing minimum standards for student learning outcomes for each department and asking each department to provide an SLO assessment plan that included the primary elements of: program student learning outcomes; curriculum map demonstrating alignment of outcomes to program requirements and demonstrating level of assessment at different points in the program; methods of assessment; and a timeline showing when data will be collected, analyzed and discussed.
- Developing a base template for program assessment plans.
- All academic programs now have documented assessment plans.
- Revising the annual report template to reflect updates on assessment plans including changes based on outcomes findings.
- Successfully advocating for \$55,000 to support faculty work on assessment plans.
- Revising College Handbook requirements for course syllabi to include student learning outcomes.
- Revising course proposal and program proposal forms to include student learning outcomes.
- Developing a plan to reflect program student learning outcomes in the College Catalog.
- Evaluating venues for publishing assessment plans for campus access including possible use of Taskstream as modeled by the Teacher Education Unit. (See: <http://www2.cortland.edu/offices/institutional-research-and-assessment/planning-and-assessment-resources/student-learning-outcomes-assessment-resources.dot> ).

### Accreditation

The accredited programs continue to provide leadership and best practices for all academic programs. All programs have continued their successful accreditation based on student learning assessment and program delivery.

The Teacher Education Unit is involved with preparations for an upcoming CAEP reaccreditation for 48 programs. The Unit has established Associate Dean of Assessment and Taskstream Coordinator positions to support faculty work with SLOs and accreditation. All programs have developed assessment plans in Taskstream, allowing for alignment of data with outcomes, access to aggregate data, and higher accessibility of all assessment findings. The SLO Committee plans to utilize Teacher Education Unit strategies to expand efforts including modeling data retreats and use of Taskstream to articulate all program student learning outcomes.

### General Education Assessment

General Education is a shared liberal arts foundation for all undergraduate academic programs. The General Education Committee oversees GE assessment by establishing a cyclical assessment plan, working with category stakeholders and disseminating findings. In addition, the committee oversees the entirety of the program. In 2013, the GE committee began an assessment of the GE program and assessment system. This included review of outcomes, surveys, and discussions with faculty, students, and professionals. Over one and one half years, the program was reviewed and draft revisions were disseminated and then revised again. The results of that assessment, and a Faculty Senate Referendum, indicated the following changes for the GE Program:

1. Reduction of the number of required categories, given that the high credit hours (45 or up) required inhibited depth of study (e.g., prohibited minors) and contributed to degree program exceeding new SUNY maximum credit hours of 126.
2. Elimination of the second natural science category and revision of the Science, Values, Technology and Society (GE12) to require more evaluation of scientific and technology information. Subsequently all courses in the GE12 category were reassessed to confirm alignment with revised outcomes. Some courses required revision in order to meet the new standards.
3. Removal of Western Civilization as a required content in order to maintain requirements in American Studies and Contrasting Cultures (non-Western Civilization).
4. Call for review of the goals and outcomes of the Prejudice and Discrimination (GE11) category. This has led to an ongoing discussion that started with an ad hoc group of faculty who teach in the category, followed by a campus-wide survey that is currently being analyzed by the GE Committee in preparation for campus open meetings.

In addition to content feedback, there were suggestions on strengthening the GE assessment and requests that findings be more meaningful and discussed more fully.

The results of this assessment and review of the GE category assessments have led to changes including:

- Continuous revision to the embedded assessment process to assist faculty

- Establishment of category-specific rubrics for student learning outcomes. These are created by faculty teaching in the categories.
- Open meetings to discuss the findings of assessments
- Student learning outcomes for two categories are being revised: American State and Society (GE4) and Humanities (GE8).

### Writing Program

Based upon data regarding student performance in the required academic writing courses, CPN 100 and 101, the College has begun a full assessment of the Writing Program. In spring semester 2017, the CPN courses are being evaluated via the student learning outcomes, and recommendations for program changes will be discussed in the upcoming academic year. In order to immediately address faculty support, we have established writing faculty leaders. The Provost Cabinet is now reviewing a Writing Center proposal as well.

### Additional Efforts

In response to Recommendation #2 of the Middle States site visit team, the College is utilizing indirect measures that reflect student dispositions, motivation, and preparedness to more carefully examine academic support and to design student learning outcomes for service and support areas, including Student Affairs. The Associate Vice President for Student Affairs serves on the SLO Committee, and we are sponsoring a team of professionals attending the upcoming MSCHE workshop on SLOs in support areas.



## **CHAPTER 6**

### **Institutional Planning and Resource Allocation**

#### **Evidence that linked institutional planning and budgeting processes are in place**

At SUNY Cortland we have worked to build stronger connections between our institutional planning, budgeting and assessment processes. The following looks at examples of those connections and ongoing work to extend these connections into all levels of work on campus.

In 2010, we established four campus priorities that, along with our mission, formed the foundation for the direction of the campus. The priorities are: Academic Excellence; Transformational Education; Well-being; and Maximize Resources. The institutional priorities served as the framework for the institutional self-study in 2012 and have remained central to campus decision-making. Over the past five years, we have worked to make more transparent and deliberate connections between allocations and our institutional mission and plan. In addition to our ongoing commitments, the following highlights new investments to our plan over the past five years:

#### **Academic Excellence**

- Increased utilization of institutional data in decision-making on faculty lines. The deans worked with the Institutional Research and Analysis Office to revise the academic annual data report (See: <http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-reporting/internal-reports/annual-report-dot>) to make it more relevant and concise. This data is used to inform the discussions and decisions on allocations and allow departments to better articulate their needs.
- The President's Cabinet approved a Dean's innovation fund to support academic excellence and transformational education. Faculty submitted grants to the fund for projects including classroom redesign to support active and collaborative learning.
- We received two SUNY Investment Fund grants in 2016. The first is a million dollar grant to expand the online STAR-NY tutoring project that serves twenty SUNY institutions.
- The second SUNY grant funds the Transfer Mobility Collaborative for \$246,000 with matching \$60,000 from the SUNY Cortland campus. The grant funds a transfer academic advisor who splits time between SUNY Cortland, Tompkins Cortland College, and SUNY Broome, providing seamless advising and support to transfer students. It also funds faculty consortium meetings to bring faculty from all three colleges together.
- The Instructional Space Committee was formed to bring offices from across divisions (Informational Resources, Registrar, Facilities) together to assess classroom space in terms of quality, technology, functionality, and utilization. A review of each building has led to reformatting of rooms and upgrades for enhanced teaching and learning.

- Facilities and technology investments in teaching and learning include the ongoing technology upgrade and replacement planning and supplemental funding for capital upgrades such as the new greenhouse and Bloomberg terminals for business economics students.
- The Student Learning Outcomes Committee received \$55,000 to implement a student learning outcomes assessment initiative involving all graduate and undergraduate programs.
- Extended the scholarship support for the Cortland Urban Recruitment of Educators program for students who study urban education and commit to serving high needs schools following graduation.

### Transformational Education

- The Center for Gender and Intercultural Studies received increased programming support for the interdisciplinary minors including Latino and Latin American Studies; Native American Studies; Jewish Studies; and Asian Studies. These programming funds support the minors as well as campus-wide programming. The Women's Studies minor received the same programming funds and held a faculty retreat as part of the redesign of the minor in Women, Gender and Sexuality Studies. In addition, funds have been made available to extend the enrollment in Introduction to Women's Studies from 28 to 125 students and to create a freshman learning community--providing access to a much broader student audience.
- International Programs has expanded their scholarship program, resulting in greater access to study abroad for students, and has invested in partnership development to diversify, assess, and enhance opportunities. This has led to new programs in India, Indonesia, and Cuba for our students. Overall, we have 20 additional programs with 30% more students enrolled and a 54% increase in SUNY Cortland student enrollment.

### Well-being

- The Student Life Center, a state-of-the-art fitness and recreation facility, was foundationally established by a student referendum for funding and the campus commitment to staffing and maintenance. Over 3000 students use the center on a typical day for open recreation and fitness, classes, meditation, and other activities to support their physical and emotional balance and well-being. Faculty and staff also use the facility extensively for their well-being.
- The campus established the SUNY Wellness Challenge for faculty and staff with 270 participants.
- Invested in Crucial Conversations training for 3 facilitators and over 100 participants to date to enhance communication skills for faculty and staff.

- Invested in Leading with Impact training to help employees assess and improve leadership skills.

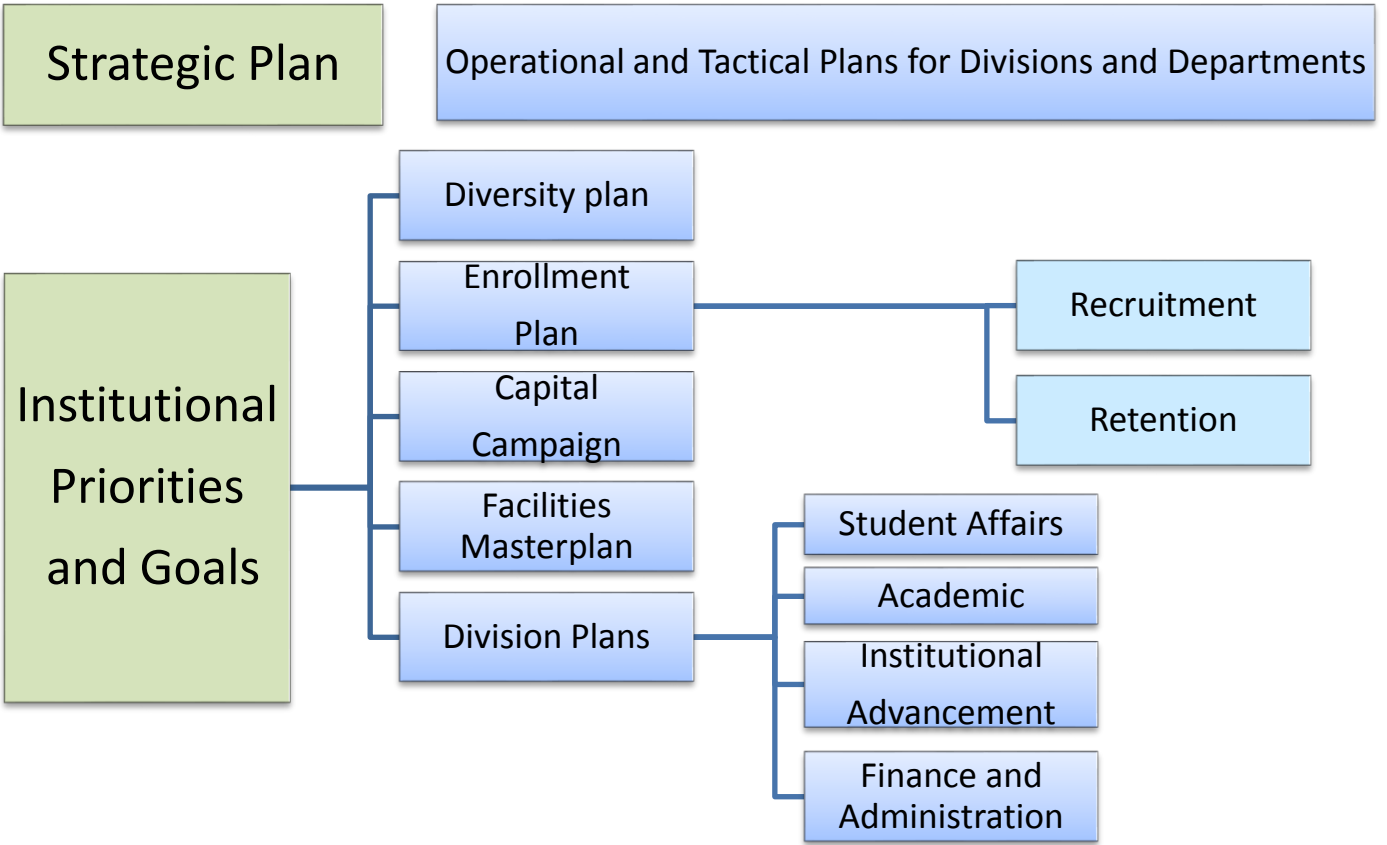
### Maximize Resources

- We created the Extended Learning Office to provide greater support to Winter/Summer sessions and expand non-tuition revenue opportunities. This has resulted in a \$176,000 (30%) increase in revenue in Wintersession, new course offerings in the local high schools, and investment in support for online teaching.
- Review of purchasing systems to support maximizing resources and implementation of a new online purchasing system.
- Annual report formats for academic and non-academic offices include questions about alignment with the four priorities and are used to articulate funding needs.
- Established the Institutional Planning and Assessment Committee that is charged with oversight of the strategic plan including articulating a campus model that integrates planning with budgeting and assessment.
- Implemented \$3 million (legislative funds) solar project which results in 6-12% reduction in electricity bills and serves as renewable energy laboratory for students.

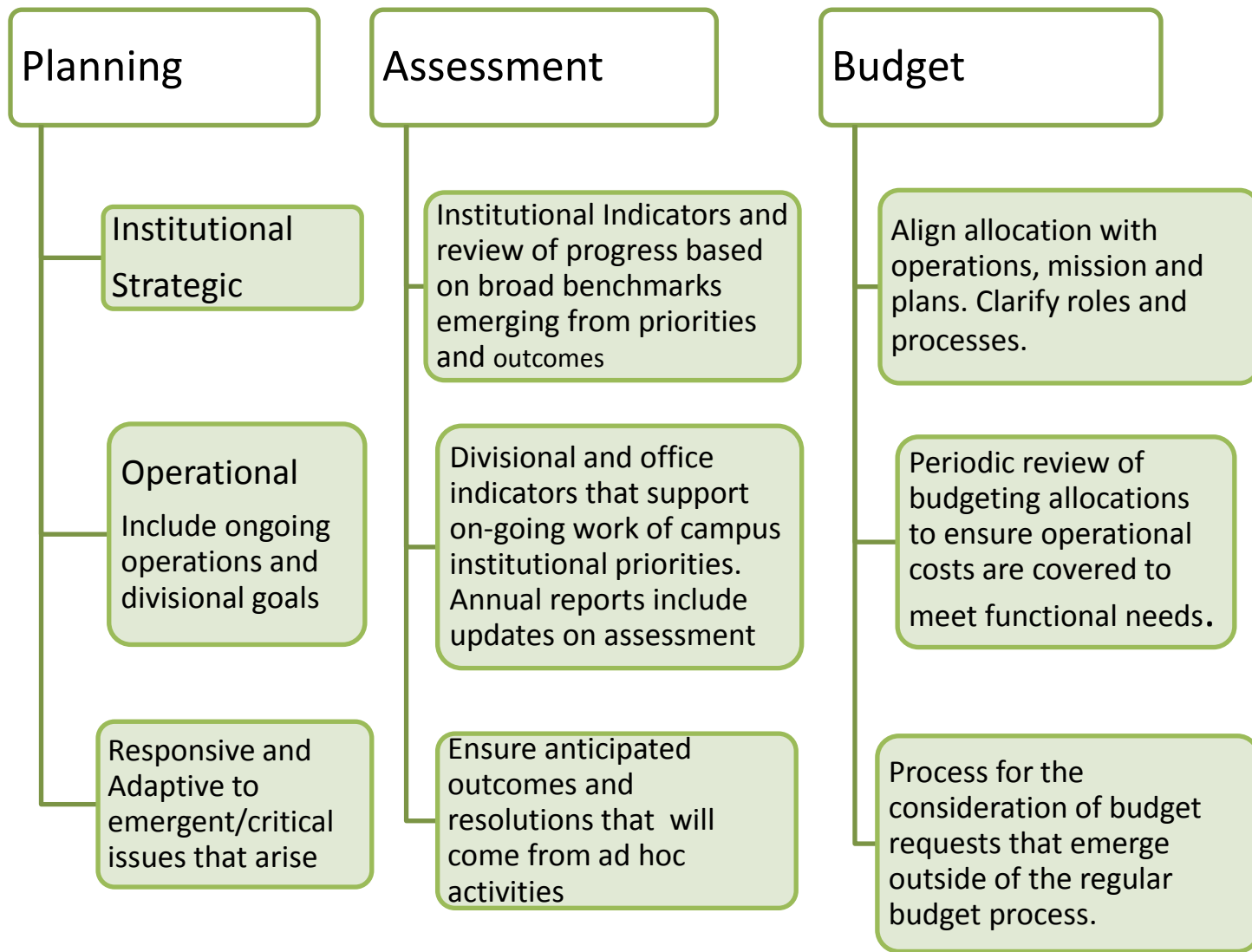
In addition to the efforts above, in 2015 the President's Cabinet assigned \$100,000 for innovations, particularly those that advance the University's mission and goals. The amount increased to \$150,000 for 2016-17 and in 2017-18, \$300,000 will be available for initiatives related to campus strategic goals and objectives.

Based on MSCHE standards and recommendations, we have discussed the following goals to strengthen planning, assessment and budgeting connections and to demonstrate progress towards institutional effectiveness and a focus on our mission and strategic priorities. As outlined in the planning materials developed by the SUNY Cortland Institutional Planning and Assessment Committee, we are looking at a model that accounts for multiple levels of planning, assessment and budget.

The budget is driven by both the mission and strategic priorities; therefore, the ongoing, functional needs of the college operations need to be addressed, and budgeting must look at both strategic and operational/tactical needs. As campus discussions progressed, it was clear that we needed to articulate the importance of the operational (or tactical) work of the campus in conjunction with the strategic priorities and show that planning is a dimensional, multifaceted process on campus. The following model emerged to illustrate the breadth of planning and allow for alignment among plans:



Building upon this model of planning, we then looked to the budgeting and assessment processes to assure that they align with this structure. The graphic below indicates the relationship of planning levels (strategic, operational, and ad hoc) to assessment and budgeting systems.



For SUNY Cortland, we are articulating intentional planning at strategic and operational levels and use of assessment and evidence to inform decision-making. From a budgeting standpoint, we need to demonstrate:

1. An ongoing budget strategy/process that ensures we are allocating resources in a way that supports the mission and strategic priorities at both strategic and operational levels.
2. A process that is clear to the entire campus and understandable to outside constituents.

3. A clearer structure for the allocation of ad hoc funding to address how projects are funded outside of regular budget allocations, how those decisions are vetted, what evidence of potential impact is demonstrated, and how the project/initiative will be assessed.
4. In addition to greater transparency, this will enhance equity of access to resources. If funding exists, people need to be informed of both availability and procedures for requesting and advocating for those resources.

The campus has begun planning and implementing new budget policies and procedures related to establishing protocol for operational and strategic spending. The Division of Finance and Management undertook extensive research related to various budget models, linking planning to the budget, and best practices for an effective budget program. Sources include NACUBO presentation “Linking Budgeting to Strategic Planning, Moving from Theory to Practice”, NACUBO Adaptation Strategies: Case Study of Edinboro University (The Comeback Campus), Rand Get the Most out of Strategic Planning (Essential Guidance for Success and Obstacles to Avoid), and numerous Middle State reports from other Universities.

We have agreed upon the following guiding principles as we move forward:

1. Ensure that the MSCHE standards on planning, budget and assessment are reviewed as part of any budgeting process determination.
2. Require that all budget requests and processes include consideration of planning and assessment—how does the allocation relate to operations and strategy, what are the goals/outcomes associated with the resource allocation, and what evidence will indicate progress on those outcomes.
3. Create a clear, efficient budget process that ensures that operational needs are met.
4. Have finance and business offices provide campus education on the financial approach, rationale and processes. Use the 2017 President’s Summer Retreat as a starting point for the finance professionals to share and educate the campus on our philosophy and approach to budgeting and relevant considerations (e.g., regulations).
5. Allow departments to articulate fiscal viability in relation to planning and assessment (e.g., annual report)
6. Created rubrics (**See Appendices L.2. and L.3.**) for review of strategic requests for funding through the IPAC and for the President’s Cabinet to use in consideration of provisional funds and staffing.

The Division of Finance and Management worked with the Institutional Planning and Assessment Committee to develop the following plan:

1. Institute a Budget Committee that will identify budgeting strategy, assess overall campus budget, determine allocation for strategic investments (then managed by the IPAC) and establish a budget review and assessment cycle, and make document all processes for greater transparency.

2. The Budget Committee will work with the campus to explore budgeting models and to determine best institutional fit among: Responsibility Center Management, Incremental Budgeting or Zero Based Budgeting.
3. The Budget Committee and the Institutional Planning and Assessment Committee will work together to periodically assess the effectiveness of planning, budgeting and assessment using institutional outcomes and measures of expected effectiveness.
4. The Division of Finance and Management will begin the dialogue with chairs and administrators at the 2017 President’s Summer Retreat and follow up with a planned series of campus-wide education and discussion through the next academic year.

Thus far, we have created a template for funding request and evaluation rubric template (**See Appendices L.2 and L.3**) that will ensure that initiatives are linked to appropriate funding, focus on outcomes, include assessment plans, and are evaluated by standards that are clearly documented and used equitably.

### **Budget Planning Moving Forward**

The Division of Finance and Management reports that campus revenues generally follow enrollment trends; however, being a public institution means that Cortland relies on State support as well as tuition to balance the budget. Following are the final State budget and forecast totals for SUNY Cortland for the periods 2012-2013 through 2019-2020, in thousands:

<b>Fiscal Year</b>	<b>State Support</b>	<b>Campus Revenues</b>	<b>Total State Budget</b>
2012-13 Budget	\$14,151.5	\$39,514.0	\$53,665.5
2013-14 Budget	\$14,151.5	\$41,803.6	\$55,955.1
2014-15 Budget	\$14,361.2	\$44,277.7	\$58,638.9
2015-16 Budget	\$14,279.5	\$44,717.3	\$58,996.8
2016-17 Budget	\$14,151.5	\$44,583.0	\$58,734.5
2017-18 Forecast	\$14,151.5	\$46,216.3	\$60,367.8
2018-19 Forecast	\$14,151.5	\$46,845.4	\$60,996.9
2019-20 Forecast	\$14,151.5	\$47,471.8	\$61,623.3

The State support portion of the budget is expected to remain relatively flat or to increase slightly by 1.5% between 2012 and 2019. The campus revenues show an increase over the same time of 14.8%-20.1%. The campus revenues include a \$200 increase as passed by the State government beginning with 2017-2018. During the period between 2011-2012 and 2015-2016, campuses had a rational tuition plan that included annual in-state tuition and increases of \$300 with graduate and out-of-state rates climbing even higher. Fiscal year 2016-2017 passed without an increase. The fluctuations in campus revenue for these years is a function of the enrollment targets only and therefore is relatively stable.

While budgets and forecasts are necessary for planning purposes, actual results are influenced by several extenuating factors. As a public institution, State support is subject to change without much notice as tax revenue shortfalls and surpluses are as volatile as the stock exchanges. The performance of American stocks affects the tax base due to the large bonuses that are paid to brokers. An excellent stock year translates to large tax revenues for New York State. The same happens conversely so predictions are not guaranteed. This is just one predictor persuading the practice of developing conservative budgets by State agencies like SUNY.

For SUNY Cortland specifically, this factor, combined with the “shrinking budget,” motivates the leadership to follow a conservative model. The State budget does not presently cover all of the campus’ needs, so Income Fund Reimbursable (IFR) funds are used to close the gap. Fortunately, our campus reserves are healthy and provide the needed resources for operations. These funds, generated through campus overhead charges on departmental and other IFR’s, serve as the primary resource for the reserves. Other reserves occur through miscellaneous facilities revenue, including rentals and rebates by energy companies for attaining sustainability goals.

These same reserves have also provided funding for strategic initiatives for several years. Requests for strategic dollars will follow the same format as in the initial year and persist into future years for as long as this model exists. The Division of Finance and Management anticipates that, if adopted, a zero-based budget exercise will take place every four years to refresh the budget plan and adjust for changing conditions.



## APPENDICES

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  - C.1. Distance Education
  - C.2. Mohawk Valley Graduate Center
- D. Study Abroad Global Learning Initiatives
- E. New Faculty Hires Chart (2012-2016)
- F. Facilities Improvements
- G. Sustainability Initiatives
- H. SUNY Cortland Future New Yorker Scholarships/Grants
- I. SUNY Cortland Strategic Plan 2017-2022/SUNY Cortland Institutional Priorities
- J. SUNY Cortland Institutional Objectives 2017-2022
- K. Institutional Planning and Assessment (Document); is accessible at:  
<http://www2.cortland.edu/dotAsset/d09422cb-253c-4d15-82e4-82464d20d85f.pdf>
- L. Linking Planning and Budgeting
  - L.1. Linking Planning and Budgeting document
  - L. 2. Provisional Fund Request
  - L. 3. Draft Rubric for Review by Vice Presidents and President's Cabinet
  - L.4. Proposed Revisions to Annual Report Format (memo)
- M. SUNY Excels/The Power of SUNY

N. SUNY Excels—SUNY Cortland submission; is also accessible at:

[http://www.suny.edu/media/suny/content-assets/documents/excels/SUNY-Excels-PIP-Narrative\\_Cortland\\_20151223.pdf](http://www.suny.edu/media/suny/content-assets/documents/excels/SUNY-Excels-PIP-Narrative_Cortland_20151223.pdf)

### **ADDITIONAL MATERIALS**

O. SUNY Cortland Middle States Decennial Self-Study document is accessible at:

<http://www2.cortland.edu/about/accreditations/middle-states/documents.dot>

P. College Catalogs are accessible at: <http://catalog.cortland.edu/index.php?catoid=27> (undergraduate 2016-2017); and <http://catalog.cortland.edu/index.php?catoid=28> (graduate)

Q. College Handbook is accessible at:

<http://www2.cortland.edu/offices/publications/handbook/>

## APPENDIX A

### RECOMMENDATIONS OF THE 2012 MIDDLE STATES SITE TEAM

#### **Recommendation**

□ The College should coordinate the various financial plans into a multi-year planning document that will align with its carefully crafted strategic direction. Specifically, Cortland's four (4) strategic priorities should form the basis for a multi-year strategic planning document—that is, a detailed strategic plan—that can inform the budgeting process as well as all other aspects of the College's functioning in the years ahead. This strategic plan should detail specific goals and strategies, and assign responsibility so that appropriate assessments can be conducted and future strategic adjustments made.

#### **Recommendation**

□ Measurable goals, objectives, and student learning outcomes should be developed and assessed in all academic programs—regardless of external accreditation—at the course, program and unit levels, with the goal of creating and maintaining a culture of continuous improvement with regard to all of Cortland's strategic goals and priorities.

VI. The two recommendations already presented by the Team—one in Standard 2, and above in Standard 14—are seen as important and related. The goals for assessment must be part of the goal structure of a detailed strategic plan—via the key priorities of Academic Excellence and Transformational Education. For without assessment, there can be no compelling evidence that those lofty priorities are being achieved.

#### **Conclusion**

In conclusion, under the strong and collaborative leadership of President Bitterbaum, Cortland has made great progress since its last Middle States evaluation, and is clearly poised to achieve even greater heights in the years ahead. While funding concerns and other uncertainties will always have to be dealt with, the Cortland community has shown great capacity and skill in working together to overcome great challenges. This collaborative spirit may become even more important in the years ahead, but at this point in the College's history, the Cortland family is certainly entitled to a *brief* period of celebration for the successes of the past, before moving on to face and overcome the daunting challenges of the future. And at this time, we call on all members of the Cortland family to work together to make the Cortland dream a reality. The Team believes that Cortland has a bright future ahead of it. And we, your Middle States colleagues on the Team, who share your passion and commitment to public higher education, wish you great success as you work to accomplish your noble mission

## APPENDIX B

### 2012 MIDDLE STATES SELF-STUDY RECOMMENDATIONS SELF-IDENTIFIED BY SUNY CORTLAND

#### Chapter 4: Mission, Vision, Values, Planning Processes

##### Recommendation 4.1

Analyze the campus strategic plan in relation to the SUNY System strategic plan (*The Power of SUNY*) introduced in 2010 to determine how SUNY Cortland aligns itself with the six major goals of the SUNY plan; and, determine how SUNY Cortland advances the SUNY-wide goals within the framework of its own mission statement and strategic priorities.

##### Recommendation 4.2

a. Develop a College-wide plan for monitoring the effectiveness of the new standardized annual report format as a method for alignment of individual and unit annual reports with institutional strategic priorities.

b. Explore the further development of data management strategies that would facilitate the alignment of activities and resources with the strategic plan.

#### Chapter 5: Academic Excellence: Students

##### Recommendation 5.1

a. The Institutional Research and Assessment Office should begin to provide reports on new student (freshmen, transfer, graduate) grade distributions in General Education and other baccalaureate required courses.

b. The Institutional Research and Assessment Office should provide standard survey results (e.g., NSSE, SOS) comparing transfer students to new first-time students.

c. Develop methods to measure stakeholder (parents, prospective and current students, faculty, staff) satisfaction levels with the informational materials (accessibility, clarity) provided on the web; i.e., whether they are sufficient to allow for productive decision-making processes and data-gathering.

##### Recommendation 5.2

Expand, (based on demographics and increasing enrollment) student support programs, including more support for upper-level courses. Improve the methods used to make students aware of these programs.

##### Recommendation 5.3

a. Discuss whether introductory courses transferred in by freshmen are truly preparing them for upper-level (major-based) coursework at the college level.

b. Assess the effectiveness of "college-level" courses taken while in high school and other course credit equivalencies (including credits by examination, transfer credits.)

c. Undertake a more integrated review process for scholarships and how some scholarships could be leveraged to attract students from a broader national or international base.

- d. Allocate sufficient resources for marketing, identification of target audiences and competitors, and commitment to a formal integrated brand marketing.
- e. Assess on a regular basis the effectiveness of the various tools used by Admissions.

#### **Recommendation 5.4**

- a. Explore the development of more support programs (beyond EOP) that target other students who marginally meet the standards for admission.
- b. Participation in programs designed to help under-functioning students is largely voluntary. Consider making participation mandatory.

### **Chapter 6: Academic Excellence: Faculty**

#### **Recommendation 6.1**

- a. Institutionalize high-impact learning experiences into academic programming.
- b. Increase the number of interdisciplinary collaborations.

#### **Recommendation 6.2**

- a. Increase the number of full-time tenure track faculty.
- b. Expand mentoring opportunities to support the success of new faculty.
- c. Explore ways to further support the increasing importance of faculty research across all disciplines on campus.

### **Chapter 7: Academic Excellence: Educational Offerings**

#### **Recommendation 7.1**

In order to further enhance and/or assess the academic excellence of the educational offerings at SUNY Cortland, the College should consider the following:

- a. Utilize information management software for submission of annual reports to gather information more effectively and efficiently.
- b. Advise the Faculty Senate to consider including statements relating to academic rigor in required faculty course teacher evaluations.
- c. Develop a campus vision and strategic plan for distance learning, and summer and winter term course offerings.
- d. Rewrite the Course Teacher Evaluation (CTE) policy in the *College Handbook (Section 260.02)* so that it clearly indicates that summer and winter term courses need to be evaluated similarly to those taught during the academic year.

#### **Recommendation 7.2**

To improve the GE assessment process:

- a. Establish and/or revise benchmarks for each GE category.
- b. Increase access and involvement in review of assessment results to provide recommendations for improvement/change within categories.
- c. Establish subcommittees in all category areas to discuss assessment issues throughout the assessment process, as appropriate.
- d. Disseminate the GE results in a more timely and specific way so that faculty can critically examine the effectiveness of their GE offerings, and

e. Explore the possibility of renaming the SUNY Cortland GE11 category currently titled "Prejudice and Discrimination."

**Recommendation 7.3**

To enhance the effectiveness of learning resources to better meet student needs:

- a. Increase resources available for programs that support student achievement.
- b. Memorial Library should develop assessment programs measuring the effectiveness of its programs, including reference and instruction, on academic excellence.

**Recommendation 7.4**

With regard to students meeting college goals in the major and/or program:

- a. Require Writing Intensive (WI) courses to undergo a systematic review to determine their effectiveness and compliance with WI criteria.
- b. Further internationalize the curriculum to foster global competencies in our students.

**Recommendation 7.5**

a. Devise a more effective way of assessing development of engaged students with a strong social conscience.

b. Require new program proposals to indicate how their program(s) reflect the mission of the College.

**Recommendation 7.6**

Continue to support services and opportunities for underprepared students.

**Chapter 8: Transformational Education**

**Recommendation 8.1**

Provide a campus-wide calendaring system through College portal for students, staff and faculty to promote communication and enhance access to opportunities.

**Recommendation 8.2**

a. Explore and evaluate the merits of developing and implementing a co-curricular transcript and/or portfolio system to link activities and learning outcomes.

b. Develop a more organized approach to assessing transformational education.

**Recommendation 8.3**

a. Conduct a campus-wide analysis of structured learning experiences to investigate the connection, if any, between transformational education and student well-being.

b. Provide training and support for College personnel interested in developing and tracking co-curricular learning outcomes.

**Recommendation 8.4**

a. Develop and adopt the College's definition of global competence and prioritize learning outcomes to incorporate that definition into international programming and curricular initiatives; develop and implement an assessment tool to gauge student cultural competency.



b. The College should consider creating a mechanism for on-going tracking of international activities on campus and abroad and a mechanism to track participation of SUNY Cortland students in non-SUNY education abroad activities.

**Recommendation 8.5**

Explore the use of the Bringing Theory to Practice Project as a benchmark to assess other forms of experiential education.

**Chapter 9: Well-being**

**Recommendation 9.1**

Identify and support the resources needed to become “a national leader in the promotion of physical, emotional, cultural and social well-being of all community members”. Necessary resources might include a Wellness Program/Center that coordinates wellness activities and programs.

**Recommendation 9.2**

The 2011 Facilities Master Plan addresses functional facility deficiencies that were outlined in the respective accreditation reports for Student Health Services, University Police Department and the Counseling Center. The College should monitor and assess these plans in order to maintain a high level priority.

**Recommendation 9.3**

Explore strategies to address the elevated indicators of substance abuse among our student population.

**Recommendation 9.4**

Increase support for accreditation and benchmarking in the area of well-being.

**Recommendation 9.5**

Continue to monitor campus well-being and use data to inform strategic planning and program development.

**Recommendation 9.6**

Examine the link between faculty and staff well-being and student well-being.

**Recommendation 9.7**

- a. Evaluate the College’s plan for assessing learning outcomes related to diversity.
- b. Increase enrollment diversity at both the undergraduate and graduate levels.
- c. Evaluate retention and graduation rates among student cohorts (race, special talent, EOP, etc.) to determine if there are significant differences that need to be addressed.

**Recommendation 9.8**

Improve technology and facility accessibility in order to achieve universal accessibility.

**Recommendation 9.9**

Develop strategic plans for implementing and institutionalizing the College's "Climate Action Plan".

**Chapter 10: Maximize Resources**

**Recommendation 10.1**

Implement strategies to effectively increase alumni giving to SUNY Cortland with special emphasis on students and young alumni engagement.

**Recommendation 10.2**

The Human Resources Office should continue to assess the needs of employees and offer additional professional development to SUNY Cortland employees.

**Recommendation 10.3**

Proposals/Requests for President's Cabinet review should include notification of how the request contributes to and supports the institutional priorities as defined in the strategic plan.



## APPENDIX C – C.1



# Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

June 28, 2016

Dr. Erik J. Bitterbaum  
President  
SUNY College at Cortland  
P. O. Box 2000  
Cortland, NY 13045

Dear Dr. Bitterbaum:

At its session on June 27, 2016, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request. To include the first and second distance education programs in: (1) online M.S. in Sport Management and (2) online M.S.Ed. in Physical Education Leadership within the scope of the institution's accreditation. To remind the institution of the Commission's request of June 28, 2012, regarding the Periodic Review Report due June 1, 2017.

This action is a substantive change action. An explanation of this type of action is provided in the Commission's policy *Accreditation Actions*, which is available on the Commission's website.

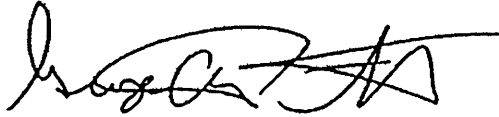
Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with the policy *Advertising, Student Recruitment, and Representation of Accredited Status*, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Dr. Erik J. Bitterbaum  
June 28, 2016  
Page 2

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of SUNY College at Cortland. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Ellie A. Fogarty, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read "George A. Pruitt". The signature is stylized with a large initial "G" and a long horizontal stroke extending to the right.

George A. Pruitt, Ph.D.  
Chair

c: Chancellor, State University of New York System Administration



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
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## STATEMENT OF ACCREDITATION STATUS

### SUNY COLLEGE AT CORTLAND

P. O. Box 2000

Cortland, NY 13045

Phone: (607) 753-2201; Fax: (607) 753-5993

[www2.cortland.edu/home/](http://www2.cortland.edu/home/)

**Chief Executive Officer:** Dr. Erik J. Bitterbaum, President  
**System:** State University of New York System Administration  
Dr. Nancy L. Zimpher, Chancellor  
State University Plaza  
Albany, NY 12246  
Phone: (518) 320-1355; Fax: (518) 320-1560

### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 6283 Undergraduate ; 643 Graduate  
**Control:** Public  
**Affiliation:** Government-State Systems - The State University of New York  
**2015 Carnegie Classification:** Master's Colleges & Universities - Larger Programs  
**Approved Degree Levels:** Bachelor's, Master's, Post-Master's Award/Cert/Diploma;  
**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:** American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology ; Council for the Accreditation of Education Preparation (CAEP)

**Other Accreditors:** National Science Teachers Association (NSTA); National Council of Teachers of English (NCTE); National Council for Teachers of Mathematics (NCTM); National Council for Social Studies (NCSS); American Council on the Teaching of Foreign Languages (ACTFL); Commission on Accreditation of Athletic Training Education; American Chemical Society; Association for Childhood Education International (ACEI); National Association for the Education of the Young Child (NAEYC); Educational Leadership Constituent Council (ELCC); Teachers of English to Speakers of Other Languages (TESOL); Council for Exceptional Children (CEC); International Literacy Association; Society for Health and Physical Education (SHAPE); Council on Accreditation of Parks, Recreation, Tourism, and Related Professions; International Association of Counseling Services (IACS); New York State Division of Criminal Justice Services; College Reading and Learning Association

### Instructional Locations

**Branch Campuses:** None

**Additional Locations:** Mohawk Valley Community College, Utica, NY.

**Other Instructional Sites:** Brauer Memorial Field Research Station, Selkirk, NY; Broome-Tioga BOCES, Binghamton, NY; Greek Peak Mountain Resort, Cortland, NY; Madison-Oneida BOCES, Verona, NY; Main Street SUNY Cortland, Cortland, NY; Outdoor Education Center, Raquette Lake, NY.

## **ACCREDITATION INFORMATION**

**Status:** Member since 1949

**Last Reaffirmed:** June 28, 2012

### **Most Recent Commission Action:**

**June 27, 2016:** To acknowledge receipt of the substantive change request. To include the first and second distance education programs in: (1) online M.S. in Sport Management and (2) online M.S.Ed. in Physical Education Leadership within the scope of the institution's accreditation. To remind the institution of the Commission's request of June 28, 2012, regarding the Periodic Review Report due June 1, 2017.

### **Brief History Since Last Comprehensive Evaluation:**

**June 28, 2012:** To reaffirm accreditation and to commend the institution for the quality of the self-study process and the quality of the self-study report. To request that the Periodic Review Report, due June 1, 2017, document (1) further development of a comprehensive strategic planning process that links long-range planning to decision-making and budgeting processes (Standard 2) and (2) further development of measurable learning goals at the program and course levels for all academic programs (Standard 14).

**June 29, 2015:** To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from Mohawk Valley Graduate Center, Donovan Hall, Room 1223, SUNY IT, Utica, NY 13504 to Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13401 and to include the new additional location provisionally within the scope of the institution's accreditation pending a site visit within six months. To note that this action is not retroactive. To remind the institution that the Periodic Review Report, due June 1, 2017, document (1) further development of a comprehensive strategic planning process that links long-range planning to decision-making and budgeting processes (Standard 2) and (2) further development of measurable learning goals at the program and course levels for all academic programs (Standard 14).

**Next Self-Study Evaluation:** 2021 - 2022

**Next Periodic Review Report:** 2017

**Date Printed: June 28, 2016**

## **DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

APPENDIX C – C.2



**Middle States Commission on Higher Education**

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

June 30, 2015

Dr. Erik J. Bitterbaum  
President  
SUNY College at Cortland  
P. O. Box 2000  
Cortland, NY 13045

*Submit SUNY  
Carol  
Fred*

Dear Dr. Bitterbaum:

At its session on June 29, 2015, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from Mohawk Valley Graduate Center, Donovan Hall, Room 1223, SUNY IT, Utica, NY 13504 to Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13401 and to include the new additional location provisionally within the scope of the institution's accreditation pending a site visit within six months. To note that this action is not retroactive. To remind the institution that the Periodic Review Report, due June 1, 2017, document (1) further development of a comprehensive strategic planning process that links long-range planning to decision-making and budgeting processes (Standard 2) and (2) further development of measurable learning goals at the program and course levels for all academic programs (Standard 14).

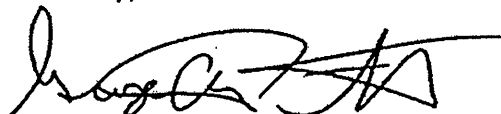
Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Dr. Erik J. Bitterbaum  
Page 2

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of SUNY College at Cortland. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Ellie A. Fogarty, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read "George A. Pruitt". The signature is stylized with a large initial "G" and a long horizontal stroke extending to the right.

George A. Pruitt, Ph.D.  
Chair

c: Dr. Nancy L. Zimpher, Chancellor, State University of New York System Administration



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

## STATEMENT OF ACCREDITATION STATUS

### SUNY COLLEGE AT CORTLAND

P. O. Box 2000

Cortland, NY 13045

Phone: (607) 753-2201; Fax: (607) 753-5993

[www2.cortland.edu/home/](http://www2.cortland.edu/home/)

**Chief Executive Officer:** Dr. Erik J. Bitterbaum, President  
**System:** State University of New York System Administration  
Dr. Nancy L. Zimpher, Chancellor  
State University Plaza  
Albany, NY 12246  
Phone: (518) 320-1355; Fax: (518) 320-1560

### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 6317 Undergraduate; 641 Graduate  
**Control:** Public  
**Affiliation:** Government-State Systems- The State University of New York  
**Carnegie Classification:** Master's - Larger Programs  
**Approved Degree Levels:** Bachelor's, Master's, Post-Master's Award/Cert/Diploma;  
**Distance Education Programs:** Not Approved

**Accreditors Recognized by U.S. Secretary of Education:** American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology ; National Council for Accreditation of Teacher Education

**Other Accreditors:** National Science Teachers Association (NSTA); National Council of Teachers of English (NCTE); National Council for Teachers of Mathematics (NCTM); National Council for Social Studies (NCSS); American Council on the Teaching of Foreign Languages (ACTFL); Commission on Accreditation of Athletic Training Education; American Chemical Society; Association for Childhood Education International (ACEI); National Association for the Education of the Young Child (NAEYC); Educational Leadership Constituent Council (ELCC); Teachers of English to Speakers of Other Languages (TESOL); Council for Exceptional Children (CEC); International Reading Association; American Association for Health Education (AAHE); National Association for Sport and Physical Education (NASPE); Council on Accreditation of Parks, Recreation, Tourism, and Related Professions; International Association of Counseling Services (IACS); New York State Division of Criminal Justice Services; College Reading and Learning Association



## **Instructional Locations**

**Branch Campuses:** None

**Additional Locations:** Mohawk Valley Community College, Utica, NY.

**Other Instructional Sites:** Brauer Memorial Field Research Station, Selkirk, NY; Broome-Tioga BOCES, Binghamton, NY; Greek Peak Mountain Resort, Cortland, NY; Madison-Oneida BOCES, Verona, NY; Main Street SUNY Cortland, Cortland, NY; Outdoor Education Center, Raquette Lake, NY.

## **ACCREDITATION INFORMATION**

**Status:** Member since 1949

**Last Reaffirmed:** June 28, 2012

### **Most Recent Commission Action:**

June 29, 2015: To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from Mohawk Valley Graduate Center, Donovan Hall, Room 1223, SUNY IT, Utica, NY 13504 to Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13401 and to include the new additional location provisionally within the scope of the institution's accreditation pending a site visit within six months. To note that this action is not retroactive. To remind the institution that the Periodic Review Report, due June 1, 2017, document (1) further development of a comprehensive strategic planning process that links long-range planning to decision-making and budgeting processes (Standard 2) and (2) further development of measurable learning goals at the program and course levels for all academic programs (Standard 14).

### **Brief History Since Last Comprehensive Evaluation:**

June 28, 2012: To reaffirm accreditation and to commend the institution for the quality of the self-study process and the quality of the self-study report. To request that the Periodic Review Report, due June 1, 2017, document (1) further development of a comprehensive strategic planning process that links long-range planning to decision-making and budgeting processes (Standard 2) and (2) further development of measurable learning goals at the program and course levels for all academic programs (Standard 14).

**Next Self-Study Evaluation:** 2021 - 2022

**Next Periodic Review Report:** 2017

**Date Printed:** June 30, 2015

## DEFINITIONS

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## EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

**Accreditation Readiness Report (ARR):** The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

**Progress Report:** The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

**Monitoring Report:** There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

**Supplemental Information Report:** This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

#### Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

#### Affirming Actions

**Grant Candidate for Accreditation Status:** This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as "Pre-accreditation" and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

**Grant Accreditation:** The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

**Grant Accreditation and request a Progress Report or Monitoring Report:** The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

**Reaffirm Accreditation via Self Study or Periodic Review Report:** The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for

compliance.

**Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report:** The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

#### **Administrative Actions**

**Continue Accreditation:** A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

#### **Procedural Actions**

**Defer a decision on initial accreditation:** The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

**Postpone a decision on (reaffirmation of) accreditation:** The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

**Voluntary Lapse of Accreditation:** The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

#### **Non-Compliance Actions**

**Warning:** A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

**Probation:** Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

**Show Cause:** An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

#### **Adverse Actions**

**Withdrawal of Accreditation:** An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

**Denial of Accreditation:** An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

**Appeal:** The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

## **APPENDIX D**

### **Study Abroad Global Learning Outcomes**

Upon completion of an approved study abroad or other international program a SUNY Cortland student will be able to:

#### ***Intercultural Communicative Skills***

Communicate appropriately and effectively with diverse individuals and groups with diverse language backgrounds.

#### ***Personal Growth***

Gain confidence and maturity to impact positively their intellectual, personal, and professional development and to further define their values and future goals.

#### ***Cultural Awareness***

Demonstrate knowledge and awareness of the similarities and differences between their own culture and that of others, and to recognize how learning with others who are culturally different from them shapes their own awareness of cultural values and biases.

#### ***Understanding of Global Issues***

Demonstrate an understanding of global issues, trends, geography and historical aspects of their specific study abroad program location.

**APPENDIX E**

**FACULTY HIRES 2012-2017**

Title	Name of Hire	Ethnicity	Year of hire
Sport Management, Assistant Professor		WF	2012
Kinesiology, Director for Athletic Training Education, Assistant Professor		WF	2012
Physical Education (Pedagogy), Assistant Professor		WM	2012
Foundations & Social Advocacy, Assistant Professor		WF	2012
Sport Management, Associate/Full Professor - Dept. Chair		WM	2012
Community Health, Assistant Professor		WF	2012
Communication Disorders & Sciences, Assistant Professor		WF	2012
Economics, Instructor		WF	2012
Sport Management, Instructor		WM	2012
Kinesiology, Assistant/Associate Professor		WF	2013
Technical Services Librarian (Sr. Assistant Librarian)		WF	2013
Psychology of Children with Exceptionalities, Assistant Professor		WM	2013
Sport Management, Associate Professor		WM	2013
Sport Management, Associate Professor		WM	2013
Information Literacy/Instruction Coordinator (Sr. Assistant Librarian)		WF	2013
Sociology/Anthropology, Assistant Professor		WF	2013
Communication Disorders & Sciences, Lecturer		WF	2013
Communication Disorders & Sciences, Lecturer		WF	2013
Director of Writing Programs, Assistant/Associate Professor		WF	2013
Economics, Assistant/Associate Professor		WM	2013
Contemporary American English, Assistant/Associate Professor		WM	2013
Chemistry, Assistant/Associate Professor		WM	2013
Neuroscience, Assistant Professor, Psychology		WM	2013
Modern Languages, Lecturer		WF	2013
Kinesiology, Assistant/Associate Professor		WF	2013
Sustainable Energy Physics, Assistant Professor		WM	2013
Solid State/Astronomy Physics, Assistant Professor		WF	2013
Literacy, Assistant Professor		AM	2013
Biochemistry, Assistant Professor		WF	2013
Interdisciplinary Studies, Assistant/Associate Professor		WF	2013
Political Science, Assistant/Associate Professor		WM	2013
History, Assistant Professor		WM	2013



British Literature & Culture (English), Assistant Professor	WM	2013
Communication Disorders & Sciences, Assistant Professor	WM	2013
Public Relations & Advertising (Communications Studies), Assistant Professor	AF	2013
Kinesiology, Assistant Professor	WF	2013
Childhood/Early Childhood, Assistant Professor	WF	2013
Childhood/Early Childhood, Assistant Professor	WF	2013
Chemistry, Visiting Assistant Professor/Instructor	WF	2013
Economics, Visiting Professor/Instructor	WF	2013
Media Production & Emerging Media (Communications Studies) Assistant Professor	WM	2013
Senior Assistant Librarian	WF	2013
Literacy, Assistant Professor	WF	2013
Community Health and Health Promotion, Assistant/Associate Professor	WM	2013
Community Health and Health Promotion, Assistant/Associate Professor	WF	2013
Visiting Instructor, Biology	WM	2014
Rec, Park and Leisure Visting Assistant Professor	WM	2014
Chemistry, Visiting Assistant Professor/Instructor	WF	2014
Instructional Services Librarian (Sr. Assistant Librarian	WM	2014
Sociology/Anthropology, Assistant Professor	WF	2014
Sport Management, Assistant Professor	WM	2014
Literacy, Assistant/Associate Professor	WF	2014
Instructional Services Librarian (Sr. Assistant Librarian	WM	2014
Instructional Services Librarian (Sr. Assistant Librarian	WF	2014
Physical Education, Assistant Professor	WF	2014
Philosophy, Assistant Professor	WM	2014
Mathematics, Assistant Professor	AM	2014
Mathematics, Lecturer	WF	2014
Communications Disorders & Sciences, Assistant/Associate Professor (re-advertised 3/16)	WF	2015
Kinesiology, Assistant Professor	WM	2015
Kinesiology, Assistant Professor	WM	2015
Economics, Visiting Professor	WM	2015
Sociology/Anthropology, Assistant Professor (10 months)	WM	2015
Recreation, Parks and Leisure Studies, Assistant Professor (10 months)	WF	2015
Political Science, Assistant Professor	AM	2015
Foundations & Social Advocacy, Assistant Professor	WF	2015

Recreation, Parks and Leisure Studies, Assistant Professor	WM	2015
Mathematics (Analysis), Assistant Professor	WM	2015
Psychology (Applied), Assistant Professor	WF	2015
Mathematics (Algebra), Assistant Professor	WF	2015
Health, Assistant Professor	WF	2015
Psychology (Clinical/Counseling), Assistant Professor	WF	2015
Biological Sciences (Cell Biology), Assistant Professor	WM	2015
English, Assistant Professor	WM	2015
Communications Studies, Assistant Professor	AM	2015
Physical Education, Lecturer	WF	2015
Physical Education, Lecturer	WF	2015
Performing Arts, Associate Professor/Dept. Chair	WF	2015
Sociology/Anthropology, Assistant Professor	WF	2015
Chemistry, Lecturer	WF	2015
Chemistry, Lecturer	WF	2015
Sport Management, Visiting Assistant Professor/Instructor	WF	2015
Computer Applications Program Faculty/Sr. Assistant Librarian	WF	2015
English, Visiting Assistant Professor	WM	2015
Kinesiology, Assistant Professor	WF	2015
Art and Art History, Assistant Professor	WF	2015
Communication Disorders & Sciences, Assistant Professor	WF	2015
Performing Arts - Assistant Professor	WM	2016
Associate/Full Professor and Chair - Communication Disorders and Sciences	WF	2016
Sport Management, Assistant Professor	WM	2016
Political Science, Assistant Professor	WM	2016
Kinesiology, Assistant Professor (10 months)	WM	2016
Sociology/Anthropology, Assistant Professor (10 months)	WF	2016
Community Health and Health Promotion, Assistant Professor	WF	2016
Communication Studies, Assistant Professor (10 months)	AF	2016
Economics, Assistant Professor (10 months)	WF	2016
Childhood/Early Childhood, Mathematics Education, Asst/Assoc Prof	WF	2016
Childhood/Early Childhood, Mathematics Education, Asst/Assoc Prof	WM	2016
Invertebrate Biology, Assistant Professor	WF	2016
Conservation Biology, Assistant Professor	HF	2016

English Education, Assistant Professor (10 months)	WM	2016
History (Public History), Assistant Professor (10 months)	WM	2016
Economics (Lecturer)	WM	2016
Educational Leadership, Associate Professor	WF	2016
Educational Leadership, Assistant/Associate Professor	WM	2016
Political Science, Visiting Assistant Professor	WM	2016
Physical Education (Pedagogy), Assistant Professor	WF	2017
Media Writing, Communications, Assistant Professor	BM	2017
Foundations & Social Advocacy, Assistant Professor	WF	2017
Foundations & Social Advocacy, Assistant Professor	HM	2017
Kinesiology, Assistant Professor	WF	2017

## APPENDIX F

### Facility Accessibility Projects:

#### 2011-2012

- The front entrance of Casey and Smith Towers were made accessible.
- A new elevator at Cheney Hall, as well as, a lift at the front entrance was provided.
- A study of all elevators around the campus was completed and resulted in design for upgrade of the Miller Administration Building and Corey Union elevators and Winchell Hall.
- Provided accessible elevated stage for fans during the *New York Jets* training camp, this was received so well that *New York Jets* are providing the same in their facilities as well.

#### 2012-13

- Based on the study of elevators, the Miller elevators were upgraded.
- Provided accessible elevated stage for fans during the New York Jets training camp.
- Renovated the Hayes Hall entrance and provided new accessible ramp.
- Completion of new residence hall, Dragon Hall, including elevators and accessible livings.

#### 2013-14

- Based on the study, Corey Union elevators were started.
- Continued providing accessible elevated stage for fans during the *New York Jets* training camp.
- Renovating the lower plaza of Corey and providing a ramp access to the space.
- Facilities Operation and Services (a.k.a Physical Plant) reviewed the accessibility routes for snow removal as a priority.
- Renovation of the Bowers I science building with new elevator and complete access to lab and classrooms.
- Renovation of Dowd Fine Arts building with accessible theater, restrooms, etc.
- Created new curb cut for the sidewalk from Park Center to Stadium.

#### 2014-15

- The Corey Union elevator modernization project was completed.
- The Smith Elevator modernization project was started.
- The Neubig site improvements currently completed which eliminated a set of exterior stairs that resides on one of the busiest thoroughfares on campus. This project will regrade the area between Neubig and Corey Union, allowing for the sidewalks to be cleared of snow more easily and eliminating a possible slip hazard in the winter months.
- Continued providing accessible elevated stage for fans during the *New York Jets* training camp.
- FO&S works with the Disability Services office on campus to ensure that each semester which buildings disabled students will need to access in order to prioritize snow and ice removal at and in-between these buildings.

- Completion of the Student Life Center with complete accessibility to the building, pool area and restrooms.

## **2015-16**

- The Alger and Smith Halls elevators modernization projects were both completed and have provided a more reliable mode of vertical transportation in these two residence halls.
- The Neubig Road speed tables, completed in June 2016, eliminating steps and ramps to the street. This project has enhanced the traffic safety between Neubig and Corey Union, as well as allowing for the sidewalks to be cleared of snow more easily.
- FO&S works with the Disability Services office on campus to ensure each semester which buildings disabled students will need to access in order to prioritize snow and ice removal at and in-between these buildings.
- Several accessible parking spaces were added to the campus parking in the logistical locations.
- Renovation of the DeGroat Hall and adding the single occupancy restroom, an elevator and accessible living.
- Started dialogue and approval for new signage to replace the single occupancy bathroom sign to a more universal use.
- Provided new accessible ramps/sidewalk at Moffett Fire Lane, as well as, Hendrick Hall which connect Smith Tower to Neubig Hall without need to use the road.

## APPENDIX G

### SUNY Cortland Sustainability Initiatives

- SUNY Cortland became the first SUNY campus to operate all of its facilities using [100 percent renewable electric energy](#).
- In 2014 SUNY Cortland became the first in SUNY to have a certified [LEED Platinum Dorm](#).
- SUNY Cortland was the first in SUNY to enter into a power purchase agreement to install a One [Megawatt Solar PV array on campus](#).
- SUNY Cortland is designated a [Tree Campus USA!](#)
- SUNY Cortland received a [Gold rating](#) in Sustainability Tracking and Assessment Reporting System (STARS).
- A team of 16 students are hired as "[Green Reps](#)" each semester to educate the campus on sustainability.
- Over 25% of Dining Services purchases have NY ties.
- Fountain beverage servicing in the dining halls lead to 35% reduction in sales of bottled beverages.
- We recycle 100% of all eligible plastic and metal containers in our food production facilities.
- We use 30% less paper, plastic foam and plastics in Neubig alone after switching to washable china.
- Food remaining in dining halls before semester breaks is donated to local food pantries.
- The College Store recycled 28,000 textbooks in the last year.
- In the [2015 AASHE Sustainable Campus Index](#) we were highlighted for our strong work in service learning.
- The "[No-Mow Zone](#)" is an acre of turf grass surrounding the SUNY Cortland Service Group complex.
- SUNY Cortland has developed [model gardens](#) on campus to teach students and staff about sustainable agriculture.

## APPENDIX H

### ENROLLMENT AND FINANCE SUNY CORTLAND FUTURE NEW YORKER GRANT

**SUNY Cortland Future New Yorker Grant:** This unique, merit-based award is available for non-New York state residents who do not qualify for in-state tuition. No application is required and eligibility and award amounts are based on a student's academic record at the time of admission.

#### **Undergraduate Award Amounts**

Out-of-state matriculated undergraduate students award amount ranges from \$2,500 to \$5,200, Full-Time enrollment (12 credit hours) is required each semester.

#### **Graduate Award Amounts**

Out-of-state matriculated graduate students funding is prorated based on the number of credit hours enrolled in each semester:

12 credit hours \$2,600

9 credit hours \$1,950 credit hours \$1,300

3 credit hours \$650

[Type here]



DRAFT

# Commitment to Community

## SUNY Cortland Strategic Plan: 2017-2022

The SUNY Cortland strategic plan reflects both our strengths and aspirations as a community of scholars, citizens and colleagues. Building on our mission, vision, and priorities, we have identified a set of objectives that will guide our growth in critical areas. These will be enacted in work throughout the college and hold us accountable to continual improvement in each of our priorities. As we look toward our future, we hold on to our institutional mission and traditions while challenging ourselves to reflect, innovate and excel as individuals, as a college, and as a community.

### Our Mission

SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship and service.

### Our Vision

SUNY Cortland will be a college of opportunity, from which students graduate with the knowledge, integrity, skills and compassion to excel as leaders, citizens, scholars, teachers and champions of excellence. Prospective students and employees will choose the College in response to its nationally recognized academic programs, innovation and experiential learning, and the rich intellectual, social and athletic life on the campus. SUNY Cortland will be a center for intellectual, cultural and economic growth, distinguished by successful partnerships with organizations, schools, agencies and businesses throughout the region, the nation and the world.

### Our Priorities

Academic Excellence, Transformational Education, Well-being and Maximize Resources. These four priorities focus SUNY Cortland on our greatest strengths and opportunities to realize our potential as an academic institution and community. Within each of the priorities, we have established objectives and outcomes that provide direction for our work and decision-making over the next five years. Key indicators will allow us to evaluate our progress and help us revise and refine the strategic plan as a living document.





# Our Priorities

## Academic Excellence

cultivate

We will cultivate academic programs that provide students with the best opportunities to develop their knowledge, skills, and dispositions (trying to get at affective piece of learning/development). This means ensuring that we have relevant and engaging curriculum, effective and innovative delivery methods, appropriate facilities, and a culture of continual improvement. We will foster the highest levels of student and faculty engagement and support their contributions to their disciplines, the college, and communities locally and globally.



## Transformational Education

provide

We will provide intentionally designed, highly effective, educational opportunities that challenge students see themselves, and the world, in profound new ways. Transformational education involves all of the opportunities that expose students to new environments, cultures, perspectives, and knowledge. It also challenges them to reflect, acknowledge their self-efficacy, and continually expand their understanding and skills to be more engaged agents in their lives and their communities.



## Well-being

advocate

We will advocate for personal and community well-being through our academic disciplines and our campus programming and facilities. We actively promote the physical, emotional, cultural and social well-being our students and employees, determine areas of greatest need, and respond with policies, programs that recognize the well-being of each individual is critical to our strength as a whole. This includes striving to be a campus community that enacts values of inclusivity, collaboration, respect, and care where contributions to the community are recognized and we hold ourselves accountable to supporting a positive campus climate.



## Maximize Resources

sustain

We will sustain resources and carefully align our decision-making and allocation with the mission-based functions of the college and our strategic vision for the campus. Maximizing resources includes being fiscally responsible, thinking about efficiency while maintaining excellence, and communicating clearly about resource allocation. It also means focusing on sustainability and ensuring that the campus maintains a dedication to responsible use of natural resources and consideration of our impact on our environment.

## APPENDIX J

# Institutional Objectives

1. **Enhance the assessment of student learning and development and utilize evidence to strengthen programs.**
  - Indicators: Student learning outcomes assessment plans for all academic and student support programs
  - Accreditation with commendations as possible
2. **Improve student achievement in written and oral communication.**
  - Indicators: Achievement in CPN and course completion
  - Achievement in Writing Intensive coursework
  - Achievement in disciplinary writing
  - Achievement in oral presentation skills
3. **Increase persistence and degree completion for first-year, transfer, and underrepresented students.**
  - Indicators: First-year retention for first-time students
  - Transfer student retention
  - Total students completing degree
  - Time to degree
4. **Promote faculty engagement in the life of the college and in their respective disciplines.**
  - Indicators: Faculty activity documented in annual reports
  - Faculty governance committee and leadership positions are all filled
  - COACHE Survey of Faculty Satisfaction
  - Quality of student academic advisement
  - Student Opinion Survey and National Survey of Student Engagement Measures
5. **Increase the percent of courses taught by full-time faculty (tenure line; lecturer; instructor).**
  - Indicators: Percent of courses taught by full-time faculty
  - Percent of credit hours delivered by full-time faculty
6. **Expand the impact of applied learning by increasing opportunities, ensuring there are student learning objectives for all applied learning, and measuring the effectiveness of these opportunities.**
  - Indicators: Percent of students participating in applied learning
  - Percent of applied learning experiences with assessment plans based on student learning outcomes
  - National Survey of Student Engagement and Faculty Survey of Student Engagement
7. **Strengthen our community through a focus on inclusion, well-being, civility, and accountability.**
  - Indicators: Number of programs directed towards inclusivity
  - Increase participation in programs related to inclusion, well-being, civility
  - Diversity represented in student and faculty/staff populations
  - Understand student experience of underrepresented groups
8. **Maximize campus efforts to reduce student debt at time of graduation including scholarships, academic planning and financial literacy outreach.**
  - Indicators: Average student debt at time of graduation
  - Financial literacy programs and outcomes
9. **Increase revenue to campus from non-tuition sources including extended learning programs.**
  - Indicators: Total revenue from winter and summer session
  - New initiative development and related revenue
10. **Provide quality spaces and facilities for academic programs and the overall student experience.**
  - Indicators: Review of facilities master plan to set goals for facilities maintenance
  - Student Opinion Survey finding on facilities



Fall draft of outcomes	Revisions based on feedback
Increase and improve assessment of student learning to inform teaching and academic support.	Enhance the assessment of student learning and development and utilize evidence to strengthen programs.
Improve student progress and achievement in written and oral communication.	Improve student achievement in written and oral communication.
Increase persistence for first-year, transfer, and underrepresented students.	Increase persistence for first-year, transfer, and underrepresented students.
Increase the number of students completing degrees and maintain average time-to-degree above national standards.	Increase student degree completion and maintain average time-to-degree above national standards.
Increase faculty engagement in and out of the classroom, in campus governance and within their respective disciplines.	Promote faculty engagement in the life of the college and in their respective disciplines.
Increase the percent of courses taught by full-time faculty (tenure line; lecturer; instructor).	Increase the percent of courses taught by full-time faculty (tenure line; lecturer; instructor).
Increase the number of students who participate in applied learning experiences such as study abroad, undergraduate research, field work, and internships.	Expand the impact of applied learning by increasing opportunities, ensuring there are student learning objectives for all applied learning, and measuring the effectiveness of these opportunities.
Increase efforts to make SUNY Cortland a healthier and more inclusive community.	Strengthen our community through a focus on inclusion, well-being, civility, and accountability.
Increase positive indicators of an inclusive and supportive campus climate.	note: not clear from #9 with the above
Reduce the average student debt at time of graduation through initiatives such as increasing scholarship opportunities and enhancing student financial literacy.	Maximize campus efforts to reduce student debt at time of graduation through scholarships, academic planning and financial literacy.
Increase financial support from the Cortland College Foundation to support campus priorities and increase scholarship availability.	Note: remove and put in divisional plan for Institutional Advancement
Increase revenue to campus from non-tuition sources including extended learning programs.	Increase revenue to campus from non-tuition sources including extended learning programs.
Expand state of the art facilities to support academic programming and overall student experience.	Provide quality spaces and facilities for academic programs and the overall student experience.



## Strategic Planning Update October 2016

Strategic planning enables a campus to identify priorities, allocate resources, and then assess progress.

Strategic plans can provide:

- A forum and method for stewardship of vision
- Connection between planning, budgeting, and assessment
- Stronger systems for decision-making
- Organization of people, efforts, and resources
- Tracking and measuring results against expectations and targets
- Illustrate integration of varied functions within a single institution

For SUNY Cortland, our most recent cycle of planning began in 2009 with campus discussions around the mission, vision, values and priorities of the campus.

Four priorities emerged: academic excellence, transformational education, well-being, and maximizing resources.

Prompted by our own recommendations and those from the Middle States Accreditation team visit, the Institutional Planning and Assessment committee was formed to review progress and further develop the four institutional priorities into meaningful and reasonable institutional outcomes. The Institutional Planning and Assessment Committee has built upon the previous planning efforts to develop a draft set of outcomes and members are now working on how these might be measured to verify their usefulness.

We are asking for campus feedback on the Strategic Plan Outcomes (found on the following pages) at this time and for suggestions on best benchmarks and measures to assess our progress.

Please send your suggestions to [planning@cortland.edu](mailto:planning@cortland.edu). All feedback will be shared with the committee for full consideration. Look for upcoming meeting announcements as well!

## Middle States and Effective Institutional Planning

SUNY Cortland is accredited by the [Middle States Commission on Higher Education \(MSCHE\)](#), commonly referred to as Middle States. This accreditation allows us to operate, provides a credential for our degrees and courses, and is essential for the over 50 million dollars we receive in student aid funding. At our last visit, Middle States acknowledged our effort to revise the mission, and vision and establish campus values and priorities. They did recommend (which means require) that we strengthen our planning to include outcomes and clearer connection between planning and budgeting.

While MSCHE recently revised its standards, we are currently under the former set. In both versions, institutional planning and assessment are central themes. The standard on Institutional Effectiveness calls for sound planning and budget processes based on assessment results and informed decision-making (including allocation). Budgeting should support planning at all levels and evidenced-based decision-making should be an operating principle for allocations.

MSCHE identifies three integrated elements of effectiveness: planning, budgeting, and assessment. Given this integration, we are working to make our planning inclusive of budgeting strategies and assessment of the institutional outcomes.

Strategic priorities should form the basis for a multi-year strategic plan that can inform various functions of the college and coordinate financial planning with strategic direction.

Examples of MSCHE criteria for accredited colleges include planning that has institutional objectives, documented processes (like the annual reports), clear assignment of responsibilities, and decision-making processes. These and other criteria are guiding the work of the Institutional Planning and Assessment Committee. Evidence of our planning comes in the form of reporting, projections, year end reports, and policies and more. MSCHE is not prescriptive in how to do

planning, but they are looking at the overall effort in relation to the criteria for effective institutional planning.





# Cycle of Planning, Budgeting and Assessment



## Levels of Campus Planning

At its best, planning reflects a cycle of discussion and decision-making based on aspirations and evidence for a campus. No one plan can encompass all of the operations of a campus, so it is helpful to consider the following levels of planning:

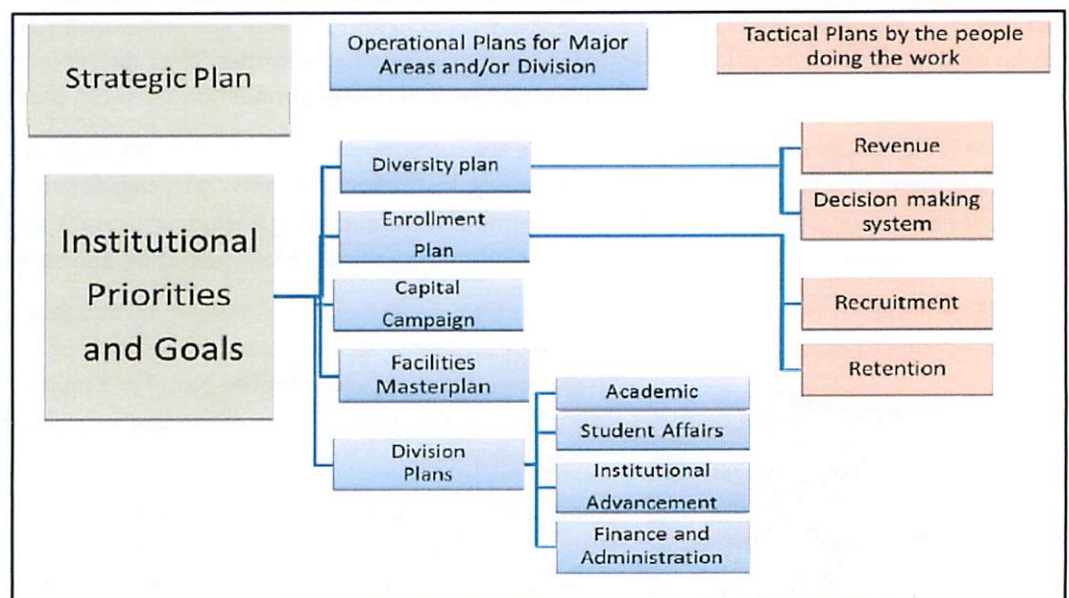
**Strategic: Plans:** look at the overall institutional priorities and goals and how to measure progress toward the vision for the institution.

**Operational Plans:** focus on the divisional and departmental level of planning

**Tactical Plans:** specific policies, procedures and initiatives that support the operational and strategic goals

These different levels allow for focus on diverse functional goals within the campus and show alignment among levels—avoiding an unwieldy single plan trying to encompass everything. A model like the example to the

Example of Planning Model (functions and initiatives would be added)



right can show alignment of plans and articulate resource allocation to support different levels of planning. Along with developing the overall Institutional Strategic Plan, we hope to support and strengthen planning at all levels of campus. If you have examples of successful operational and tactical plans and are willing to share them, or other planning resources, with the campus, you can send those to [planning@cortland.edu](mailto:planning@cortland.edu).



# Feedback on Strategic Outcomes

As you review and consider the outcomes on the following page, keep in mind that these are institutional outcomes and may not reflect all of the important activities on campus. The goal is to have meaningful, measurable and reasonable institutional-level outcomes that support our campus progress in the four priorities.

The table below outlines criteria for effective outcomes as one tool for review, but all feedback is welcome. Please send your suggestions and thoughts to [planning@cortland.edu](mailto:planning@cortland.edu) by November

Criteria for Outcomes	3 Above target	2 Target	1 Approaching Target
Clarity	Very clear. Anyone in or out of higher education could understand	Somewhat clear. Reader might need additional information to understand.	Not clear. It seemed great when we wrote it, but even we don't understand it now
Measurable	Measures/tools already exist, have clear relevance to objective and data is easily accessed.	We may have it, but if not, we have identified how it could be measured.	We do not know how this would be measured.
Meaningful	It is clear how the objective moves us towards the relevant priority. Everyone cares greatly about this.	Somewhat clear tie to priority. Some people care about this to some degree	Not a clear connection to the priority. Unsure how much people care about this or how much
Useful	Findings will greatly inform our work and contribute highly to students.	Findings will inform our work and contribute to students.	Findings may inform work and connection to making student experience better is limited.
Feasible and Reasonable	We can do this, and do it well with the resources we have at hand (staff, money, tech).	We can do this, but would need to identify or reallocate resources.	We could only do this with new resources.

## Next Steps for Strategic Planning

- Campus feedback on strategic outcomes: call for feedback, Faculty Senate, and open meeting
- Establishing measures and benchmarks for each outcome
- Outlining the planning, budgeting and assessment model and processes for our campus that illustrates alignment
- Supporting operational and tactical planning across campus

### Institutional Planning and Assessment Committee Members

- David Barclay, Geology
- Michael Braun, Student Government Association
- Marie Blanden, Student Affairs
- Kathy Lawrence, Communication Studies and Faculty Senate
- Virginia Levine, President's Office
- Bruce Mattingly, Arts and Sciences
- Lynn MacDonald, Physical Education
- Mark Prus, Academic Affairs
- Greg Sharer, Student Affairs
- Carol Van Der Karr, Academic Affairs
- TBA, Institutional Advancement
- TBA, School of Education



# SUNY Cortland Strategic Outcomes (Draft)

In 2010, the campus identified four strategic priorities: academic excellence, transformational education, well-being, and maximizing resources. The Institutional Planning and Assessment Committee is charged with identifying outcomes that are grounded in the four strategic priorities and will provide focus for our institutional planning, budgeting and decision-making in the next five years. For each of the outcomes, the committee is determining relevant measures, benchmarks and targets to track our progress. We look forward to discussing these outcomes and hearing your feedback to help refine them and support our collective efforts to improve student learning and development and make SUNY Cortland a more engaged, inclusive and supportive community.



## Strategic Outcomes

1. Increase and improve assessment of student learning to inform teaching and academic support.
2. Improve student progress and achievement in written and oral communication.
3. Increase persistence for first-year, transfer, and underrepresented students.
4. Increase the number of students completing degrees and maintain average time-to-degree above national standards.
5. Increase faculty engagement in and out of the classroom, in campus governance and within their respective disciplines.
6. Increase the percent of courses taught by full-time faculty (tenure line; lecturer; instructor)
7. Increase the number of students who participate in applied learning experiences such as study abroad, undergraduate research, field work, and internships.
8. Increase efforts to make SUNY Cortland a healthier and more inclusive community.
9. Increase positive indicators of an inclusive and supportive campus climate.
10. Reduce the average student debt at time of graduation through initiatives such as increasing scholarship opportunities and enhancing student financial literacy.
11. Increase financial support from the Cortland College Foundation to support campus priorities and increase scholarship availability.
12. Increase revenue to campus from non-tuition sources including extended learning programs.
13. Expand state of the art facilities to support academic programming and overall student experience.
14. Increase the environmental sustainability of the campus and community through the reduction of our carbon footprint and expansion of recycling.

ACADEMIC EXCELLENCE

TRANSFORMATIONAL EDUCATION

WELL-BEING

MAXIMIZE RESOURCES

## Linking Planning and Budgeting

## APPENDIX L – L.1

Based on MSCHE standards and recommendations, we have discussed some following goals to help link our planning, assessment and budgeting to demonstrate progress towards institutional effectiveness and a focus on our mission and strategic priorities.

Overall, there needs to be a demonstrable system that shows how planning process and discussions then drive financial decision-making. As outlined in the planning materials developed by the IPAC, we are looking at a model that accounts for multiple levels of planning, assessment and budget.

The budget is driven by both the mission and strategic priorities therefore:

1. The on-going, functional needs of the college operations need to be addressed and may not always be reflected in the strategic priorities.
2. The strategic priorities reflect outcomes and strategies to address specific areas of growth and progress for the college. This does not encompass all of the critical functions that are working effectively, yet must be funded.
3. Budgeting is not just based on the strategic plan—it is a combination of strategic and operational needs.

For SUNY Cortland, we are beginning the process articulating more intentional planning at strategic and operational levels and use of assessment and evidence to inform decision making. From a budgeting standpoint, we need to demonstrate:

1. An ongoing budget strategy/process that ensures we are allocating resources in a way that supports the mission and strategic priorities.
2. A process that is clear to the entire campus and understandable to outside constituents.
3. A clearer structure for the allocation of ad hoc funding. There is considerable questioning of how some projects are immediately funded, how those decisions are vetted, what evidence of potential impact is demonstrated, and how the project/initiative will be assessed.
4. In addition to better transparency, there is a definite concern about the equity of access to resources. Some people seem to be able to access resources based on relationships more than full vetting of proposed initiatives. Given that over the past several years, the campus has been told we have limited resources, many people have tried to be austere in their requests and careful of their resources. Others have been granted significant resources base on one conversation and no vetting—simply because they seemed innovative or enthusiastic. If there is funding, people need to know about it and need to know how they go about requesting and advocating for those resources. We need to stop confusing enthusiasm with feasibility, assertiveness with competency, and novelty with innovation.

We are recommending the following to start:

1. Ensure that the MSCHE standards on planning, budget and assessment are reviewed as part of any budgeting process determination.
2. Require that all budget requests and process include consideration of planning and assessment—how does the allocation relate to operations and strategy, what are the goals/outcomes associated with the resource allocation, and what evidence will indicate progress on those outcomes?
3. Create a clear, efficient budget process that ensures operational needs are met. Recognize that this doesn't mean that it has to be a yearly process; a cycle of review could be ongoing.
4. Have finance and business office provide campus education on the financial approach, rationale and processes.
5. Consider using the President's Retreat as a starting point for the finance professionals to share and educate the campus on our philosophy and approach to budgeting and relevant considerations (e.g., regulations).



6. Include a budget question on all annual reports where department heads indicate the adequacy of their budget, how they might make adjustments in their spending, and an opportunity to advocate based on increased functional needs to sustain quality and meet regulatory standards or advocacy for initiatives that demonstrate contribution to strategic priorities of the campus (including how the anticipated impact would be demonstrated via evidence based outcomes).
7. Creation of an ad hoc or provisional reserve and funding request that would sit outside of the yearly budget process.
8. Create a standard request form for provisional funds and make this accessible to all department heads. This should be then routed through the appropriate divisional leadership before coming to cabinet.
9. Create a standard form for request of new lines or filling vacancy that clearly shows criteria being considered.
10. Create a rubric for the President's Cabinet to use in consideration of provisional funds and staffing. See example below.

## Provisional Fund Request

This form is used to request resource allocation for initiatives to support mission, operations and/or strategic priorities of the college.

Requesting Department \_\_\_\_\_

Department Head \_\_\_\_\_

Title for Request \_\_\_\_\_

Description and rationale for request

Amount requested

Is this one time cost or ongoing?

What will funds be used for?

- materials
- facility
- contract/consultation
- temporary staffing
- conference/travel
- tools
- training
- office resources
- tools/technology (tech request will also be needed if approved by cabinet)
- other

How will the initiative support one or more of the following:

- college mission and on—going functioning/ quality
- strategic priorities/outcomes
- divisional or department outcomes
- emergent need (unanticipated in budget) or opportunity

What are the intended outcomes for the initiative?

How will these outcomes be assessed? How will you determine the impact or effectiveness of the initiative?

What is the timeframe for the initiative?

When will assessment of initiative be conducted and reported?

Approvals

Department/Dean/Associate VP/VP/President's Cabinet

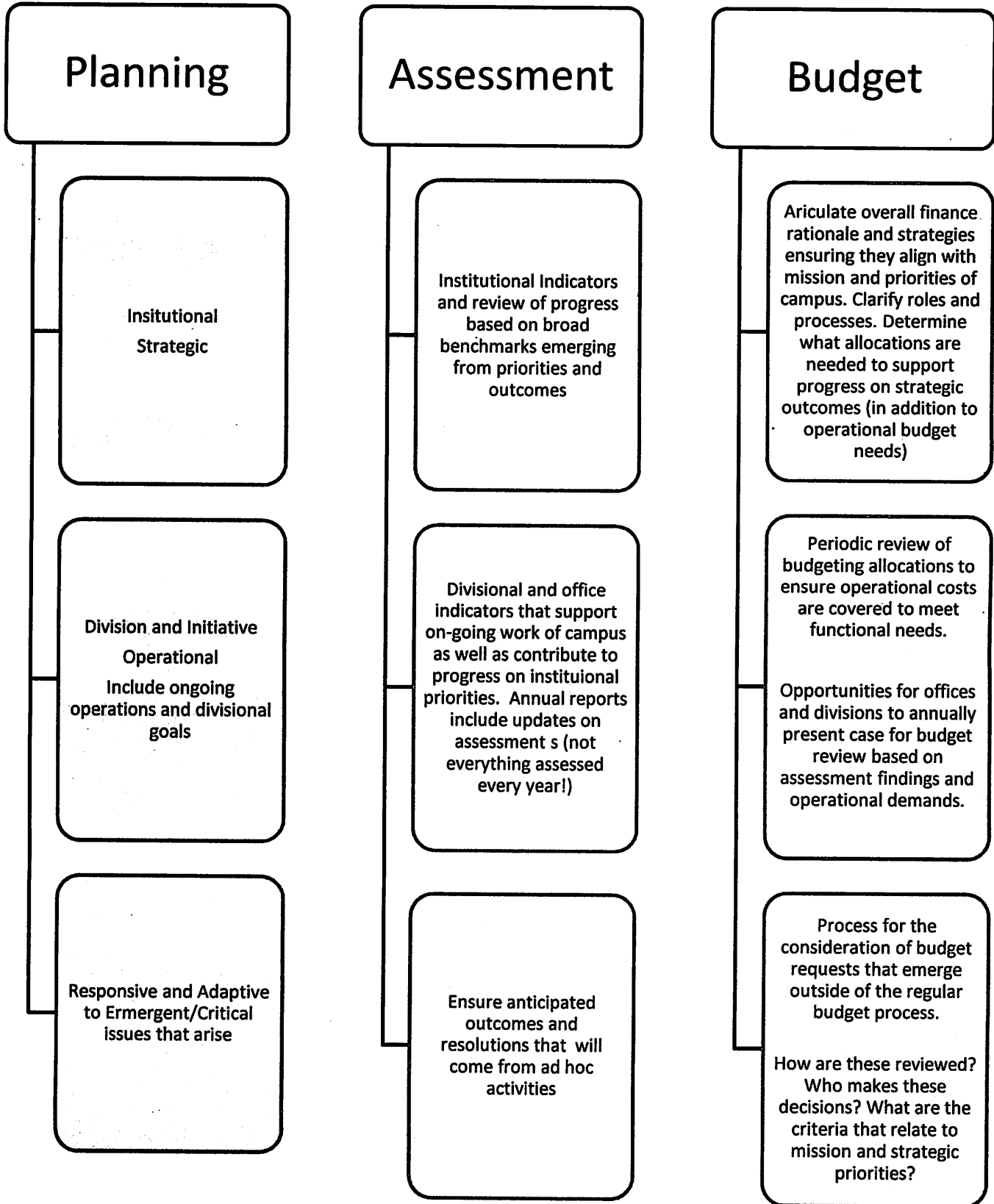
# Rubric for Review of Provisional Fund Request

*Should be developed collaboratively and have training to increase quality of utilization*

Each VP will review request independently and then discuss reviews collectively at President's Cabinet

	<b>High</b>	<b>Medium</b>	<b>Low</b>
Clarity of request			
Alignment with mission, priorities or operations			
Evidence or rationale for anticipated impact			
Quality of indicators			
Feasibility			
Appropriateness of amount requested			
Appropriate timing for initiative			
Quality of assessment, indicators, and evidence			

# Model for Alignment of Planning, Assessment and Budgeting





# Strategic and/or Operational Fund Request

Use this form to request resource allocation for initiatives to support mission, operations and/or strategic priorities of the college.

Requesting Department \_\_\_\_\_

Department Head \_\_\_\_\_

Title of Request \_\_\_\_\_

1. Amount of request \$ \_\_\_\_\_
  - a. Is this one-time cost or ongoing?:
2. Description and rationale for request
3. Explain use of funds:
  - a. materials
  - b. facility
  - c. equipment
  - d. contract/consultation
  - e. permanent staffing\*
  - f. temporary staffing\*
  - g. conference/travel
  - h. tools
  - i. training
  - j. office resources
  - k. tools/technology (tech request will also be needed if approved by cabinet)
  - l. other

\*Please include brief job description

4. Explain how the initiative supports one or more of the following:
  - a. college mission and on—going functioning/ quality
  - b. strategic priorities/outcomes (include specific Campus Priority)
  - c. divisional or department outcomes
  - d. emergent need (unanticipated in budget) or opportunity
5. Assessment
  - a. What are the intended outcomes for the initiative?
  - b. Describe how you will assess the outcomes. How will you determine the impact or effectiveness of the initiative?
6. What is the timeframe for the initiative?

## Approvals

Supervisor/Manager \_\_\_\_\_

Date \_\_\_\_\_

Department Head \_\_\_\_\_

Date \_\_\_\_\_

Dean/ AVP \_\_\_\_\_

Date \_\_\_\_\_

Divisional Vice President \_\_\_\_\_

Date \_\_\_\_\_

IPAC Committee for Strategic Initiatives Chair \_\_\_\_\_

Date \_\_\_\_\_

Cabinet Approval \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX L – L.3

# Rubric for Review of Provisional Fund Request

*Should be developed collaboratively and have training to increase quality of utilization*

Each VP will review request independently and then discuss reviews collectively at President's Cabinet

	High	Medium	Low
Clarity of request			
Alignment with mission, priorities or operations			
Evidence or rationale for anticipated impact			
Quality of indicators			
Feasibility			
Appropriateness of amount requested			
Appropriate timing for initiative			
Quality of assessment, indicators, and evidence			

## APPENDIX L – L.4

To: Administrative Department Chairs and Coordinators

From: Erik Bitterbaum, President

Re: Annual Reports

Date: May 17, 2017

Department annual reports are a summary of department activity and an analysis of department data and information. The changes in the annual report format this year reflect an effort to make the reports more concise, based in evidence, and reasonable. Department heads are asked to provide a concise overview with summary and highlights of department activity and support findings with evidence as possible.

Department reports are due to supervisors by August 1<sup>st</sup>.

### Annual Report Format

**1. Overview of Department Highlights, Accomplishments and Challenges**

Provide a brief summary (approximately 3000 words) of significant activities and challenges from the preceding year with data/evidence to support findings as possible. This summary should address, but is not limited to:

- Operational work and outcomes of the department (e.g., major functions, initiatives)
- If relevant, specific contributions to campus strategic priorities beyond what is mentioned above

**2. Summary of Staff Accomplishments and Contributions**

Summary of service and achievements of staff (e.g., professional development, presentations, etc.).

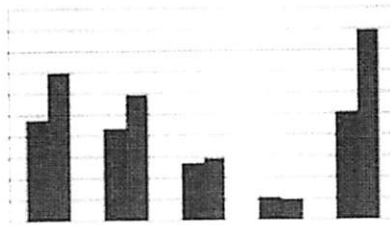
**3. Department Planning and Assessment**

Over the next year, we will be working with departments to support and enhance planning and assessment activities. For this year, please respond to the following as completely as possible.

- A. What specific programs/functions did your department assess this past year? If you do not have something in mind, think of data you considered, debriefing meetings, feedback, surveys on satisfaction, etc. that you looked at in regard to office projects, initiatives or services.
- B. How were the findings discussed and analyzed (e.g., staff meetings, committees) within the department?
- C. What changes, if any, are you considering or have you implemented based on analysis?
- D. What goals/outcomes do you want to assess in the upcoming year? This may be as limited as 2 or 3 outcomes.
- E. Please discuss how you might strengthen or sustain planning and assessment in your office and what support would be helpful to you in doing this.

**4. Please provide a brief analysis of your budget in relation to your department mission and goals.**





Learn about SUNY's performance metrics in [SUNY Excels](#).

- [SUNY and the Seamless Education Pipeline](#)
- [SUNY and a Healthier New York](#)
- [SUNY and an Energy-Smart New York](#)
- [SUNY and the Vibrant Community](#)
- [SUNY and the World](#)
  
- [Critical Issues in Higher Education Conference](#)
- [2016 State of the University Address](#)

[The Power of SUNY:](#)

[Strategic Plan 2010 & Beyond](#)

Click above to flip through or download the PDF of the [SUNY Strategic Plan](#).



## The Power of SUNY

We have a collective vision for making New York the best it can be. We call it The Power of SUNY and it guides us in order to keep true to our mission.

The Power of SUNY capitalizes on the sum of our parts. As the nation's most comprehensive university system — community colleges, technical colleges, and university centers that specialize in almost every imaginable field — promoting personal growth, business development, and economic revitalization in the community is literally at our fingertips.

*Through six unique and equally powerful ideas that we have brought to realization, our ambitions stay focused and approaching opportunities to meet tomorrow's challenges remains a staple of our profile as a national leader in public higher education.*

*Learn more about the Power of SUNY and the Six Big Ideas:*

- [SUNY's Moment](#)
- [SUNY and the Entrepreneurial Century](#)



The State University  
of New York

SUNY EXCELS / PERFORMANCE IMPROVEMENT PLANS

## Performance Improvement Plans

# SUNY Excels Performance Improvement Plans

In Fall 2014, SUNY Chancellor Nancy Zimpher announced that we had collaboratively agreed upon the key measures of a system-wide performance system called SUNY Excels. SUNY Excels represents the University's commitment to continuous improvement, to excellence, in five key areas: access, completion, success, inquiry and engagement. To ensure accountability, for ourselves and the public, each campus worked through 2015 to develop comprehensive Performance Improvement Plans that include a narrative about their strategic priorities as well as data commitments through 2020-21 on a standard series of metrics. These plans are working documents that will be updated annually to reflect new developments and to report on progress. The commitments in the plans represent a true elevation of the SUNY System and our commitment to New York State. We have matured as a system. We are moving away from competing with one another to now working together to compete at or above the level of our aspirational peers and in so doing, we are taking to the next level our service to and support of New York State.

Approved Performance Improvement Plans for all SUNY campuses were required for receipt of Investment and Performance Fund funding for state-operated campuses and for receipt of Jobs Linkage funding for community colleges. These plans were approved by Chancellor Zimpher on behalf of the SUNY Board of Trustees on December 22, 2015.

SUNY Total and Sector Summaries

SUNY Excels Total and Sectors Data Executive Summaries

## Doctoral Sector

### SUNY Excels Doctoral Sector Data Executive Summary

Performance Improvement Plan Narratives:

#### *University Centers*

- University at Albany
- Binghamton University
- University at Buffalo
- Stony Brook University

#### *Other Research/Doctoral*

- New York State College of Ceramics at Alfred University
- Cornell
- SUNY Downstate Medical Center
- College of Environmental Science & Forestry
- College of Optometry
- SUNY Polytechnic Institute
- Upstate Medical University

## Comprehensive Sector

### SUNY Excels Comprehensive Sector Data Executive Summary

Performance Improvement Plan Narratives:

- College at Brockport
- Buffalo State College
- SUNY Cortland
- Empire State College
- SUNY Fredonia
- SUNY Geneseo
- SUNY New Paltz
- Old Westbury
- SUNY Oneonta
- SUNY Oswego
- SUNY Plattsburgh
- SUNY Potsdam
- Purchase College

## Technology Colleges Sector

### SUNY Excels Technology Colleges Sector Data Executive Summary

#### Performance Improvement Plan Narratives:

- Alfred State College
- SUNY Canton
- SUNY Cobleskill
- SUNY Delhi
- Farmingdale State College

- Maritime College
- Morrisville State College

## Community Colleges Sector

### SUNY Excels Community Colleges Sector Data Executive Summary

#### Performance Improvement Plan Narratives:

- Adirondack Community College
- SUNY Broome Community College
- Cayuga Community College
- Clinton Community College
- Columbia-Greene Community College
- Corning Community College
- Dutchess Community College
- Erie Community College
- Fashion Institute of Technology
- Finger Lakes Community College
- Fulton-Montgomery Community College
- Genesee Community College
- Herkimer County Community College
- Hudson Valley Community College
- Jamestown Community College
- Jefferson Community College

- [Mohawk Valley Community College](#)
- [Monroe Community College](#)
- [Niagara County Community College](#)
- [North Country Community College](#)
- [Onondaga Community College](#)
- [Orange County Community College](#)
- [Rockland Community College](#)
- [Schenectady County Community College](#)
- [Suffolk County Community College](#)
- [Sullivan County Community College](#)
- [Tompkins Cortland Community College](#)
- [Ulster County Community College](#)
- [SUNY Westchester](#)

[△ Back to Top](#)



SUNY Excels 2015 Performance Improvement Plan  
**Attachment 1: Narrative Template**

**CAMPUS INFORMATION**

Campus:	SUNY Cortland
President:	Erik J. Bitterbaum
Chief Academic Officer:	Mark J. Prus
Chief Financial Officer:	David Duryea

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**ABOUT THE PLAN NARRATIVE**

- We ask that your narrative be no more than 15 pages in total.
- Note that your institution’s performance plan must be approved by the SUNY Board of Trustees and therefore will be a public document.
- We encourage you to be concise and reference data where appropriate to describe your progress, areas of excellence, and plans further improvement.

Your narrative should include the following three sections:

**Section 1: Campus Alignment with SUNY Excels (the framework for the *Power of SUNY 2020*) and SUNY’s overall focus on completion**

In this section, please provide information about how your institution’s current or proposed strategic focus (i.e., plan name, years covered, and a hyperlink to the plan) broadly aligns with the five priority areas of SUNY Excels and Chancellor Zimpher’s System-wide completion goals.

**Section 2: Specific SUNY Excels Priority Areas and Metrics**

In this section, specifically address your plans for continuous improvement and excellence in the five areas of Access, Completion, Success, Inquiry, and Engagement, including Chancellor Zimpher’s pledge to increase the number of SUNY graduates to 150,000 each year by 2020. Be specific about future plans and investments, with a particular focus on initiatives that will have the most impact on advancing your goals in these areas. There is detailed information in the Guidance Document to help inform your response.

**Section 3: Conclusion and Expected Impact on your Campus**

Provide an overview of your campus’s performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

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## Section 1: Campus Alignment with SUNY Excels (the framework for the *Power of SUNY 2020*) and SUNY's overall focus on completion

### Introduction

The State University of New York College at Cortland is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as the Cortland Normal School, SUNY Cortland became a State Teachers' College with four-year programs in 1941 and officially joined the SUNY System in 1948. In 1961, Cortland became the SUNY College at Cortland, providing arts and sciences programs as well as professional studies.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-age population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. With almost one-third of the student body enrolled in teacher preparation programs, SUNY Cortland ranks first in New York State and in the top twenty institutions in the nation for graduating new teachers. The School of Arts and Sciences offers traditional disciplinary study, including criminology and business economics, as well as offering majors in biochemistry and biomedical sciences and delivers the majority of the General Education program—the longstanding liberal arts foundation of every degree. The Dean of the School of Education coordinates the teacher preparation programs across campus through the Teacher Education Council and the Field Placement Office. The School of Professional Studies offers nationally recognized majors in physical education and recreation and just graduated its first class from an M.S. in Communication Sciences and Disorders.

We proudly service New York through our programs and by enrolling a strong population of New York State Residents and providing continuing education through initiatives such as the Center for Teaching Innovation. In addition, we have been expanding our out-of-state and international student enrollment to diversify the student population and support the viability of the campus.

SUNY Cortland faculty are frequently called upon for their expertise in teacher education, criminology (gun control), sustainability, health education, physical education and STEM programming. The many awards they have earned include 18 SUNY Distinguished Professorships and 55 SUNY Chancellor's Awards.

The high quality of SUNY Cortland's curricular and co-curricular experiences is not only acknowledged by programmatic and regional accreditation but also by public recognition. The College was recently named among the "top 50 best value" public institutions by *Consumer's Digest* and in Kiplinger's "Top 100 Best Value Public Institutions" in the country. A charter signatory of the American College and University Presidents' Climate Commitment, SUNY Cortland is a strong advocate for campus-wide sustainability.

### ***Mission and Standing***

According to the mission statement of the College, "SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service." SUNY Cortland achieves this mission through its ongoing focus on our four institutional priorities: 1) Academic Excellence, 2)

Transformational Education, 3) Well-Being, and 4) Maximize Resources.  
 (<http://www2.cortland.edu/about/campus-priorities/> .)

In 2010, the campus reviewed our mission and vision statements, clarified campus values, and established four strategic priorities that are central to our planning and decision making. Below is a summary table of how the four strategic priorities relate to the SUNY Excels Outcomes. These priorities are expanded into a working version of the strategic plan that is available online at [www2.cortland.edu/about/strategic-plan/index.dot](http://www2.cortland.edu/about/strategic-plan/index.dot).

	<b>SUNY Cortland Strategic Priorities</b>			
	<b>Academic Excellence</b>	<b>Transformational Education</b>	<b>Well-being</b>	<b>Maximize Resources</b>
	Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline.	Ensure every student will have engaging and transformational educational experiences.	Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.	Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.
<b>SUNY Excels System Level Outcomes</b>				
Access	√	√	√	√
Completion	√	√	√	√
Success	√	√	√	
Inquiry	√	√		√
Engagement	√	√		

The academic mission statement and the four institutional priorities constitute the foundation of our Middle States Self-Study (<http://www2.cortland.edu/about/accreditations/middle-states/documents.dot>.)

Among our peers, SUNY Cortland is regarded as a leader in Pre-K-12 teacher education. Our teacher preparation programs are distributed across all three schools of the institution: Arts and Sciences; Professional Studies, and Education. SUNY Cortland also has strong programs in exercise science, physical education, sport management, communication studies, and business economics.

SUNY Cortland distinguishes itself in the areas of civic engagement and sustainability, distinctions for which we are a leader within the SUNY System as documented on our [website](#).

To remain competitive with its peer institutions, SUNY Cortland must continue to explore the development of innovative and relevant academic programs/curricula both on-campus and online that will attract students. To advance the Chancellor’s goal of 150,000 completers by 2020, College has recently developed an online certificate program in therapeutic recreation. We are creating an office of Extended Learning to add to certificate offerings, bolster summer/winter offerings and strengthen community partnerships.

In our community, SUNY Cortland is regarded as the number one driving economic force, employing over 1100 area residents since the last economic impact report was published in 2011-12. (See:



<http://www2.cortland.edu/dotAsset/9f9f4eac-5dbf-4a6b-b84e-b7f56590a62c.pdf>.) SUNY Cortland is committed to being a beneficial steward of place, improving the health and well-being of the region through active faculty/student participation in Healthy New York, providing free speech and hearing clinics, and child obesity programs, and offering cultural and intellectual events that are open to the community.

### ***Program Mix / Centers / Distinct Programs or Activities***

Our academic program mix includes: programs designed to meet state needs such as teacher preparation, sport management, and recreation; programs designed to foster a strong foundation in the liberal arts and sciences such as communication studies, business economics and criminology; and programs in new and emerging fields such as sustainable energy systems, communication disorders and sciences, and biochemistry. We are developing plans for the expansion of our online programs. We have recently launched online programs in Sport Management and Physical Education Leadership and a certificate in therapeutic recreation and are exploring ways to address the demand for professional development of local professionals.

SUNY Cortland is home to the Institute for Civic Engagement, the Center for Ethics, Peace and Social Justice, the Clark Center for International Education, and the Center for Gender and Intercultural Studies. The College serves the region through its Speech and Hearing Clinic, Child Care Center, HealthyNow Teen Program, and the Migrant Education Tutorial and Support Services Program.

SUNY Cortland continues its rich tradition of preparing teachers and is actively engaged in the SUNY Teacher Education Network (S-TEN.) On November 14, 2014, Chancellor Zimpher launched the Center of Innovation in Education at SUNY Cortland.

SUNY Cortland is active in [applied and experiential learning](#), with 89% of students participating in some form of applied learning, including internships, field experiences and practica, volunteership and civic engagement activities, and study abroad. We have an active Educational Opportunity Program which assists in acclimating newly enrolled students to college life and study skills through its annual Summer Institute.

### ***Post-Graduation Success***

We currently administer a graduate survey, teacher education graduate survey, and collect information through our Alumni Engagement Office. The 2013 Graduate Survey indicates that 94% of responding graduates report that they are employed or continuing their education. We are eager to work with SUNY initiatives to better track post-graduate success.

### ***Alumni/Philanthropy***

SUNY Cortland alumni are fervent advocates who contribute to our campus in many ways, including organizing and hosting chapter events, participating in campus-wide alumni weekends, attending sports events, donating time and funding for student scholarships and facilities renovations, and volunteering at major campus ceremonies, including Commencement.

SUNY Cortland launched its largest ever capital campaign in 2011. With a goal of \$25 million, we exceeded that goal achieving a final total of \$27.5 million.

### ***Strategic Plan / Excels Goals***

SUNY Cortland is midway through implementing its ten-year strategic plan, *SUNY Cortland 2010-2020: A Commitment to Excellence*. (<http://www2.cortland.edu/about/strategic-plan/>). The plan aligns with the six big ideas of the Power of SUNY. Major goals/commitments include:

- Expand academic offerings, audiences and delivery methods for diverse and sustained enrollment.
- Expand and strengthen student support services to maximize student success and completion.

SUNY Cortland shares SUNY’s overall commitment to SUNY’s Completion Agenda and SUNY Excels. This is reflected in reports on our strategic priorities within our strategic plan. Our main foci will be on: continued improvement in first- and second-year retention; increased graduation rates; growth in sponsored research activity; increased diversity among faculty and staff; extending applied learning experiences across all undergraduate programs; and continuing to explore partnerships for START-UP NY.

### ***Environmental factors***

SUNY Cortland makes these commitments with the goal of continuous improvement, while at the same time recognizing the realities of current external challenges, including changing high school demographics, technology updates and funding needed to support expanded online educational offerings, and declining state funding.

### ***Investment Fund***

This summer SUNY Cortland submitted seven white papers four of which were approved for full RFP’s. The following RFP’s were submitted on October 7:

- The Completion Path Collaborative Project
- The Liberal Studies Degree: Access, Excel, Complete
- STAR-NY (Sharing Technology and Academic Resources-NY Consortium)

The following RFP was submitted for NY-SUNY 2020 consideration: Bowers Hall Greenhouse Project, SUNY Cortland.

In addition, SUNY Cortland is collaborating with several institutions on “Common Problem Pedagogy” and “Counseling and Retention.”

## **Section 2: Specific SUNY Excels Priority Areas and Metrics**

### **2.1 Access**

#### ***1. Full Enrollment Picture***

SUNY Cortland has met and exceeded enrollment targets and expects to maintain that overall enrollment with potential shifts in the types of programs. We are at physical, instructional, and student support capacity. One of our main goals in our strategic plan is to establish a clear plan for expanded learning, increase in graduate enrollment, and greater utilization of online learning.

We have recently developed online programs in International Sport Management, Coaching Pedagogy and a new certificate program in Therapeutic Recreation that has enrolled students from five states and Canada in its first year. We have committed to a new extended learning office that will support faculty in developing certificate and online programs, build our summer/winter session program, and create high school and continuing education initiatives. We will also continue to identify traditional programs, especially graduate, that meet particularly high employment needs of the state and country. Our new M.S. in Communication Sciences and Disorders with 12 graduating in the first cohort is an example of



this. The net gain of these new and expanded programs will constitute at least 200 additional completers annually by the year 2020.

SUNY Cortland receives approximately 900 transfer students each year and will continue to focus efforts to build on success with transfer student completion. In addition, we are actively engaged in reverse transfer, contributing to increased two-year completions.

## ***2. NYS Residents Served by SUNY***

**Describe your plans for increasing the number of NYS Residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.**

The greatest potential for increases in serving additional NYS residents comes from the expansion of certificate programs and other continuing education/professional development opportunities. By offering degree, certificate and non-credit opportunities that meet job projections and skills required by employers, we will sustain and expand NYS student enrollment. We are initiating discussions with the local high schools to offer college credit to high school students. We have the capacity to serve a minimum of 100 high school students.

## ***3. Diversity***

**– Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population. Also describe your plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.**

SUNY Cortland has committed to diversifying the student population and has specific recruitment efforts that have led to significant diversification of the student population as represented in attachment tables. In addition to committing to greater demographic diversity, we are dedicated to building an inclusive community with strong cultural competence. Specific activities to this include:

1. Appointment of a Chief Diversity Officer to lead the campus. This has recently included campus dialogues on diversity and the start of a plan for greater diversification of student and faculty/staff populations.
2. Continuation of successful admissions practices that include targeting more diverse high schools, purposeful partnering with community colleges, and programs that are more inclusive.
3. Revision of a [Diversity, Equity and Inclusion Council](#) to promote inclusion and achievement.
4. Increase diversity of student population through international recruitment and exchange partnerships. SUNY Cortland is in discussions with several current and prospective partners about developing dual diploma, 3+1, and exchange programs as mechanisms for increasing student mobility and increasing the population of international students on the Cortland campus. International Programs Office has specific plans for impact of international programs on cultural competency and how to raise this across campus. The Clark Center for International Education has the mission of internationalization across campus and the curriculum.
5. The General Education Committee has charged an ad hoc committee with reviewing our current Prejudice and Discrimination category to look at relevance and review of courses. This is a required course for all students and addresses cultural competency and understanding of privilege and oppression.
6. Utilize the campus climate survey to identify areas where intervention and outreach would have the greatest impact and coordinate initiatives to address those issues.

With respect to faculty and staff, again, according to the 2015 Data Brief, SUNY Cortland has seen modest growth in international faculty but the percentage of faculty who identify as under-represented minority is low compared to sector peers.

#### ***4. Capacity***

**– Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.**

One of the biggest environmental factors that affected SUNY Cortland in the past several years has been the reduced enrollment in teacher preparation programs at both the graduate and undergraduate levels. At the same time, growth in Arts and Sciences programs, including business economics, criminology, communication studies and psychology, as well as Professional Studies programs, such as exercise science, have seen rapid increases in enrollment.

Education faculty have acknowledged these shifts and engaged in curriculum redesign leading to a new dual certification program in Inclusive Childhood Education and redesign of delivery in graduate programs in Physical Education. In addition, we offer the only dual certification in Adolescence Physics and Mathematics Education.

In response to the shift in needs and interests, we have allocated new faculty lines in accordance with growth. This includes efforts to meet needs in disciplinary courses and in cognate courses. New program development has focused on graduate and online offerings including online sport management and an online certificate in therapeutic recreation.

The needs of our region and state, and beyond, include non-degree educational offerings and we have dedicated resources to establish an extended learning office to lead innovation, including online learning and professional development. We offer some opportunities now, particularly with successful education professional development and expect that we have capacity to increase enrollment in these types of programs to 200 annually at a minimum.

To support faculty innovation and redesign, we have expanded instructional design, and conducted focus groups with online instructors to identify opportunities and challenges to expansion.

## **2.2 Completion**

### ***5. Completions***

**– Describe your campus efforts to increase the total number of degrees and certificates awarded. As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution's plans in the context of the overall system goal of 150K by 2020.**

As noted in the previous section, we will contribute to the system goals through new, non-traditional offerings and through increased retention and persistence to degree in traditional undergraduate and graduate programs. We have an excellent base of professional programs that can develop professional certificates such as the new therapeutic recreation online certificate. People working in their fields, looking to advance, or looking to strengthen credentials for expanded opportunity will benefit from these offerings.

Given that SUNY Cortland has limited physical capacity to add more students, our focus is on increasing retention and graduation rates – moving students through the pipeline faster by an investment in improved advising, student supports and more effective and efficient remediation. In addition to raising our first-year retention to 83%, we are paying particular attention to retention in the second year



and beyond. Looking at our aspirational peers, and considering resources, we have set a goal of 85% campus retention.

Our degree completion rates are already at the top of our peers and we anticipate maintaining or achieving small increases to around 69% six year graduation. We have expanded advising support including creation of new four year plans for all programs and a completion project that helps students who need minimal credits to graduate (and may have moved away) to find appropriate transfer credits for completion.

In addition, three years ago we created the selected studies degrees in education and professional studies to allow students, who may not be able to complete the final capstone experiences in traditional programs, to use their significant credits (usually over 100) to complete a SUNY Cortland degree. Previous to these degrees, the students would have left Cortland, had to add at least three more semesters for a traditional major, and might never finish. Instead, 95 students have completed a degree, with 39 graduating this last spring. Our Investment Fund Proposal to create a competency based bachelor's degree would extend our nontraditional offerings and expand enrollment and completion.

We estimate an overall increase in the number of degrees granted as follows:

<b>Total Degrees Granted</b>		
	<b>2014-2015</b>	<b>2020-21</b>
<b>Undergraduates Degrees</b>	<b>1625</b>	<b>1625</b>
<b>Graduate Degrees (Master's and CAS)</b>	<b>348</b>	<b>400</b>
<b>Certificates</b>	<b>0</b>	<b>80</b>
<b>Total</b>	<b>1973</b>	<b>2105</b>

**6. Student Achievement / Success (SAM)**

– As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still working to collect data for SAM; for now we are tracking SUNY Success Rates using the same formula as SAM. Briefly comment on student achievement overall and your campus efforts to enhance student achievement in the component parts of retention, persistence, graduation and transfer.

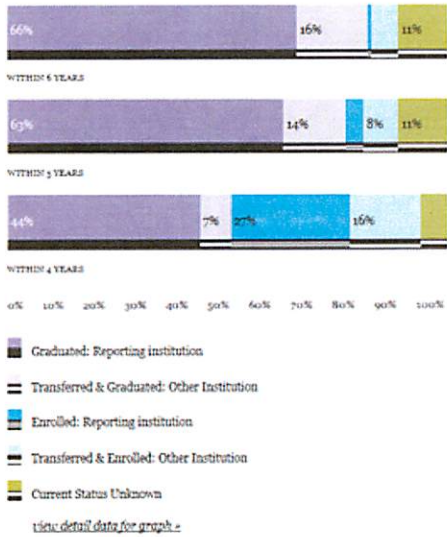
Our most recently posted SAM data indicates the following and more current data indicates an even higher rate of time to degree for both first-time and transfer students. Extensive efforts have been made to assist students with their completion and we exceed national standards. Additional efforts are being made to sustain and possibly increase these rates to a reasonable degree (3-5% increases over five years).

## Bachelor's Seeking Model

### First-Time Full-Time Students Starting Fall 2008

Number of students: 1,172

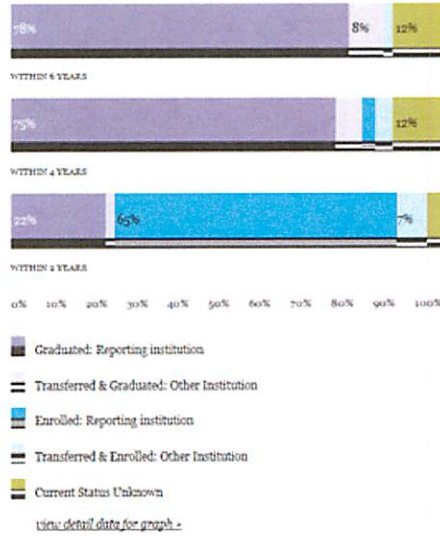
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### Full-Time Transfer Students Starting Fall 2008

Number of students: 592

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SUNY Cortland considers student success to be a multi-variate issue and we consider a comprehensive approach to that success—addressing the academic, personal, and social development of students. In our most recent Middle States review, the visiting team gave strong commendations to Advisement and Transition (including transfer support) and Academic Support and Achievement (tutoring). Our major supports include:

- Academically—Orientation, COR 101 (first year experience required of all students), Advising, ASAP, transfer support and learning communities for undecided student.
- Personal and Social—Student Activities, Successful Housing facilities and programs (top rated in SOS listings), Wellness, Counseling, and New Student life Center

By reviewing available assessments and holding a two day retention think-tank, the following new initiatives have been launched to address the most critical issues:

- Advising Committee to promote assessment and professional development and recognition.
- Early Alert Committee to assess mid-semester report system and identify better early academic indicators. This has led to the development of the PASS system in its pilot phase. PASS is an online system allowing faculty to easily submit a concern about a student and a retention specialist will respond using a case management approach to help the student.
- An initiative will launch this year to develop or improve student learning outcomes, articulation of those outcomes, and use of findings to improve programs. The newly developed Student Learning Outcome Committee will provide leadership and professional development to expand and strengthen the use of student learning outcomes.

## 7. Graduation Rates

– Describe campus goals and plans to increase graduation rates at both the four- and six-year level for four year for baccalaureate institutions and at the two and three-year level for associate institutions. Compared to peers, within and outside SUNY, detail steps you are taking to continue to improve. You can also discuss your institution's involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your

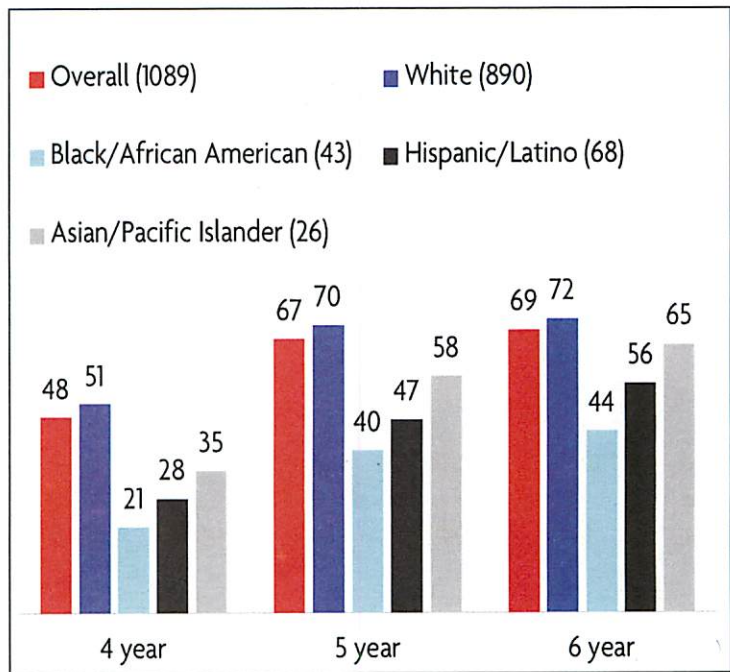


**undergraduate graduation rates. Please include efforts to narrow gaps between URM and non-URM.**

SUNY Cortland has strong graduate rates at both the four- and six year levels and will work to maintain and look for ways to close the gaps that we have identified in achievement of students from underrepresented groups and for male students. Having identified those gaps, we are looking at improvements in advising, monitoring of student progress, and expanded support services to close the gap. Key activities and initiatives include:

- Full implementation of Degree Works ahead of schedule and implementing at the graduate level
- Improvements to overall advising through the recently established Advising Committee
- Development of an online tool for early alert in classes that leads to case management. The PASS system is being piloted this year as a feasible and cost effective approach to early alert.
- Expansion of STAR-NY online tutorial program
- Reduction of the General Education requirements by six credits
- Transfer planning sheets for every academic major that show best overall path between two and four year completion
- Faculty participated in transfer path collaborative discussions and we have worked to be in compliance with the BOT mandates.

A review of our data shows the following gaps in achievement by race/ethnicity and by gender. Significant gaps for Black/African American and Hispanic/Latino students are closing, but still need attention as seen in Graduation Rates chart. The initiatives listed above will address these as well as efforts led by the new Chief Diversity Officer in educating the campus on best practices.



**8. Time to Degree**

– Describe plans to reduce average time-to-degree. Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.

SUNY Cortland’s efforts to decrease time to degree resonate with other completion efforts as listed above. They are focused on student self-efficacy, career closure, motivation and understanding of academic planning and decision making. Efforts that are most directly related to time to degree include:

- Development of the Course Creator scheduling tool that has provided analytics to spread our schedule out for greater access to courses
- Creation of four year plans for first year students and transfer plans for two year students
- Reduction of the General Education program by six credits
- All programs are a maximum of 126 credits
- Our transfer credit evaluation process utilized OnBase and Banner articulation and our policies support transferability of credits to the fullest degree.

- Full implementation of Degree Works at the undergraduate level

All of these efforts, and our advising, early intervention, and tutoring, are central to time to degree. And we are a leader in time to degree among our peers. We are discussing a finish in four policy as it would relate to our current plans and will implement as needed and appropriate.

### 2.3 Success

#### 9. *SUNY Advantage*

– this represents campus selected initiatives and programs that make up the set of things that go beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.). Please describe your plans for improvement in this area. What does your campus uniquely offer that you feel is critical to student success? Describe your efforts to increase participation for all students, including both URM and non-URM. In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

SUNY Cortland has a comprehensive set of initiatives that support classroom learning and student development overall—all with the goal of greater student success. These include a first-year experience course for all freshmen, learning communities for undecided students, extensive applied learning, expanding study abroad options and participation in the most highly rated recreational program in SUNY (according to the most recent SOS data).

One of the hallmarks of SUNY Cortland is its long history with applied, hands-on learning across the curriculum. Eighty-nine percent of our students report participating in some form of experiential learning and we know that field experience, internships and research are prevalent in academic programs.

The President's Leadership Coalition for Applied Learning is an active group representing faculty and professionals from across campus to advocate and assess campus efforts. They are currently developing an Applied Learning Plan for the campus to further our efforts including greater faculty development and more documentation of applied learning.

Increasing emphasis on civic engagement is evident in the incorporation of service-learning within the curriculum and through participation in the American Democracy Project. The College was recently named to the President's Higher Education Community Service Honor Roll for the eighth straight year and achieved Carnegie Community Engagement Classification. We have a strong commitment to, and reputation in, outdoor and environmental education as enhanced by three field campuses, including the Huntington Outdoor Education Center which is registered as a national historic landmark.

SUNY Cortland offers SUNY students over 40 study abroad program options, including semester- or year-long study at partner institutions, short-term faculty-led programs, internships, and student teaching. The International Programs Office, in collaboration with faculty, the administration, and international partners, will continue to focus on strengthening existing partnerships and developing select new programs that will offer an increasing number of student's meaningful overseas academic and intercultural experiences that complement their programs of study and personal and professional goals. The College is currently piloting a study assessing the student learning outcomes of one study abroad program, the results of which will inform further development and implementation of an assessment plan. 2) Expanding access: SUNY Cortland offers a significant number of study abroad scholarships and heavily promotes external scholarship programs, and will pursue additional sources of grants in the coming years in order to allow more students to afford to study, intern, or student teach abroad.



Co-curricular activities, along with academic programs, have expanded in order to serve students outside as well as inside the classroom. The Division of Student Affairs provides health and counseling services schedules many presentations in the residence halls, offers leadership opportunities and supports dozens of clubs and organizations. The Student Opinion Survey shows there is consistently high student satisfaction with many areas of student services and we will utilize those and other assessments to improve. Nationally prominent, with two team national championships and two individual national championships in 2015, in NCAA Division III athletics, the College counts over 700 student-athletes participating on twenty-five intercollegiate teams.

While we participate in the National Survey of Student Engagement, this coming spring we will participate in the Faculty Survey of Student Engagement to expand our understanding and increase opportunities for greater student engagement. This includes ensuring that all students have access to these opportunities and are benefiting fully from the co-curricular experience.

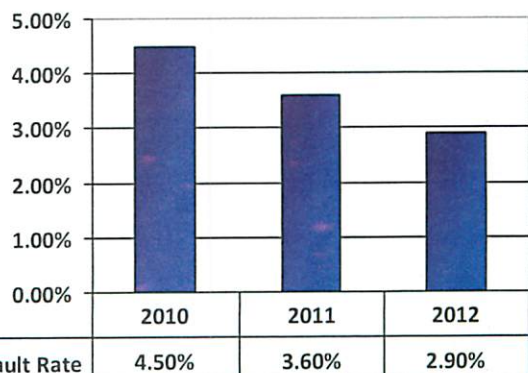
**10. Financial Literacy— Please describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Be sure to document the impact your efforts are having on the measures you are tracking to support performance in this area.**

SUNY Cortland has the following measures in place:

- All presentations to the campus and community (Admissions Open House, Financial Aid Night, Orientation, & ACE) emphasize financial literacy. We discuss costs and aid as well as options and strategies to help keep debt down. As part of the College’s Wellness Wednesday program, Financial Aid will present on Financial Wellness. We will also present at the Jump Start Conference for local tenth graders on financial literacy.
- Financial Aid Advisors meet individually with all students/parents to discuss options to keep costs down. We strongly recommend that students meet with advisors to discuss their financial aid and costs if they will be studying abroad or are not making satisfactory academic progress.
- Cortland’s current leave of absence and withdrawal process requires the student to now meet with their Financial Aid Advisor prior to leaving campus. Advisors present information and resources that help students move forward.
- Website is kept up-to-date and the SUNY Smart Track icon/resources link is a main feature of our Financial Aid Office web page.
- In addition, Financial Aid Staff are available to speak with COR 101 classes (we are listed in the resource publication compiled by Advisement and Transition for COR 101 instructors) as well as any other class that is interested.
- We use HelpSpot, a web based software solution to help our office manage incoming phone calls and emails. The software allows us to create email responses specific to Cortland that helps keep our message clear and consistent and frees up advisors to work individually with students/parents about college costs.

These efforts have led to a significant decrease in our default rate as shown in the accompanying chart.

In order to continue our progress in the area of financial literacy, we are planning a new marketing campaign for SUNY Cortland Scholarships and are exploring specific resources and modules in SUNY Smart Track that we





could highlight to students and/or require students to complete if needed.

## 2.4 Inquiry

**11. Total Sponsored Activity**— Please describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area. P

SUNY Cortland's performance goals align well with SUNY's and the RF's strategies for advancing inquiry through research and innovation. In addition, our goals align with Cortland's Middle States Accreditation include:

- Contributing to increasing the research volume for the SUNY System as a whole;
- Hiring faculty intrinsically motivated to conduct research and outreach throughout their careers;
- Contributing to scaled-up multidisciplinary, multi-institutional grants in high priority research areas such as inclusion, disability studies, educational outreach, arts and humanities, and in the STEM fields;
- Contributing to entrepreneurial efforts though curriculum development in economics and social entrepreneurship; and
- Increasing the opportunities to engage undergraduate students in hands-on research.

In addition, SUNY Cortland has identified a key outcome—to increase sponsored program research activity—by increasing its research portfolio from 12% to 20%. We plan to increase faculty engagement in research areas from 9 participants to 15 by 2018, by building on past successful areas of inquiry, leveraging multi-institutional opportunities, and promoting sponsored activities to new faculty. This strategy is reinforced by an ancillary goal of increasing the yield of indirect cost return recovery from an average of 11% across sponsored programs to 20% through increased research-funded awards with sponsors providing full indirect cost return and increasing the average funded levels across all awards.

**12. Student hands-on research, entrepreneurship, etc.** — As measured by courses in SUNY Institutional Research Information System (SIRIS) that include hands-on research, entrepreneurship, etc. SUNY is just beginning to collect this information through SIRIS but it will take effort on the part of campuses to get reliable data. Please describe your plans for promoting hands-on research and entrepreneurship, and your efforts to accurately capture this data in your SIRIS data submission.

SUNY Cortland has well-established initiatives in undergraduate research led by the Provost and the faculty-led Undergraduate Research Council. The chair of the council has worked with the Registrar's office to develop an undergraduate research attribute for courses. The Council will review courses to see if they meet the standards of undergraduate research, such as the student must be a full partner in the research or directing their own project. This model can be replicated for any type of formal experiential learning that can be vetted, validated and then documented in the student record.

Entrepreneurship is also integrated into coursework with students developing real business models and working within the community. As a result, recent graduates started a [successful business](#) in downtown Cortland. We also coordinate the business incubator for small business development in Cortland.

The Institutional Research and Analysis Office works closely with the Registrar's Office and the campus to assure that local designations are populating the SIRIS system correctly.

### ***13. Scholarship, Discovery and Innovation***

– Some of the SUNY Excels metrics selected by the SUNY Excels Steering Committee and approved by the SUNY Board of Trustees will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward. While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

SUNY Cortland faculty scholarship is widely reflected by publications, citations, performances, presentations, exhibits, etc. as recorded in faculty, department, school and institutional annual reports. Faculty scholarship productivity is an integral component of promotion and tenure. We have not compiled this information into an electronic database, but have piloted the use of TaskStream within departments in the School of Education.

We recommend a simple product that would document work clearly and allow for access and utilization for SUNY reporting, accreditation, and individual faculty use. Collective definitions are challenging across disciplines and faculty working groups similar to the transfer paths would be helpful. SUNY Cortland would be happy to participate in a System-wide task force focused on developing appropriate data-collection procedures.

### **2.5 Engagement**

***14. START-UP New York and beyond (businesses started / jobs created)*** – With the introduction of START-UP NY, campuses were provided a new tool to foster, build, and sustain robust linkages with business and industry to support both academic and economic development.

Due to its geographic location and limited access to business and industry, SUNY Cortland has not yet been successful in recruiting partners for START-UP New York. The campus has submitted its START-UP New York plan for review by System Administration on two occasions and is working on final revisions. We have identified appropriate campus space and will begin aggressively marketing that space once our plan receives final approval.

In addition, for three of the five years of our contract, SUNY Cortland has hosted the NY Jets Summer Training Camp. This initiative brought \$5.8 million into the regional economy.

SUNY Cortland's president sits on the regional economic development advisory council and works collaboratively with area business and industry on program development, applied learning opportunities, and partnerships.

### ***15. Alumni / Philanthropic Support***

– As you know, across SUNY there is increased and focused attention on creating and strengthening a culture of philanthropy and alumni engagement. Describe your plans and strategies for enhancing alumni engagement in campus activities, advocacy projects, and student support, as well as your plans to increase the level of alumni support and donorship. Additionally, briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of \$5B target by 2020-21.

Alumni Engagement: SUNY Cortland is home to over 73,000 alumni. The Alumni Engagement department is actively engaged in serving this constituency group through its many outreach initiatives be they individual, chapter or “at large.” Current chapters exist in Syracuse, NYC, Long Island, Cortland, Rochester, Boston and Charlotte.

In addition to the annual Reunion Weekend, chapter and regional reunion events are planned at major cities across the country. All alumni are strongly encouraged to register through the Red Dragon Network (RDN), which serves as a portal for the collection and sharing of information and data between our alumni and alumni engagement. The RDN allows alumni to communicate with their alma mater as well as register for events, update individual profiles, volunteer, share class notes, and make gifts to the college.

The Alumni Engagement Office works closely with the Student Government Association (SGA) to cosponsor the Student Alumni Association (SAA), which coordinates two major events each year: the annual Red Dragon Pride Day and the Senior Send-Off. Alumni have the opportunity to connect with students through the Alumni Sharing Knowledge (ASK) program, which is a professional networking program for students to engage SUNY Cortland alumni in career advice and information.

High quality academic opportunities, positive student experiences and continued and meaningful engagement lead to increased levels of alumni support and giving. As reported in the 2014 VSE report, SUNY Cortland had a 7.5% alumni donor participation rate, which was an increase from 6.8% in 2013 and 7.3% in 2012.

In 2013, SUNY Cortland concluded a successful “Educating Champions” capital campaign that raised \$27.5 million for scholarships and for programs promoting academic excellence, wellness, sustainability and transformational education. The SUNY Cortland College Foundation is now gearing up for its next campaign, which it plans to launch in 2018 to coincide with the College’s sesquicentennial celebration. The campaign goal will be determined following the completion of the feasibility study, which is scheduled for early 2016.

## ***16. Civic Engagement***

**– While reporting on your plans for this metric, we would appreciate your comments and perspective on data collection and reporting for this measure – for example, does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc.?**

The President’s Leadership Coalition for Applied Learning, including representation from the Center for Civic Engagement, is creating an Applied Learning Plan that will address how activities are documented and assessed. Looking specifically at Civic Engagement, we have begun to code courses that include service learning or other civic engagement opportunities in the Banner system, which makes them accessible for reporting. The Applied Learning plan will include exploration of how to measure and record activities that may not be tied to coursework, but qualify as reflective, engaged experiences in the community and other civic activities.

The common definitions provided by the SUNY Applied Learning Advisory board are helping to categorize the types of experiences. The next step is in quantifying and measuring the quality and amount of work. Our College Registrar is serving on the SUNY committee looking at co-curricular transcripts and other records options. The primary challenge is in validation of the experiences and finding an efficient system that maintains integrity without overwhelming faculty and staff with documentation.

The Institute for Civic Engagement provides campus-wide leadership through faculty/student engagement in a variety of ways. In 2013, for example, 1481 students contributed 35,857 hours of community service, and by 2014, 53% of SUNY Cortland students participated in community service. The Institute for Civic Engagement has been the recipient of multiple Bringing Theory to Practice grants for projects, and in 2013 the College was highlighted by Bringing Theory to Practice for the high quality of its experiential learning programs. SUNY Cortland has been recognized on the President’s Higher

Education Community Service Honor Roll for eight years, three with distinction. We achieved Carnegie Community Engagement Re-Classification with Distinction in 2015. SUNY Cortland currently has a representative serving on the SUNY Provost's Applied Learning Advisory Council.

### ***17. Economic Impact***

– While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc.?

SUNY Cortland has worked with the regional economic development councils, the NYS labor department and Human Resources to determine its average annual impact.

The College produced a 2012 *Economic Impact Study*, which estimated the campuses annual contribution to the community and state at over \$251 million for the 2011-2012 academic year. In addition, between 2010 and 2013, SUNY Cortland hosted the NY Jets Summer Training Camp, which brought significant funding to the region each year. In 2013 the Jets Training Camp infused \$3.68 million into the regional economy. Over a three-year period, visitors to the NY Jets Training Camp brought \$5.8 million into the regional economy.

Additional information is available at: <http://www2.cortland.edu/about/facts-figures/economic-impact.dot>.

## **Section 3: Goals, Conclusion and Expected Impact on the SUNY Cortland Campus**

As can be seen, there is clear alignment of our institutional strategic priorities with SUNY Excels. Further, we are pleased to have campus-wide engagement on the five SUNY Excel areas, with particular strength in student completion.

SUNY Cortland will continue to work on curricular innovation and expansion of certificates and online learning to expand our capacity and contribute to the projected increase in SUNY completion rates. We expect a new population of students, attractive and relevant curricula development, and innovations for teaching and learning.

At the same time, in an effort to further increase retention and completion rates, SUNY Cortland will continue to address challenges and gaps in student achievement through campus-wide collaborations.

As stated above, the College will continue to explore possible economic partnerships with businesses in the region, via START-UP New York and other venues.

As an institutional leader, SUNY Cortland recognizes the value and importance of continuous improvement. The reasoned guidelines set forth in SUNY Excels will ensure our ongoing ability to offer a high quality academic education to all SUNY Cortland students.