

# SUNY ONEONTA

## SELF-STUDY REPORT

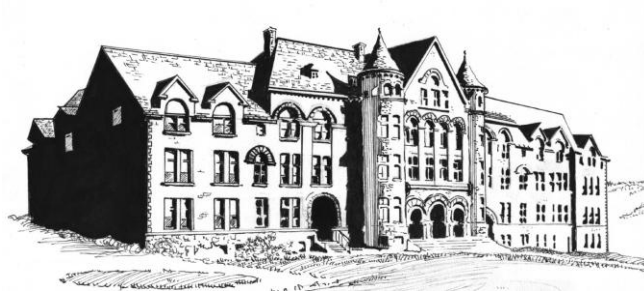
**Presented to the Middle States  
Commission on Higher Education  
for Reaffirmation of Accreditation**

Nancy Kleniewski  
President

March 2013

**TEACHING, LEARNING AND SCHOLARSHIP  
ENGAGEMENT  
SHARED STEWARDSHIP**

Teaching, Learning and Scholarship  
Engagement  
Shared Stewardship



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2012-13

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## *Teaching, Learning and Scholarship Engagement Shared Stewardship*

### **Executive Summary**

The State University of New York College at Oneonta (SUNY Oneonta) was founded in 1889 as a normal school with approximately 200 students. Primarily a teacher training college for 60 years, the College established a three-year Education program in 1923 and awarded its first Bachelor of Education degrees in 1942. In 1948, the College became a charter member of the State University of New York (SUNY), and in 1962 added a Liberal Arts Division and began offering programs in the arts and sciences.

Now one of sixty-four SUNY campuses and one of thirteen comprehensive colleges within the SUNY system, SUNY Oneonta is a predominantly undergraduate and residential institution, serving more than 5,800 full-time students and offering a distinct blend of high-quality liberal arts and professional programs. The College's 250-acre main campus overlooks the scenic Susquehanna River Valley in the central southern tier of New York. On Otsego Lake in nearby Cooperstown, the College maintains a complex housing the Cooperstown Graduate Program in History Museum Studies and the Biological Field Station. In 2008, Dr. Nancy Kleniewski was appointed as SUNY Oneonta's seventh President and the first woman to lead the College.

This self-study process has provided SUNY Oneonta with the opportunity to conduct a thorough and candid appraisal of its current status and to use that information to guide the institution for the next five years. Positioned as one of the most highly selective campuses in its SUNY sector, the College recognizes that continuing success is dependent on its ability and willingness to improve its programs and services in an ongoing fashion, based on sound assessment approaches and data as well through clear and robust decision-making processes.

A serious challenge for the future is the expected decrease in high school graduates in coming years, projected by the New York State Department of Education to be 16.5% by 2019. Further, as a SUNY campus, the College must meet expectations and requirements executed by the State University Board of Trustees and SUNY System Administration. In the last two years the State University has significantly elevated its own performance standards as reflected in its Strategic Plan, "The Power of SUNY," and has established corresponding aspirations for its campuses. In response, SUNY Oneonta, as part of its own strategic planning process, identified six goals that will not only move the College forward in high-priority areas but also align extremely well with the SUNY Strategic Plan: (1) Teaching, Learning, and Scholarship; (2) Student Engagement; (3) Global Connectedness; (4) Diversity; (5) Community Partnership; and (6) Sustainability.

Since SUNY Oneonta's 2003 comprehensive self study, the College has changed in multiple and extraordinary ways, witnessing great advances in virtually all areas of performance, including student applications, yield rates, and selectivity; retention and graduation rates; student satisfaction and engagement; faculty hiring; facilities management and sustainability; and fundraising. The College has also strengthened its planning and assessment processes substantially in order to assure ongoing success in these areas as well as to foster a climate of evidence-based decision-making and accountability. Reflecting this activity and progress, SUNY Oneonta has bolstered its reputation substantially, as demonstrated by:

- Being named to Kiplinger's magazines' rankings of "100 Best Values in Public Colleges" for six years running;
- Designation as No. 41 on *U.S. News and World Report's* 2012 list of "Best Regional Universities" in the North;
- Being awarded, as one of 311 higher education institutions nationwide, the Carnegie Foundation for the Advancement of Teaching Community Engagement Classification in recognition of civic partnerships and service learning;
- Being named to the President's Higher Education Community Service Honor Roll ever since the inception of that program; and
- Inclusion as one of 322 colleges nationwide in 2012 Princeton Review's "Guide to Green Colleges."

There has been notable turnover in senior leadership since the Periodic Review Report in 2008, with the installation of a new President in Fall 2008, a new Vice President for Finance and Administration in 2010, and a new Provost and Vice President for Academic Affairs in Fall 2011. An Associate Provost for Institutional Assessment and Effectiveness position was created and filled in Fall 2007 in order to assist with planning, assessment, accreditation, and compliance processes. Since 2009, the College's two existing academic divisions have been headed by interim deans. Further, in September 2012 Provost E. Maria Thompson announced an expansion to five academic divisions – each to be headed by a dean – effective Fall 2013; searches began in October 2012 to fill four of these five deans' positions.

This self-study report, produced as part of a participatory, campus-wide process, summarizes the major research, conclusions, and recommendations of six working groups charged by the Middle States Steering Committee to evaluate the College's compliance with the fourteen standards and address questions intended to focus on both institutional strengths and challenges. Chapters 1 – 2 provide an introduction to the College as well as a brief summary of the institution's accreditation history, and describe the 2013 self-study process.

Chapter 3, "Planning and Resource Allocation," documents the College's compliance with Standards 1, 2, and 3. With respect to Standard 1, SUNY Oneonta has a clear and highly public Mission Statement that guides activities at all levels of the institution and serves as the basis for a dynamic Strategic Plan. In meeting Standard 2, the College pursues the effective implementation of its mission and goals through designated planning processes, assessment mechanisms, and budget allocation methods. Further, academic programs and administrative units are expected to align their goals, objectives, and activities with the institutional mission and Strategic Plan through their participation in the College's assessment planning processes. For Standard 3,



SUNY Oneonta's internal budget allocation procedures are carefully designed, monitored, and executed, and the College's meticulous stewardship of resources has made it possible over time to not only meet its basic financial obligations but also to direct funding toward the institution's priority initiatives.

Chapter 4, "Leadership, Collaboration, and Institutional Integrity," addresses SUNY Oneonta's compliance with Standards 4, 5, and 6, offering convincing corroboration that the institution meets those standards. In consideration of Standard 4, the College's administrative and governance structures are clearly delineated and distinct, yet characterized by both formal and informal mechanisms that facilitate collegial and collaborative working relationships, and, indeed, shared stewardship. Policies and procedures exist to define the roles and responsibilities of all governance bodies, including those external to the institution as well as those groups that comprise the College's strong collective bargaining environment. With respect to Standard 5, the College's senior-level leaders are well-qualified to lead their respective units and have access to the information and data they need to make decisions. Administrators are recruited through national searches, with participation by faculty and staff members as appropriate. Similarly, administrators, faculty and staff work to assure institutional integrity (Standard 6), adhering to well-defined sets of protocols that protect important institutional values such as academic freedom, intellectual property rights, the fair and impartial application of policies, ethical behavior, honesty and accuracy in public documents and institutional data, and diversity.

Chapter 5, "Student Recruitment and Retention," confirms that SUNY Oneonta is in compliance with Standards 8 and 9. The College meets the fundamental elements established for Standard 8 through its development and implementation of admissions policies that clearly reflect the College's mission; its widespread publication of admissions criteria and policies; the provision of programs and services to assist students who marginally meet admissions standards; and the availability of information related to financial aid and scholarships. Further, admissions and retention policies are closely linked to a comprehensive array of student support services (Standard 9), which focus in particular on institutional emphases such as engagement, community service, and diversity. Undoubtedly, it is the quality and coordination of these activities that have resulted in SUNY Oneonta's unprecedented success during the last decade in recruiting and retaining well-qualified students who support its mission of excellence in teaching, learning, engagement, and shared stewardship.

SUNY Oneonta's compliance with Standards 10, 11, and 12, is presented and documented in Chapter 6, "Faculty and Academic Programs." SUNY Oneonta assigns primary responsibility for developing, delivering, and assuring the quality of its curriculum programs to its faculty (Standard 10), who are well-prepared in their respective fields, hired and evaluated according to clear and equitable policies, and accorded the academic freedom to instruct students as they see fit within the mission of the College. This faculty offers a rich curriculum consisting of a wide variety of undergraduate, graduate, and professional programs to meet the divergent learning, educational, social, and cultural needs of students (Standard 11). Further, the 70 distinct undergraduate majors include a strong general education component (Standard 12), with breadth and rigor in the major ensured by the faculty's expertise, clear academic policies and procedures, ongoing assessment and accreditation activities, and administrative assistance and support. The quality of the College's General Education Program is maintained and enhanced on an ongoing

basis by stringent assessment procedures focused on student learning and developed and overseen by a faculty committee.

Chapter 7, “Related Educational Activities,” describes and analyzes the College’s programs and activities relevant to Standard 13. This array of programs and activities serves as a significant complement to the institution’s strong core of academic programs in that they provide important support for admitted students who are under-prepared; enable the College to reach off-campus students through its distance education programs and other instructional sites; and meet the needs of community members through its certificate programs and non-credit offerings. This last activity is especially important given SUNY Oneonta’s strong record of providing service to the local community and region.

The College’s compliance with Standards 7 and 14 is presented and documented in Chapter 8, “Assessment of Student Learning and Institutional Effectiveness.” During the last four years, following the formal approval of an institutional assessment plan, the College has established protocols that assure the collection of meaningful data by both academic departments and administrative offices. These unit-level assessments, in conjunction with the evaluation processes at the institutional level related to performance indicators used to track progress on the Strategic Plan and other college-wide assessment efforts, contribute to a robust, interlocking system for attaining useful information across the institution and using it to improve programs and services. Most significantly, these new assessment processes were implemented as a result of close collaboration between the College’s administration and college governance, thereby helping ensure their sustainability into the future.

In conclusion, SUNY Oneonta approached this self study as much more than an exercise that would describe and analyze its activities since 2003 and summarize its current status with respect to the MSCHE fundamental elements. Rather, from the outset the College viewed the reaffirmation of accreditation similarly to its other ongoing planning initiatives, as a dynamic process that would yield valuable insights as it progressed regarding the institution’s strengths and, more useful, areas of concern. The College also determined that, as feasible, it would begin to address areas of concern even within the context of the self-study process. Examples of actions already taken in response to recommendations offered as a result of the self study are as follows:

- Addition of ten new tenure-track faculty lines to be filled in 2012-13;
- Expansion from two to five divisions in Academic Affairs, effective Fall 2013, and initiation of deans’ searches for four of those divisions;
- Creation of a new Associate Vice President for Academic Services position to provide administrative support to the Provost;
- Implementation of Faculty Learning Communities in Fall 2012 to address the issue of first-year student engagement; and
- Formation of Ad Hoc Committee on General Education to review the College’s current and potential general education curriculum.



**Middle States Commission on Higher Education**

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

**Certification Statement:**  
**Compliance with Federal Title IV Requirements**  
*(For SUNY State-Operated Institutions Effective July 1, 2011)*

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

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

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

SUNY Oneonta  
\_\_\_\_\_  
(Name of Institution)

is seeking (*Check one*): \_\_\_ Initial Accreditation    X Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

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

Nancy Klewener  
\_\_\_\_\_  
(Campus President)

01-22-13  
\_\_\_\_\_  
(Date)





**Middle States Commission on Higher Education**

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

**Certification Statement:**

**Compliance with MSCHE Requirements of Affiliation and Related Entities Policy  
(For SUNY State-Operated Institutions Effective October 1, 2009)**

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

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

SUNY Oneonta  
(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.

Nancy Klewison  
(Campus President)

11/26/12  
(Date)

H. Carl McCall  
(Chair, SUNY Board of Trustees)

11/28/12  
(Date)

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## **Chapter 1: Introduction and Institutional Profile**

The State University of New York College at Oneonta (SUNY Oneonta) was founded in 1889 as a normal school with approximately 200 students. The College continued to serve its primary mission of training teachers for some 60 years, establishing a three-year Education program in 1923 and awarding its first Bachelor of Education degrees in 1942. In 1948, the College became a charter member of the State University of New York (SUNY), and the first graduate degrees in Education were offered in the same year to address the need for advanced training for New York State's teachers.

In 1962, the College became a multipurpose institution with the addition of a Liberal Arts Division and the introduction of programs in the arts and sciences. The first non-teaching bachelor's degrees were awarded in 1964 and, in that same year, the Cooperstown Graduate Program in History Museum Studies was established in a public/private partnership between the College and the New York State Historical Association.

The College is now one of sixty-four SUNY campuses and one of thirteen comprehensive colleges within the SUNY system. A predominately undergraduate and residential institution, SUNY Oneonta serves more than 5,800 full-time students and continues to be distinguished by its blend of liberal arts and professional programs. In 2008, Dr. Nancy Kleniewski was appointed as SUNY Oneonta's seventh President and the first woman to lead the College.

The College's 250-acre main campus overlooks the scenic Susquehanna River Valley in the central southern tier of New York. On Otsego Lake in nearby Cooperstown, the College maintains a complex housing the Cooperstown Graduate Program in History Museum Studies and the Biological Field Station. Due to its geographic location – with the City of Oneonta located at least 60 miles from the larger upstate cities of Albany, Binghamton, and Utica – SUNY Oneonta plays a critical role in the Central New York region, employing around 1,100 faculty and staff members and providing significant educational, cultural, and economic opportunities for its students and employees, the City of Oneonta, and the surrounding communities in the rural region. Indeed, the College considers public service a fundamental part of its mission, a commitment that was recognized in December 2010 when the Carnegie Foundation for the Advancement of Teaching selected SUNY Oneonta for its Community Engagement Classification.

Currently, the College offers seventy undergraduate and nine graduate/post-baccalaureate programs through 24 academic departments, and instruction is delivered in classes with an average 18:1 student-to-faculty ratio. Global connections exist through 14 international partnerships that facilitate student and faculty exchanges and bring degree-seeking international students to Oneonta. Overall, the number of countries represented by international students in 2012 was 15, up 36% compared to the 11 represented in 2007. At present, academic programs are housed in two divisions: Science and Social Science, and Behavioral and Applied Science. Effective Fall 2013, reorganization in Academic Affairs will result in five distinct academic divisions: Liberal Arts and Social Sciences; Humanities and Fine Arts; Economics and Business; Natural Sciences and Mathematics; and Education and Human Ecology.



Over the last five years, SUNY Oneonta has positioned itself as a highly selective institution of choice within the SUNY system, and has experienced extraordinary success achieving its goals as determined through major performance indicators in areas such as enrollment, admissions, student retention and graduation, student satisfaction and engagement, faculty hiring, facilities management and sustainability, and fundraising. In large part, this success has occurred concomitantly with significant advances in the institution's planning, assessment, and resource allocation processes, which helps assure the sustainability of these gains into the future.

Beginning in Fall 2009 President Kleniewski initiated a highly inclusive strategic planning initiative which yielded a new Mission Statement and planning document intended to guide institutional priorities and activities through 2015. In President Kleniewski's first year, a college-wide [Analysis and Action Plan for Planning and Assessment](#) was approved by the College Senate and implemented starting in January 2009, and has served as a blueprint for assessment activity at the institutional level as well as in academic departments and administrative units. In August 2010, as a direct result of the strategic planning process, President Kleniewski announced the formation of the Budget Advisory Committee to be chaired by a faculty member and consisting of faculty, staff and administrators from across campus. The primary function of this group – the first ever of its kind at Oneonta – is to recommend to the President an annual budget in a multi-year context, being sure to operate in an open and participatory fashion and to integrate budgeting into strategic planning.

Common to all these developments is a fundamental emphasis on transparency, inclusion, and communication, themes that have consistently characterized President Kleniewski's tenure at the College. This openness to scrutiny and evaluation manifests itself in many ways described throughout this document, including the fact that SUNY Oneonta was an "Early Adopter" of the Voluntary System of Accountability (VSA) in 2007, and is one of 300+ institutions across the country to publish its [College Portrait](#) on an annual basis. Another example is the College's commitment to administering the Collegiate Learning Assessment (CLA) every three years as an institutional measure of students' value-added critical thinking and writing skills. Further, SUNY Oneonta was selected to take part in the Wabash Study 2010, which required the institution to submit information on a regular basis regarding its assessment practices and data, providing benchmarking against the other 29 participating colleges and universities.

In light of these prevailing themes, it is not surprising that SUNY Oneonta operates according to a strong and interlocking shared governance structure. As prescribed by New York State Education Law, the College Council consists of nine individuals appointed by the Governor and one student elected by the student body, and serves as an oversight and advisory body to the President and senior administration. The College President is assisted by a cabinet comprised of the vice presidents of Academic Affairs, Finance and Administration, Student Development, and College Advancement as well as the Senior Executive Employee Services Officer, the Director of Communications, and the Senior Assistant to the President.

Faculty and professional staff members participate in the decision-making process through the College Senate, cognizant that faculty and professional staff interests are part of the collective bargaining process. The United University Professions (UUP) is the labor union representing faculty and professionals on 29 of the SUNY campuses, including Oneonta, and the local

chapter, among its other activities, addresses issues of contractual concern through frequent interactions with campus management and in other venues. Finally, students take part in campus governance primarily through the Student Association and its affiliated organizations, and also are represented on the College Senate.

## **2010 Mission Statement**

“The SUNY College at Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.”

## **2010-15 Strategic Plan Pillars and Goals**

In April 2010 President Kleniewski and the Strategic Planning and Resource Council (SPARC) presented the document “Mission, Vision, and Strategic Plan 2010” to the College Senate for its final approval. This planning document delineates the following six overarching pillars to guide planning and action over a five-year period.

- **Teaching, Learning, and Scholarship**  
*Goal:* Promote a learning-centered environment that facilitates excellence in teaching, research, and creative activity.
  
- **Student Engagement**  
*Goal:* Engage students as active participants in their cognitive, personal, and professional growth by promoting opportunities with articulated learning outcomes.
  
- **Global Connectedness**  
*Goal:* Promote increased cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction in the global arena.
  
- **Diversity**  
*Goal:* Demonstrate a strong and public commitment to a diverse and inclusive campus community by continuing to implement the Strategic Action Plan on Equity, Diversity, and Inclusion.
  
- **Community Partnership**  
*Goal:* Create and enhance partnerships that are mutually beneficial to the campus and community.
  
- **Sustainability**  
*Goal:* Promote individual and collective responsibility for the continued well-being of the College, community, and environment by encouraging educational initiatives, environmental protections, and fiscal responsibility.

During Summer 2010, the President’s Cabinet developed an action plan to guide progress in each of these six areas and in Fall 2010 President Kleniewski formed the Strategic Planning Council (SPC). A primary duty of the SPC during the 2011-12 academic year was to identify

performance indicators to be used in tracking overall advances for each of the six pillars. Measures selected by the SPC were approved by the Cabinet in July 2012 and are available for review on the [Strategic Planning Council's website](#).

### **Faculty Profile**

During Fall 2012, SUNY Oneonta employed 259 full-time and 234 part-time faculty members, with full-time faculty offering around 60% of instruction. Slightly more than 17% of full-time faculty belong to an ethnic minority group, and 43.4% are female. Eighty-four percent of full-time faculty hold the highest degree in their field. Faculty responsibilities are outlined in the *SUNY Policies of the Board of Trustees*, the *SUNY Oneonta College Handbook*, and the *UUP Collective Bargaining Agreement*, and are discussed in detail in Chapter 6. Faculty workload consists of seven courses for the academic year.

### **Student Profile**

For Fall 2012, SUNY Oneonta enrolled 5,724 full-time and 133 part-time undergraduate students; there were 116 total full-time and 89 part-time graduate students enrolled. For full-time undergraduate students, 59.9% were female and 14.9% were students of color, representing a 4.3% increase in students of color since 2008.

The academic profile for SUNY Oneonta students has remained consistently high across the last six years, with an average of 91.8% of incoming students falling into SUNY System Administration's top two selectivity groups from 2008 through 2012. The first-year retention rate from 2011 to 2012 was 84%, up from 82% in 2008. Similarly, graduation rates are impressive, with 50% of the 2006 cohort of incoming students receiving their degree in four years, 63% within five years, and 64% within six years. These percentages represent a 7% increase for four-year graduation rates and a 5% increase for six-year rates increased compared to 2008.

## Chapter 2: Accreditation History and the 2013 Self Study

### Accreditation History

SUNY Oneonta last underwent its decennial reaffirmation of accreditation by MSCHE in 2003, with the visiting team making no formal recommendations, commending the institution for the quality of its self-study report, and expressing the expectation that the College would “continue to enhance its image as a quality institution of higher education and a ‘college of choice’ within the SUNY System.” Following its review of the College’s Periodic Review Report submitted in 2008, the Commission acted “to accept the Periodic Review Report and to reaffirm accreditation.”

Although the 2003 visiting team report offered no formal recommendations, it did include several important suggestions that SUNY Oneonta responded to in earnest, executing a number of actions that positioned the College to make much of the progress described in this self-study report. Among these actions are the following:

- Effective implementation of strategies intended to attract and retain higher academic quality students;
- Establishment of an Office of Equity and Inclusion in order to respond more assertively to issues related to diversity; and
- Creation of an Associate Provost for Institutional Assessment and Effectiveness position to provide additional support for assessment

### 2013 Self-Study Process

In Fall 2010 President Kleniewski appointed the Associate Provost for Institutional Assessment and Effectiveness and an Associate Professor of Educational Psychology, Counseling, and Special Education to co-chair the Middle States Steering Committee. These two individuals worked during that semester to prepare a preliminary rationale proposing the self-study model to be used, relying heavily on existing planning documents, as well as a timeline for conducting the self study. This proposal was submitted for review to the President’s Cabinet, which approved the co-chairs’ recommendation that SUNY Oneonta adopt the *Comprehensive Self-Study Model with Special Emphases on Teaching, Learning and Scholarship; Engagement; and Shared Stewardship*.

Early in the Fall 2011 semester, President Kleniewski appointed the remaining six members of the Steering Committee, with one member being named in consultation with the College Senate. Members of the Steering Committee are listed below:

- Ms. Colleen Clarke, Undergraduate Student Member
- Dr. Patricia Francis, Associate Provost for Institutional Assessment & Effectiveness (Co-chair)
- Dr. Constant Goutziers, Professor of Mathematics
- Mr. Timothy Hayes, Senior Advancement Officer, College Advancement
- Dr. Jeanne Miller, Associate Vice President for Student Development

- Ms. Sharon Paoletti, Agency Program Aide, Budget Office
- Dr. William Proulx, Associate Professor of Foods/Nutrition
- Dr. Anuradhaa Shastri, Associate Professor of Educational Psychology, Counseling, and Special Education (Co-chair)

The Steering Committee assembled formally for the first time on February 18, 2011, and met weekly either as a full committee or in sub-groups throughout the Fall 2012 semester; a complete set of [meeting minutes](#) is available for review. Prior to their first meeting, Steering Committee members received the following materials in order to familiarize them with the process: 1) *Characteristics of Excellence in Higher Education*; 2) *Self Study: Creating a Useful Process and Report*; 3) a recent sample self-study design from a similar institution; and 4) the self-study proposal and timetable approved by the President’s Cabinet. At that first meeting, the co-chairs presented a detailed summary of what they had learned at the MSCHE Self-Study Institute held in November 2010 and laid out the major duties and responsibilities of the committee.

The Steering Committee’s primary immediate task was to organize for the self study and develop a schedule and plan for completing the Self-Study Design. Early in this process the committee determined that the MSCHE standards would be grouped into six emphasis areas (see Table 2.1), with inclusive working groups formed to conduct the research and report on each emphasis area, with two members of the Steering Committee assigned to each group as liaisons. The committee then spent considerable time studying the structure and content of good questions to guide these working groups. In order to help assure the quality of these questions, Steering Committee members participated in two norming sessions so that there was a common understanding of the appropriate structure and phrasing for questions. Small teams of Steering Committee members then worked among themselves to develop questions for 2-3 standards, with all questions brought back to the larger group for review, revision, and approval.

*Table 2.1: Self-Study Design Model and Groupings of Standards*

<b>Emphasis Areas</b>	<b>MSCHE Standards</b>
Planning and Resource Allocation	Standards 1, 2, and 3
Leadership, Collaboration, and Institutional Integrity	Standards 4, 5, and 6
Student Recruitment and Retention	Standards 8 and 9
Faculty and Academic Programs	Standards 10, 11, and 12
Related Educational Activities	Standard 13
Assessment of Student Learning and Institutional Effectiveness	Standards 7 and 14

Following the submission of the completed [Self-Study Design](#) to MSCHE in April 2011, the College's MSCHE liaison, Dr. Mary Ellen Petrisko, made a site visit in May 2011 to meet with appropriate campus stakeholders and provide feedback on the design. The Steering Committee then revised the document and resubmitted it, with final approval received from Dr. Petrisko in June 2011.

During Summer 2011 the President's Cabinet, in consultation with the Steering Committee, identified co-chairs for the six working groups that would do the majority of the research for the self study and provide reports that would serve as the basis for the self-study document. At the College's Opening Breakfast in August 2011, President Kleniewski spoke extensively about the Middle States process and encouraged faculty and staff involvement. Shortly thereafter, the President's Office sent an email to the campus community that included a link individuals could go to in order to indicate the working groups they would like to join. Response to this email was overwhelming, with close to [70 faculty and staff members](#) volunteering to participate.

On October 3, 2011 the Steering Committee sponsored a kick-off meeting for working group members, with all faculty and staff invited to attend. This meeting provided an opportunity for the Steering Committee to explain the self-study approach being taken, the tasks for the working groups, the timetable for submitting draft and final reports, and the resources available to the working groups. The session also allowed working group members to meet for the first time and begin discussing their charge, assisted by their Steering Committee liaisons.

The Steering Committee provided regular updates on the Middle States self study throughout the 2011-12 academic year, making presentations at College Senate and to the College Council and holding open meetings on several occasions. Especially valuable in this regard was the College's [Middle States website](#), which was used to communicate developments to the campus community and post [resources](#) for use by the working groups. Draft reports from these groups were due in early April to the Steering Committee, which provided feedback on the drafts, and most working group final reports were received by mid-May 2012.

Using these reports as well as other institutional documents and data, the Steering Committee co-chairs prepared the preliminary self-study report over Summer 2012 for review and feedback from the President's Cabinet and the Steering Committee. Based on that input, the document was revised and placed on the Middle States website in October 2012, with faculty and staff notified of the draft's availability and encouraged to provide feedback using an electronic form available on the site. Open meetings and presentations on the self study continued during the Fall 2012 semester and the Steering Committee continued to revise the self-study document based on feedback from the community, and in particular the working groups.

In mid-October, Middle States Evaluation Team Chair Dr. James Muyskens of Queens College conducted his preliminary campus visit and suggested that the self-study document be revised to include fewer recommendations, so as to clarify and sharpen for the evaluation team the College's sense of priorities for the near future. The President's Cabinet took responsibility for identifying recommendations to be retained in the self-study document, with this process completed in late November. This shortened listing of recommendations was distributed to the campus community and on the Middle States website, and the Steering Committee sponsored

two open meetings in early December to provide a forum for discussion and feedback. Although the chapters in the current self-study document feature those recommendations identified by the President's Cabinet, the remaining recommendations originally offered by the working groups remain a part of the self study and can be found in Appendix 2.1.

The penultimate version of the self-study document was posted on the Middle States website in mid-December, and members of the campus community were once more encouraged to review the report and provide feedback, either via the electronic form on the website or directly to the Steering Committee. The final self-study report was reviewed and approved by the President's Cabinet in January 2013, and the College Council is scheduled to review and approve the document at its February 2013 meeting.

### **Nature and Scope of the Self Study**

In selecting the comprehensive model with special emphases in preparing and implementing its self study, SUNY Oneonta enabled itself to evaluate all programs and services in some detail, but also focus on three emphasis areas of special interest to the College and its future: Teaching, Learning and Scholarship; Engagement; and Shared Stewardship. In addition to directly reflecting the institution's new Mission Statement, these themes succinctly capture the essence of what SUNY Oneonta is, and aspires to be. By infusing these elements into and across the charges to the six working groups, the College hoped to establish the degree to which these themes are truly incorporated into its programs and services, and to use that information to reinforce those elements where necessary.

In order to obtain these goals, the self-study objectives were as follows:

- To carry out a constructive process and produce a useful document that not only satisfies the Commission on Higher Education but also guides institutional planning and action over the next five years;
- To energize the campus community by providing the opportunity to participate in the self-study process and deepen members' understanding of the value of reaccreditation as a vehicle for self-examination and improvement;
- To coordinate all major planning initiatives at the College in order to minimize the potential for redundancies and conflicting initiatives and to increase efficiencies;
- To emphasize and reaffirm the importance of teaching, learning, and scholarship, engagement, and shared stewardship to the future of the College; and
- To evaluate the extent to which the College is fulfilling its mission at the present time and to develop recommendations for improving the quality and effectiveness of the institution's programs and services as appropriate.

Much of the documentation contained in this document is available electronically and accessed through links in the text. Other information – for the most part, older resources and more voluminous documents – is available in the Middle States Evidence Room and catalogued according to MSCHE standards. Appendix 2.2 contains a listing of all hard copy and e-resource documents, organized by standard, and their location.



### **Chapter 3: Planning and Resource Allocation (Standards 1, 2 and 3)**

SUNY Oneonta has invested significant time and effort since its 2008 Periodic Review Report in articulating a mission, vision and goals that define the institution's purpose; developing strategies for assessing activities intended to actualize its mission; establishing clear and well-publicized policies and procedures for linking planning and assessment to budget allocation; and assuring the College's ongoing financial well-being and effective and efficient use of resources. In carrying out this work, SUNY Oneonta has created and implemented highly transparent and participatory systems and processes that the campus community can understand and embrace, helping assure their sustainability and ongoing success.

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#### **Standard 1: Mission and Goals**

*The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.*

SUNY Oneonta is in compliance with Standard 1.

#### **College Mission and Vision**

SUNY Oneonta has a clear and highly public Mission Statement that delineates its purpose and goals as an institution of higher education and is distinct to the institution. In April 2010, the College adopted the following Mission Statement as part of a new and inclusive strategic planning process:

The SUNY College at Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.

This statement was accompanied by the following assertion of values:

Our College strives to be a leader in

- Teaching with distinction and innovation through diverse academic programs grounded in the liberal arts and enhanced by technology, scholarship, and service;
- Engaging students in exceptional learning experiences, within and beyond the classroom;
- Nurturing the development of individuals who contribute to local and global communities;
- Building an increasingly diverse, welcoming, and inclusive campus community; and
- Operating sustainably for the well-being of our College, community, and planet.

## Strategic Planning at the System and Campus Levels

As a part of the State University of New York, SUNY Oneonta not only establishes its own strategic directions but also seeks to align its planning goals and objectives with SUNY's strategic planning process. In 2009, newly-appointed SUNY Chancellor Nancy Zimpher initiated an ambitious planning process that resulted in the launching in April 2010 of SUNY's Strategic Plan, "The Power of SUNY." Significantly, SUNY's plan states that "implementation must be integrated with the strategic plans developed by each of SUNY's 64 campuses."

SUNY's Strategic Plan includes six "big ideas" or themes:

- SUNY and the Entrepreneurial Century
- 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

Shortly after unveiling its plan, SUNY System Administration revealed to campuses a set of benchmarks and performance indicators to be used in monitoring progress on all 64 campuses. These measures can be accessed at [www.suny.edu/powerofsuny/reportcard](http://www.suny.edu/powerofsuny/reportcard). In December 2012 SUNY System Administration provided campuses with the first "scorecard" resulting from this process, one which allows campuses to compare their progress on the various measures with SUNY-wide averages. Oneonta's scorecard, based on 2010-11 data, is found in Appendix 3.1.

At SUNY Oneonta, in August 2009 President Kleniewski convened the Strategic Planning and Resource Council (SPARC), comprised of faculty, staff, students, alumni, and community members, and charged this group to develop a new strategic planning document to define and guide the College's future, taking into account past planning at the College as well as SUNY's ongoing strategic planning efforts. Three task forces, which included members from SPARC, were also formed in order to carry out in-depth review and analysis of three important issues. The Governing Ideas Task Force was charged to develop Mission, Values, and Vision statements, while the Institutional Distinctiveness Task Force had responsibility for establishing criteria and procedures that would be useful in identifying the College's unique programs and services. The third group, the Organizational Structure Task Force, was charged to examine SUNY Oneonta's alignment of existing functions and recommend alternatives as appropriate for new alignments that would improve efficiencies and coordination of programs and services.

Throughout the 2009-10 academic year, SPARC and the three task forces provided frequent communications to the campus community regarding their deliberations and held public forums on a regular basis in order to receive feedback and input from faculty, staff, and students. Most of the materials developed during this time are available at [www.oneonta.edu/sparc/](http://www.oneonta.edu/sparc/).

In April 2010 President Kleniewski and SPARC presented the document "Mission, Vision, and Strategic Plan 2010" to the College Senate for its final approval. This [planning document](#)

delineates the following six overarching goals or “pillars” to guide planning and action over a five-year period.

- **Teaching, Learning, and Scholarship:** Promote a learning-centered environment that facilitates excellence in teaching, research, and creative activity.
- **Student Engagement:** Engage students as active participants in their cognitive, personal, and professional growth by promoting opportunities with articulated learning outcomes.
- **Global Connectedness:** Promote increased cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction in the global arena.
- **Diversity:** Demonstrate a strong and public commitment to a diverse and inclusive campus community by continuing to implement the Strategic Action Plan on Equity, Diversity, and Inclusion.
- **Community Partnership:** Create and enhance partnerships that are mutually beneficial to the campus and community.
- **Sustainability:** Promote individual and collective responsibility for the continued well-being of the College, community, and environment by encouraging educational initiatives, environmental protections, and fiscal responsibility.

### **Implementing the 2010-15 Strategic Plan**

Over the summer of 2010, the President’s Cabinet prepared for the implementation of the Strategic Plan, with a key consideration being alignment between the campus plan and “The Power of SUNY.” As part of this process, the Cabinet constructed a crosswalk between these documents highlighting these alignments, and the establishment of priorities for implementing Oneonta’s plan was strongly influenced by areas of congruence between the two planning documents. In addition, the Cabinet assigned responsibility for carrying out the different strategic planning initiatives, relying as much as possible on existing campus structures and functions so as to avoid having to form special committees.

During the 2010-11 academic year, the President’s Cabinet formed and charged the Strategic Planning Council (SPC) to provide oversight for the implementation phase of the College’s Strategic Plan. This group, comprised of faculty, staff, administrators, and students and including some former SPARC members, has four primary functions: 1) to provide frequent updates to the campus regarding the implementation of the Strategic Plan as well as opportunities for the campus to offer input into the process; 2) to serve as liaisons to the different groups that have responsibility for implementing the planning initiatives, focusing in particular on resources these groups need to effectively meet their charge; 3) to report back to the President’s Cabinet on the implementation process, including information on resource needs as reported by the implementation groups; and 4) to identify institution-wide performance indicators for each

planning goal that the President’s Cabinet uses to evaluate overall progress on the College’s goals and objectives.

The SPC meets on a regular basis and formed sub-groups, one of which was charged to identify institutional performance indicators, making sure that there is overlap between these measures and those being used by SUNY System Administration in tracking progress toward its Strategic Plan goals. These indicators were approved by the President’s Cabinet in Summer 2012. In addition, an implementation plan for the Strategic Plan is updated at least annually, with the most current plan found in Appendix 3.2.

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**Standard 2: Planning, Resource Allocation, and Institutional Renewal**

*An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

SUNY Oneonta is in compliance with Standard 2.

SUNY Oneonta pursues the effective implementation of its mission, goals, and objectives through designated planning processes, assessment mechanisms, and budget allocation methods. Academic programs and administrative units are expected to align their goals, objectives, and activities with the institutional mission and Strategic Plan through their participation in the College’s assessment planning process, described thoroughly in Chapter 8.

**Budget and Resource Allocation Processes**

As part of the SUNY System, SUNY Oneonta’s annual budgeting process is dictated to a large degree by New York State’s legislative and SUNY System Administration’s budgetary processes. The College’s core instructional budget is funded primarily through state funding and student tuition, but tuition rates are established by the SUNY Board of Trustees and cannot be adjusted independently by campuses.

Since 2008, SUNY Oneonta has had to overcome a cumulative budget shortfall of \$9.8 million, with state tax support declining from nearly 20% of the College’s overall operating budget in 2007-08 to about 12% in 2011-12. The State legislature supported rational tuition increases of \$300 per year for five years beginning in academic year 2011-12, but these increases must be voted on each year, and as such cannot be trusted as a stable revenue source. To date, the College has managed to generate savings, increase revenue from non-state and potentially non-tuition sources, and use campus reserves to offset the budget deficit and provide funding for institutional renewal.

The campus is working with SUNY System Administration to improve the stability of both state and tuition resources, and is an active participant in SUNY’s current efforts to redesign its

resource allocation model for its 29 state-operated campuses. Still, it remains necessary for the institution to rely increasingly on other revenue sources, as detailed below in the discussion of Standard 3. For 2011-12, SUNY Oneonta's total all-funds budget was \$105.0 million, of which \$80.3 million was state-appropriated (including state tax support, tuition, university-wide targeted program support, student fees, and dormitory revenues). As is true at most institutions, salary expenditures make up the largest component of the College's operational spending, with this figure at 69% of state-appropriated funds in 2011-12.

Overall, the College's annual budget planning is guided by procedures established and disseminated by SUNY System Administration, which solicits a "Campus Needs Analysis" by early July, with this analysis due back by early September. Also at that time, the campus must finalize its Personnel Service and Other Than Personnel Service needs and by mid-September submits estimates of enrollment growth as well as projected needs related to academic program changes and special initiatives. SUNY System Administration compiles this information across campuses and in November submits a total budget request to the SUNY Board of Trustees, which must approve it for submission to the Governor. The Governor's Executive Budget is released in January, but it must be approved by the legislature by April 1. Once the budget is enacted and SUNY's overall allocation is clear, SUNY System Administration officials make final decisions regarding funding distributions and special initiatives. Campuses are free to enroll more students than were approved, but receive no state tax support for those students (i.e., they are funded solely through tuition dollars).

Historically, the College's fiscal management has been vigilant and relatively conservative, striving to maintain a campus reserve balance of at least 10% - 25% of state tax support in order to meet unexpected obligations, allow for new investments in priority objectives, and cover state funding cuts or other revenue losses as they occur. The College funds its campus reserves in part from overhead assessments on income fund accounts, and then distributes those funds in support of campus-wide programs and initiatives, general institutional operating costs, and scholarships, thereby reducing reliance on core operational funds (i.e., tuition and state tax support) for these purposes. The College also builds its reserve balance by sweeping unutilized State Purpose allocations from departments at the end of each fiscal year.

During periods of state funding cuts, such as those seen from 2008-09 through 2011-12, the College establishes savings targets in order to cover anticipated deficits. In 2008-09 and 2009-10, savings targets by division were instituted, and revenue enhancements such as student fee and overhead rate increases were implemented so as to achieve the reserves necessary to cover the next year's expected cuts. In 2010-11, a Vacancy Review Process (VRP), described in detail below, was initiated and a statewide early retirement incentive adopted, saving the College over \$2.5 million and positioning the institution to absorb an anticipated 2011-12 state funding cut projected to exceed \$2.0 million. These savings, combined with a late state decision to fund a tuition increase for 2011-12, not only covered the state funding cut but also enabled the College to reinvest in its priority goals and objectives and maintain excellence in its programs and services. To illustrate, the President's Cabinet approved a \$250,000 increase to academic department budgets for 2011-12 based on perceived needs in that area.

Overall, the institution's careful stewardship of resources and attention to its reserve balance has proved very effective across time. On those occasions when the College's financial reserves exceed campus reserve threshold guidelines as established under SUNY guidelines, these excess funds can be distributed to advance priority goals and initiatives. Conversely, when there are no excess reserves, the College relies on redistribution of existing resources to assure its ongoing institutional renewal. Specific examples of how resource reallocation decisions have been made are provided immediately below.

## **Linking Planning to Budget Decisions and Resource Allocation**

### Strategic Planning and Strategic Allocation of Resources (StAR) Model

Prior to the development of the 2010-15 Strategic Plan, there was no formal budget request process to identify and fund priority initiatives aligned with the College's strategic priorities. Instead, the President's Cabinet made decisions regarding the distribution of new resources, funding cuts, or new revenue generation, without broad input from or communication to the campus community.

The 2010-15 Strategic Plan afforded the campus the opportunity to align financial planning with strategic goals and objectives, and such alignment has received strong emphasis the last two years. During the summer of 2010, the President's Cabinet decided that the College needed to make a fiscal commitment to the implementation of the Strategic Plan in order to assure success, and designated \$375,000 for each of the first two years of implementation and at least \$250,000 annually for subsequent years. Examples of activities funded through these funds in 2010-11 and 2011-12 include the following:

- Enhancements to the Office of Graduate Studies and hiring of a new Director (\$116,800);
- Creation and filling of an Internship Coordinator position (\$48,000);
- Creation of a Sustainability Coordinator position (\$62,000);
- Completion of a Climate Action Plan Study (\$19,800);
- AALANA student recruitment initiatives (\$25,800); and
- Creating an Assistant Research Analyst position to enhance institutional research activity (\$45,000).

Significant enhancements have also taken place with respect to campus participation in and knowledge of the resource allocation process. In Fall 2010 President Kleniewski announced the formation of the [Budget Advisory Committee \(BAC\)](#), a group consisting of faculty, staff, administrators, and students and charged to: maintain a transparent, informative, and participatory operating fund budgeting process; integrate campus strategic planning with the budgeting process; analyze the budget context (e.g., state funding) and its impact on the institution; advise the president regarding the process of constructing annual divisional budgets and overall college budget; and hold open meetings on the proposed budget to inform and gain input from the campus. The impact of this group has already been substantial, shedding much-needed light on policies and procedures that had before been largely obscured from the campus community. During 2011-12 the committee chair, a faculty member, and the Vice President for Finance and Administration made three budget presentations, each including a budget status

update and an outline of actions and decisions designed to close an impending budget gap. Further, the committee website is constantly updated regarding the college budget situation and provides users the opportunity to ask questions and make suggestions.

Perhaps more important, the BAC, SPC, and President's Cabinet worked collaboratively during 2011-12 to develop a new institutional [Strategic Allocation of Resources](#) (StAR) model that is intended to open up the College's budgeting process by soliciting proposals for funding that will advance existing planning efforts, including the Strategic Plan or divisional or unit plans. By requiring proposals to demonstrate direct linkages to these plans and to include supporting data from department assessment plans or other relevant sources, this process effectively links planning, assessment, and resource allocation. BAC's role will be to review the college budget independently and recommend an amount of campus reserves to be released for strategic spending. Review and ranking of proposals for funding will be carried out by the College's Executive Team, consisting of the President's Cabinet, SPC and BAC chairs, academic deans, College Senate chair, the Student Association president, and other designees appointed by the College President. It is expected that total funding for StAR will be in the range of \$500,000 each year for 2013-14 and 2014-15.

Drafts of the StAR model (see Appendix 3.3) were presented to the campus in order to generate input, and in November 2012 the first [call for project proposals](#) was distributed. Final decisions will be made for this first funding round in April 2013, with project implementation scheduled for 2013-14.

### Vacancy Review Process

As is true at all higher education institutions, it is often necessary to make decisions regarding the redistribution of existing resources. A key example at SUNY Oneonta is the College's recent adoption of a Vacancy Review Process (VRP). Prior to the 2010-11 academic year, it had been fairly common practice for departments and offices to be allowed to fill vacant positions without extensive data-based justification. In July 2010 the President's Cabinet announced that, effective immediately, all vacant positions – both non-instructional part-time and all full-time – would be reviewed regardless of funding source for the purpose of assuring that replacing the position was warranted. The VRP has continued since that time, with departments seeking to fill positions required to provide a detailed justification to the President's Cabinet, which meets once a month to evaluate the submissions and make decisions. The justification must provide information regarding the need for the position, alternative means for offering the services, salary savings that might be realized by filling the position at a lower cost, and the relative priority of filling it (e.g., impact on other staff or services).

Overall, the VRP provides offices, departments, divisions, and the President's Cabinet with the opportunity to evaluate staffing needs as vacancies occur, consider ways in which programs and services might be offered more efficiently and effectively, and decide whether these programs and services are in line with strategic priorities at both operational and college-wide levels. Further, it is estimated that the VRP, together with a statewide early retirement incentive that was enacted at the same time, captured savings generated by employee turnover amounting to more than \$2.5 million in 2010-11.



## Tenure-Track Line Request Process

Another significant example of resource reallocation at the College was implemented during the 2011-12 academic year by new Provost and Vice President for Academic Affairs E. Maria Thompson. Working with the Office of Institutional Assessment and Effectiveness, the Provost developed a process for programs to use when requesting new tenure-track lines. Application guidelines were created requiring programs to provide information on data elements over a five-year period such as number of majors, graduates, and advisees; total full- and part-time faculty and faculty FTE; and course enrollments. A narrative must accompany these data that ties the request to college and departmental planning as well as expected implications for curriculum and scholarly/creative activity in the program; the narrative must also include the results of the department's most recent Program Review and assessment of student learning outcomes.

This new process for requesting tenure-track faculty lines has introduced a systematic means through which academic programs must link planning and assessment to one of the most critical budgeting decisions at the College. Used for the first time in Spring 2012, this process resulted in twenty applications, with eight approved.

## **Aligning Goals and Objectives Across Institutional Levels**

As critical as it is to have a strategic plan that delineates institutional priorities, it is equally important that operational units have plans in place that direct activities on a short- and long-term basis consistent with college planning. At SUNY Oneonta, all academic programs and administrative units have assessment plans in place that must be updated and reported on annually. Academic program assessment of student learning is guided by policies and procedures developed by a faculty group, the [Academic Program Assessment Committee](#) (APAC), while the assessment of administrative units takes place according to guidelines developed and overseen by the [Institutional Assessment Committee](#) (IAC), which is composed of professional staff members and a librarian. For both of these assessment processes, units are expected to link their goals, objectives, and assessment activities to college planning efforts, including the Mission Statement and Strategic Plan. A full description of the College's institutional assessment plan and the role of APAC and IAC is found in Chapter 8.

While these processes help assure alignment between SUNY Oneonta's Strategic Plan and unit planning and assessment, planning at the divisional level has been less formal in nature. Prior to the arrival of Provost Thompson, the Academic Affairs Division had no clearly articulated mission statement or set of planning goals, with direction for the College's core academic mission provided by the Strategic Plan or, before that, the [Comprehensive College Plan](#). In Fall 2011 Provost Thompson established the [Academic Master Plan Task Force](#) (AMPTF), chaired by two faculty members and consisting of faculty members, professional staff, and graduate and undergraduate students. This group's charge is to develop a vision for Academic Affairs that will advance teaching, learning, and scholarship and to serve as an internal communication tool that assists other divisions in supporting Academic Affairs.

The Academic Master Plan is intended to take place in a three-phase process, due for completion by May 2014, and should bring an even more strategic focus to operational planning efforts, both

within and external to Academic Affairs. In Fall 2012 the AMPTF completed Phase 1, which focused on identifying a mission and values for the division, providing a [report](#) to the College Senate in October 2012 summarizing the outcomes of that work.

### **Institutional Assessment**

SUNY Oneonta’s ongoing planning and assessment processes consist of the following major components:

- Participation in the Middle States Commission on Higher Education (MSCHE) decennial and periodic review processes, which provides the opportunity to conduct an institution-wide evaluation of how planning, assessment, and resource allocation intersect across institutional levels and to take into account emerging contextual factors;
- Implementation of the Strategic Plan, which includes monitoring of the status of institutional performance indicators for each strategic planning pillar, with vice presidents ultimately responsible for oversight and revisions as appropriate;
- An intensive Program Review process, which all academic programs undergo every seven years (unless external accreditation schedules dictate otherwise) and which must include evaluation by external reviewers;
- Annual assessment by academic programs of student learning outcomes following APAC’s guidelines, with all outcomes to be assessed within three years;
- Annual assessment of general education student learning outcomes following guidelines developed by a faculty committee, the [General Education Assessment Committee](#) (GEAC), with all outcomes to be assessed within three years;
- Program accreditation processes for Education (National Council for Accreditation of Teacher Education), Economics and Business (AACSB International-The Association to Advance Collegiate Schools of Business), Music (National Association of Schools of Music), Human Ecology (American Association of Family and Consumer Sciences), and Dietetics (Commission on Accreditation for Dietetics Education); and
- Assessment by administrative units of their specified objectives following IAC’s guidelines, with all objectives to be assessed within three years.

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### **Standard 3: Institutional Resources**

*The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.*

SUNY Oneonta is in compliance with Standard 3.

### **Funding Sources**

As suggested by this standard’s fundamental elements, the resource allocations made by a college are necessarily a direct reflection of institutional priorities. In order to ensure the

efficacious use of resources in meeting these priorities, an institution must align its various planning processes with its goals and resources, including those provided through its auxiliary entities. With the decline in New York State tax support to just over 12% of its overall operating budget, SUNY Oneonta has had to rely increasingly on revenue sources beyond state funding and tuition. Appendix 3.4 contains a five-year summary of the College's all-funds budget, depicting the relative contributions of those revenue sources to the budget total.

**Oneonta Auxiliary Services.** [Oneonta Auxiliary Services](#) (OAS) is a not-for-profit corporation that has served the Oneonta campus for 61 years and is governed by a Board of Directors comprised of students, faculty and staff. Through self-operated and contracted services, OAS provides a variety of programs and amenities including dining, catering, vending, and check cashing. In addition, OAS operates the bookstore, the Shipping Room, a debit card program, ATMs, and the ID card service. OAS also contributes significant financial resources to the College annually. During 2011-12, OAS returned approximately \$1.6 million through program accounts (\$371,259), scholarships (\$420,000), utilities (\$609,054), leasehold improvements (\$139,162), and SUNY support services (\$100,776).

**Grants Development Office.** The primary responsibility of the [Grants Development Office](#) is to provide comprehensive proposal-related services to faculty and staff. At present SUNY Oneonta ranks second among the 21 SUNY comprehensive and technology colleges in both sponsored program expenditures and committed funds (representing monies awarded by external sponsors). Currently, the College's sponsored programs portfolio consists of 18 grants totaling \$4.98 million, including awards from the National Science Foundation (5), National Institutes of Health, National Aeronautics and Space Administration, U.S. Department of Education, and Institute of Museum and Library Services.

**College Foundation.** The College at Oneonta Foundation is a non-profit organization established in 1982 that provides the campus with the ability to cultivate resources beyond those provided through state appropriations, and offers philanthropic support through scholarships, research opportunities, and academic program initiatives. During 2011-12 the Foundation reported the following accomplishments:

- Increase in the endowment to \$39 million;
- Fundraising of more than \$2.8 million (representing the eighth consecutive year of raising at least \$2 million, and the fourth largest gift total in foundation history);
- Awarding of 1,004 scholarships totaling \$1.3 million; and
- Creation of 15 new scholarships.

The Foundation's effectiveness is facilitated by the close working relationship between the College's administrative leaders and the College Foundation Board of Directors. The Foundation's membership structure includes the President of the College, the Vice President for College Advancement (who serves as Executive Director of the College Foundation), and the Vice President for Finance and Administration (who serves as Treasurer of the College Foundation), all of whom make operational decisions for the day-to-day functioning of the institution. Further, staff from the Division of College Advancement and the Division of Finance

and Administration provides support for the Foundation, assuring close formal and informal collaboration between college officials and the Foundation Board of Directors.

A significant example of this mutually beneficial collaborative relationship is the recent completion of the Foundation Board's Fund for Science and Technology mini-campaign. Deemed necessary based on a series of priority needs identified by the College to enhance its science programs, this initiative focused on the creation of endowed scholarships for science students. Other priorities include support for faculty and student research; equipment and instrumentation purchases; and professional development for faculty. This campaign was led by two College Foundation Board members, a Professor of Biology and an alumna of the College, who provided leadership to all phases of the campaign's planning and execution, made leadership gifts, and solicited major donors for gifts.

Cultivation of external resources has been a part of official college planning for many years. In 1997, the College adopted its Comprehensive College Plan which included the goal "to strengthen the College through external support, enhance its image, and celebrate its traditions." Corresponding objectives were established in four areas: alumni percent giving, raising private funds for scholarships, advancing the Fund for Science and Technology, and acquiring grants through increased faculty research. Current efforts to cultivate external resources are designed to align with the goals of the 2010-15 Strategic Plan, leading the College Foundation Board of Directors in October 2011 to establish strategic priorities targeting scholarships, faculty development, student research, international education scholarships supporting study abroad, and student internship support. Also at that time, the Board began discussions on increasing the proportion of the College's unrestricted endowment beyond its present 15% in order to maximize funding to support the Strategic Plan. Foundation members have served on both the Strategic Planning and Resource Committee (SPARC) and Strategic Planning Council (SPC), helping assure a prominent role for the Foundation in the College's planning initiatives.

**Capital Budget.** Major facilities maintenance and construction projects are funded through the College's capital budget. Because this budget is funded by the State through proceeds from capital bonds, it is a separate funding stream from the state-supported operating budget. At present, SUNY Oneonta's capital budget funded by state-issued bonds is about \$14 million for annual critical maintenance and \$66 million for major strategic initiative projects, including upcoming major capital projects in Fizzle Hall and Science II. In its facilities planning, the College made a conscious decision to focus on repairing and renovating existing facilities and infrastructure as opposed to new construction.

## **Facilities Planning**

The College has two components to consider with respect to facilities planning, day-to-day maintenance and operations and long-term capital planning. Currently, baseline budgets are used to establish operational building and maintenance allocations, but frequently requests for additional funding are necessary due to unanticipated state-mandated systems upgrades and unforeseen equipment breakdowns. The need for recurring funding adjustments might also arise, such as when fuel prices increase. Requests for these adjustments are initiated by contacting a member of the appropriate department or of the President's Cabinet, and typically receive a

timely and effective response, with the additional monies coming from campus reserves, vice presidential reserves, program reserves, or a cash balance. In order to buttress operational support in this area, the President's Cabinet approved a \$240,000 budget increase in 2010-11.

With respect to long-term facilities planning, college departments can request small locally funded capital projects such as office renovations, being sure to identify the source of funding to cover the project costs. Once funding is confirmed, the request is submitted to Facilities Planning, which ranks projects based on criteria including institutional priorities determined in consultation with the appropriate President's Cabinet member, code compliance issues, and the overall complexity of the project (e.g., the need for multiple trades involvement or architectural or engineering support). Facilities Operations' maintenance workload is considered in determining whether projects can be performed utilizing in-house personnel or outside contractors.

SUNY Oneonta's [Facilities Master Plan](#) provides overarching guidance for the implementation of all future major capital projects, and was developed in wide consultation with all campus stakeholders. The following criteria are employed to determine the order in which academic buildings will be renovated: relative age of the building, priorities established by the President and Provost, and relative condition of each building. In general, the process and criteria used to determine the order in which residence halls are renovated is much the same as for academic buildings, except that priorities are established by Student Development and Residential Community Life. Critical maintenance projects involving roofs, HVAC, window replacement, and plumbing are funded separately for academic buildings and residence halls and are normally driven by condition assessments of each building.

## **Technology Resources**

As with financial and facilities resources, technology resources are a major factor in an institution's ability to carry out its mission and achieve its goals. As such, the College must continuously assess the adequacy of its technology resources in achieving its mission as well as whether or not it is using and delivering those resources with maximum effectiveness and efficiency. Each semester full-time students pay a technology fee (\$196.50 for 2012-13) that helps support improvements in the College's technology systems and services.

In 2011, the Information Technology Services Workgroup was created and charged to explore possible realignment of information technology services in order to enhance efficiencies, realize cost savings, and improve customer service. The [final workgroup report](#) resulted in the hiring of a Chief Information Officer in Fall 2011 and the merging of the Administrative and Academic Computing departments. Reorganization of Information Technology into a single unit was completed early in March 2012, following consultation with divisional leadership, the President's Cabinet, and the College Senate. During the remainder of the spring semester, staff members created a unified strategic plan and developed an assessment plan that was implemented in June 2012.

## Human Resources

One of the challenges facing SUNY Oneonta is to ensure that the College has the human resources it needs to achieve its goals. As the more detailed information presented in Chapters 4 and 6 demonstrates, the College benefits from the expertise of well-qualified and dedicated administrators, faculty, and staff at all operational levels to support its mission and outcomes expectations. It has been more difficult to achieve a desired degree of diversity among faculty and staff, due in large part to the highly homogeneous composition of the population in the Oneonta community as well as its rural location.

Still, the College continues to commit significant thought and resources to creating and maintaining a diverse work force, and this goal aligns with one of the six pillars making up the Strategic Plan 2010-15. The institution's [Strategic Action Plan on Equity, Diversity, and Inclusion](#), developed and first implemented in 2007, describes many initiatives targeting the recruitment and retention of employees who contribute to the campus' diversity. These actions include collaborative work between Employee Services, the Office of Equity and Inclusion, and search committees in Academic Affairs to broaden the applicant pool for faculty searches; increased use of advertising venues that enhance diversity for all vacancies; and the purchase of new Affirmative Action Plan software that allows for improved data management and analyses related to affirmative action reporting. Retention efforts include the implementation of a voluntary mentoring program for new faculty and the provision of \$75,000 for faculty development.

Results of these efforts have been extremely positive, with the percentage of applications received from ethnic minority candidates for faculty positions increasing from 20% in 2006-07 to 41% in 2011-12. Across that same time period applications from ethnic minority candidates for professional staff positions increased from 7% to 16%. In terms of hiring, the percentage of new ethnic minority faculty rose from 16% in 2006-07 to 47% in 2011-12 while these figures also increased for professional staff positions, from 10% to 17.5%. For classified employees, there is much less flexibility in the hiring process because of state civil service rules and regulations, making it much more difficult to demonstrate progress in diversifying those particular positions.

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## Assessment of Planning and Resource Allocation at SUNY Oneonta

At present, SUNY Oneonta has well-articulated means of assessing its multiple planning efforts at the institutional and unit levels. The existence of specific performance indicators for each pillar of the strategic plan provides a mechanism for charting progress on the various actions being implemented under each pillar, with members of the President's Cabinet primarily responsible for monitoring those indicators and recommending adjustments in course as necessary. It is also important to note that the benchmarks and performance indicators SUNY System Administration identified to evaluate progress of its own strategic plan, as well as the campus scorecard it began to provide in Fall 2012, are important sources of data for the College's institutional assessment efforts, allowing comparisons with other SUNY state-operated campuses on the measures of interest. Further, SUNY Oneonta has systematic procedures in

place for evaluating virtually all domains of institutional effectiveness, such as program review, student learning outcomes assessment, general education assessment, discipline-specific accreditation requirements, and processes for assessing the effectiveness of administrative units.

In this regard, all offices that are involved in planning and resource allocation at SUNY Oneonta participate in the assessment process overseen by the Institutional Assessment Committee (IAC), which requires the annual updating of assessment plans and reporting of assessment results for the previous year. As part of this process, units are required to include the major conclusions they reached after reviewing their assessment data for that year, explanations for why expected outcomes were not achieved as appropriate, and changes they intend to make the following year based on their assessment results. Such a requirement helps assure that assessment is being used to improve programs and services, or to “close the loop.”

### **Relationship to Self-Study Special Emphases**

**Teaching, Learning, and Scholarship.** There are many examples of how institutional planning and the strategic allocation of resources are reflected in the Strategic Plan 2010-15, notably the first pillar of that plan. Actions that have already been completed under this pillar are the reorganization of Graduate Studies and hiring of a new Director of Graduate Studies, directly intended to increase SUNY Oneonta’s graduate student enrollment. In addition to benefiting academic programs and faculty, growth in graduate students assists the College financially since graduate tuition is higher than that for undergraduates.

The development of an Academic Master Plan (AMP) currently underway also illustrates the intersections among planning, assessment, resource allocation, and the College’s teaching mission. Designed to reflect the SUNY Strategic Plan and SUNY Oneonta Strategic Plan, the AMP has as its express purpose the advancement of excellence in teaching, learning, and scholarship.

**Engagement.** There is extensive evidence that SUNY Oneonta’s planning and resource allocation processes take into consideration the importance of fostering a community of engagement both on campus and in the larger community. The second strategic planning pillar focuses specifically on student engagement, but involvement by faculty, staff, and students permeates most of the other planning pillars as well. For instance, the Teaching, Learning and Scholarship pillar includes activities such as faculty-student collaboration in research while the Global Connectedness pillar emphasizes student and faculty involvement in study abroad programs. The Community Partnership pillar encompasses many initiatives that seek to link the College to the City of Oneonta and outlying region, including continuing education offerings, service learning courses, student community service hours, and engagement by college alumni in college activities.

Reflecting these institutional priorities, SUNY Oneonta has expended significant resources in order to ensure their continued success. Notably, the Center for Social Responsibility and Community (CSRC) exists for the express purpose of directing institutional resources in support of college-community partnerships. CSRC has as its mission “to instill a sense of social responsibility and an understanding of the various means by which individuals can be involved



in building strong communities,” and coordinates volunteer and service-learning opportunities for students. The College supports the CSRC with two full-time positions and an annual operational budget of \$32,000 from core state appropriations. Further, in Fall 2012 Provost Thompson appointed a faculty member to serve as a half-time Service Learning Coordinator, providing assistance to CSRC in developing, coordinating, and tracking service learning opportunities for faculty and students. This appointment is part of a two-year pilot program, which will be evaluated at the end of the second year. Other recent actions taken to foster engagement include the addition of a new position to coordinate the College’s Leadership Education and Development (LEAD) program and oversee student activities, creation of a new Internship Coordinator position, and increasing from half- to full-time the director’s position for the Gender and Sexuality Resource Center.

**Shared Stewardship.** Since the onset of the SUNY Oneonta’s latest strategic planning initiative, its planning and resource allocation processes have been a model of shared stewardship, with members of all campus stakeholder groups participating in that initiative and subsequent efforts such as the implementation of the Strategic Plan 2010-15, the development of the Academic Master Plan, the creation of the Budget Advisory Committee, and the Middle States self-study process. It is also noteworthy that the College Senate, the campus’ major governance body comprised of faculty, staff, and students, has had the opportunity to provide input into all of these initiatives, and President Kleniewski, Provost Thompson, and other college administrators have reported to that body on a regular basis in order to make sure Senate members are adequately informed.

### **Recommendations:**

- Develop an institutional planning map that clearly delineates all planning efforts and the relationships among them;
- Formalize periodic assessment of baseline resources for both academic and administrative departments, with essential components including alignment with the College’s mission and strategic goals, and mechanisms for reallocating underutilized resources to institutional priorities; and
- Expand efforts at attaining external grants, especially those tied to undergraduate research.

## Chapter 4: Leadership, Collaboration, and Institutional Integrity (Standards 4, 5 and 6)

Chapter 4 describes and evaluates the fundamental components of leadership and governance, administration, and integrity at SUNY Oneonta. Standards 4 and 5 are grouped together in part because of the College’s strong tradition of collaboration between administrative leadership and the campus’ various faculty and staff governance bodies as well as external entities to which it is accountable. In addition, such a grouping is highly consistent with the self-study theme of Shared Stewardship. Integrity is included in this chapter because productive and sustained interactions within the campus community and beyond rely profoundly on policies that define “sound ethical practices and respect for individuals” as well as adherence to those policies.

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### Standard 4: Leadership and Governance

*The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

SUNY Oneonta is in compliance with Standard 4.

SUNY Oneonta has a governance structure in place that clearly delineates authority and responsibility and that is highly visible and transparent to faculty, staff, and students. As a SUNY institution, the College must attend and adhere to policies and regulations established by New York State and SUNY System Administration. Locally, campus governance is managed by four distinct groups: the [College Council](#), the President’s Cabinet, the [College Senate](#), and the [Student Association](#). The shared governance principle observed by the College requires open and frequent communication among all stakeholders, both outside and on the campus.

### Governance Structure

**SUNY and New York State.** The State University is governed by an 18-member [Board of Trustees](#) whose powers and duties are prescribed in law and relate to overarching planning, administrative and fiscal, and personnel functions. Board of Trustees responsibilities include the appointment and evaluation of a chancellor who oversees the university's 64 campuses, setting tuition subject to action by the state legislature, and advocacy for public higher education through lobbying and public awareness initiatives. The Trustees also are responsible for appointing campus presidents, each of whom is evaluated annually by the SUNY Chancellor. All SUNY state-operated campuses are subject to the SUNY [Policies of the Board of Trustees](#), which provide guidance and expectations related to many aspects of campus functioning, including the responsibilities of the president and other administrative officers, criteria for faculty and staff evaluation, and faculty and student governance.

As an example of how New York State influences public campuses in significant ways, the Governor’s Office of Employee Relations negotiates labor contracts with the unions representing most of college employees; in addition, the State Education Department is the ultimate authority in the review and approval of curriculum programs.

**College Council.** The College Council is chartered by [Article 8, Section 356 of New York State Education Law](#), and each state-operated campus in the SUNY system has its own 10-member council. Nine members are appointed by the Governor and the tenth member is a student elected by the campus’ student body. The Governor designates one member of each council as its chair. Except for the student representative, council members’ terms are seven years.

The College Council has specific statutory powers, such as naming buildings, making regulations regarding student conduct, and recommending presidential candidates for appointment by the SUNY Board of Trustees. Council meetings are open to the public, and each council meets at least four times a year, generally in September, November, February, and April.

By virtue of their offices, council members also are members of the Association of Council Members and College Trustees (ACT), which advocates for quality public higher education by advising presidents and encouraging inter-campus discussion and awareness of substantive issues at individual institutions and system-wide. The ACT hosts a conference for its members annually, which is instructive to new appointees and frames the organization’s agenda. ACT also maintains a website and provides a [handbook](#) to members that define their role and responsibilities as well as and the duties of chairs.

**President’s Cabinet.** Members of the President’s Cabinet are the Provost and Vice President for Academic Affairs, Vice President for Student Development, Vice President for Finance and Administration, Vice President for College Advancement, Senior Executive Employee Services Officer, Senior Assistant to the President, and Director of Communications. Meeting weekly with the College President, the Cabinet serves in a consultative role, helping to monitor adherence of the College to its mission, assist in the development of campus policies, form advisory groups, and oversee implementation of the Strategic Plan. The Cabinet also is responsible for ensuring, in consultation with the Associate Provost for Institutional Assessment and Effectiveness (who serves as the College’s MSCHE Accreditation Liaison Officer), that the College is in compliance with MSCHE standards, Requirements of Affiliation, and other conditions related to accreditation.

**College Senate.** The College Senate is SUNY Oneonta’s representative body through which faculty, staff, and students participate in college affairs and shared governance. The Senate is guided by [bylaws](#) that define its membership, leadership and committee structure and functions, and general operational procedures. According to its [website](#), the Senate’s purpose is to provide “a forum for the campus community to participate in the initiation, development, and implementation of the educational mission of the College.” With nearly 100 elected members representing the College’s five divisions – including 29 academic departments and programs – and the Student Association, the College Senate is the most widely used mechanism for cross-divisional communication and largest governance body on campus. Members of the President’s

Cabinet and other administrators attend meetings on a regular basis although they are unable to vote, and the College President and Provost provide reports to the body at every meeting.

The College Senate is chaired by a faculty member and is led by a Steering Committee, which coordinates the work of the body, sets the meeting agendas, and forms ad hoc committees as necessary. There are numerous standing committees of the Senate, including those that focus on Curriculum, Student Life, Part-time Faculty Concerns, Graduate Studies, Research, and Instruction. Other committees include the Academic Program Assessment Committee, Institutional Assessment Committee, and the General Education Assessment Committee (GEAC); membership on these committees takes place through joint action by the Senate and the college administration, each of which selects a specified number of individuals to serve.

The College Senate primarily functions through the work and recommendations made by these committees in reports to the Senate, after preliminary review and forwarding by the Steering Committee. These reports are then reviewed and acted upon by the Senate as a whole and, as appropriate, forwarded to the College President or Provost for final approval. Senate recommendations are submitted and monitored using the [College Senate Action Tracking Form](#). During the 2011-12 academic year, the Senate passed a number of key resolutions, including approval of a new general education assessment plan submitted by GEAC, a recommendation that part-time faculty salaries be increased, and a proposal regarding the role to be played by Senate in the restructuring of Academic Affairs.

**Student Association.** The [Student Association](#) (SA) is the primary governing body for students at SUNY Oneonta. SA manages funding for nearly 100 student clubs, has three voting members on the College's Standing Disciplinary Board, and serves as the voice of the students. Its vision is to "enhance and encourage clear communication between the Student Association governmental branches and its clubs, as well as between clubs; to advocate strongly for the rights, needs, and desires of the student body as a whole; and to assist the College in its mission of becoming better stewards of our Earth." The SA is led by an Executive Council and includes a number of committees that target activities such as Communications and Public Relations, Campus Services, and Diversity, Equity, and Inclusion.

The [SA Constitution](#) defines executive, legislative and judicial branches of government, each consisting of elected positions for which only students are eligible. The SA president represents the student body as an ex officio member of both the College Council and College Senate. In addition, the SA designates students to participate in many college-wide committees, such as the Strategic Planning Council and Middle States Steering Committee.

### **Collective Bargaining Units**

Conditions of employment for almost all SUNY Oneonta employees excluding administrators – who are designated Management/Confidential – are well-delineated and bound by collective bargaining agreements. Faculty, professional staff members, and librarians are represented by United University Professions (UUP), whose members include more than 35,000 members on 29 state-operated SUNY campuses and at SUNY System Administration. Classified titles are covered by one of the following unions: Clerical/Maintenance Staff and Custodians – [Civil](#)

[Service Employees Association](#); [University Police Officers – Police Benevolent Association of New York State](#); [Dispatchers – New York State Correctional Officers and Police Benevolent Association](#); and [Nurses and Chief Janitor – Public Employees Federation](#).

The UUP [Collective Bargaining Agreement](#), which expired in July 2011, outlines the working conditions, grievance procedures, leave policies, and other issues such as academic freedom for its members. The contract negotiation process continues between UUP and the State, and in the interim salaries, benefits, and conditions of employment remain as described in the expired contract. A local chapter of UUP is located on the SUNY Oneonta campus.

### **Collaboration Among Governance Groups**

This self-study document is replete with examples of how the SUNY Oneonta administration and various governance organizations work collegially on an ongoing basis to carry out and advance the College's mission and goals. In particular, Chapter 3 provided detailed descriptions of this collaboration in the development and implementation of the Strategic Plan 2010-15 as overseen by the [Strategic Planning and Resource Council](#) and the [Strategic Planning Council](#). Another key example is the creation of the Strategic Allocation of Resources (StAR) model by the President's Cabinet and Budget Advisory Committee. Other advisory groups having broad, cross-divisional representation include the [Academic Master Plan Task Force](#), [President's Advisory Council on Sustainability](#), and [President's Council on Diversity](#).

The existence of these and other groups reflects a prevalent willingness at SUNY Oneonta to seek input and share information by administrators, and to participate actively in governing the institution on the part of faculty and staff, even when such participation may result in significant restructuring and possible resource reallocations. To illustrate, as part of the strategic planning process that began in 2009, the [Organizational Structure Task Force \(OSTF\)](#) was charged to conduct a study of the campus' organizational structure and to make recommendations for its modification to President Kleniewski. The task force provided multiple opportunities for the campus community to participate in the process, including an online survey distributed to all faculty and staff, three open forums, meetings with stakeholders representing academic departments and college divisions, focus groups, and individual and small-group interviews. A number of important recommendations made by the OSTF have already been implemented, including the creation of an [Institutional Research office](#), the establishment of a [Graduate Studies office](#), creating and filling the position of Graduate Studies director, and the merging of academic and administrative information technology.

While much of the collaborative work between college administrators and governance involves the College Senate and its committees, the administration also interacts both informally and formally with other groups on a frequent basis. Monthly Labor Management meetings are held through the academic year between UUP leadership and the College President, the Senior Executive Employee Services Officer, and vice presidents as appropriate.

Many avenues exist to assure that communication related to governance issues is shared frequently and widely across campus. As the above discussion illustrates, the college website has specific pages for most task forces and initiatives, including the [Middle States reaccreditation](#)

process. President Kleniewski also sends out [email updates](#) to the campus periodically, and especially when clarification is required with respect to issues such as the budget, campus reorganization, and actions related to the strategic plan or other planning efforts. Other ways information is shared across divisions are as follows:

- The Administrative Forum, which is hosted by the President, meets four times a year to provide an opportunity for non-academic department heads, directors, and administrators from all divisions to share information that affects the College as a whole.
- Creative Media Services maintains an online communication called *The Daily Bulletin*, which is promoted campus-wide via daily RSS feeds and weekly emails. The Bulletin consists of newsworthy items and information submitted by departments and employees.
- The President’s Office frequently sends out a campus-wide email through the *Campus News* address informing employees and students about events and other campus developments.
- Some less formal events that help to promote teamwork and sharing of information include The Opening Breakfast, Mid-Year Mingle, and Welcome and End-of-Year campus picnics. The President often offers [remarks](#) at such events, updating attendees regarding ongoing initiatives and issues of interest.

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### **Standard 5: Administration**

*The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.*

SUNY Oneonta is in compliance with Standard 5.

SUNY Oneonta’s administrative structure, depicted in its organizational chart in Appendix 4.1, is organized so as to enable its five divisions to work within themselves and with each other to implement the College’s Mission, Vision, and Strategic Plan. Administrators’ roles and responsibilities are defined clearly and understood, as are the scope and range of activities to be overseen and directed by each functional division. Ultimately, qualified senior administrators are responsible for the goals and objectives assigned to their division and are held accountable for the degree to which they are successful.

### **Changes in Senior Leadership**

During the last four years, the College has undergone significant transitions in leadership. Six new members have joined the President’s Cabinet including the President, the Provost and Vice President for Academic Affairs, and the Vice President for Finance and Administration, all of whom replaced individuals who had retired. In addition, a Vice President for Community Relations position was eliminated and three new positions were added to the composition of the Cabinet: the Senior Executive Employee Services Officer, the Director of Communications, and



the Senior Assistant to the President. Another position, the Director of Equity, Inclusion, and Diversity, remains unfilled since May 2012 when the person in that position resigned to become a full-time faculty member. At present, both academic deans are interim, an Associate Provost for Academic Services position was not replaced in 2010 when the incumbent retired, and a new Library Director was hired in July 2012 to replace the former Associate Provost for Library and Information Services, who retired.

## **Presidential Qualifications and Evaluation**

The requisite qualifications for a SUNY campus president are determined by the SUNY Chancellor in collaboration with top-level SUNY administrators and the SUNY Board of Trustees. These processes take place within the provisions of relevant New York state laws and the bylaws of the SUNY Board of Trustees. These bylaws also delineate the process to be followed for presidential searches. Although the campus' College Council is responsible for conducting a presidential search, recommended candidates must interview with the SUNY Chancellor, and it is the Chancellor who makes the final decision, in consultation with the campus, SUNY System officials, and Trustees.

In July 2008, following a national search, the SUNY Board of Trustees appointed Nancy Kleniewski as SUNY Oneonta's seventh president and first woman to lead the College. Dr. Kleniewski's [curriculum vita](#) demonstrates her qualifications, as she holds a BA in Sociology and Behavioral Sciences, and an MA and a PhD in Sociology. Prior to joining the Oneonta campus, Dr. Kleniewski served as Provost and Vice President for Academic Affairs at Bridgewater State University in Massachusetts and Dean of Fine Arts, Humanities, and Social Sciences at the University of Massachusetts Lowell. Other significant experiences include her participation in leadership institutes held by Harvard University and the American Association of State Colleges and Universities.

Presidential effectiveness is assessed by the SUNY Chancellor and based in part on review of the President's self-evaluation. The Chancellor consults with senior system-level administrators as part of the evaluation and meets with the President to discuss the findings. A report to the President summarizes these findings as well as the comments of the SUNY system administrators. For President Kleniewski's most recent evaluation in 2010-11, SUNY Chancellor Zimpher described the President's leadership as "outstanding." The Chancellor's report also included the following observations:

- "Oneonta is one of SUNY's more innovative campuses in utilizing technology for classroom instruction and instructional support."
- "Oneonta is well managed and continues to maintain and foster a culture of careful and conservative fiscal management."
- "[SUNY Oneonta's] student government has a strong relationship with the SUNY-wide student government."
- "The college should be commended for its many initiatives and activities to promote and support diversity of thought and experience."



## **Qualifications and Evaluation of Senior Administrators**

The requisite qualifications for upper-level college administrators are developed with input from many sources. During the Provost and Vice President for Academic Affairs search in 2010-11, President Kleniewski created a job description based on input from college-wide stakeholders who responded to a survey, the Organizational Structure Task Force (OSTF), listening sessions, a review of SUNY requirements, and her own vision for the College. The search committee membership included faculty, staff, administrators, and students from all areas of the College. As is the case with all searches for high-level administrators, a broad cross-section of the campus community was involved in different components of the search, including open meetings anyone could attend in order to interact with candidates. Cabinet member effectiveness is evaluated by the President based on self-evaluations, performance programs, annual reports, divisional reports, and assessment plans. Most other senior administrators are evaluated by the Cabinet member to whom they report. [Curriculum vitae](#) demonstrating the qualifications of all current cabinet members' are available for review.

## **Academic Affairs Leadership and Reorganization**

A key priority for Provost Thompson since her arrival in July 2011 has been the systematic evaluation of the Division of Academic Affairs' structure and functions. Concerns about structure were raised by the OSTF in its [2010 report](#), focusing on the fact that SUNY Oneonta's academic programs were housed in two divisions, each headed by a dean. According to the OSTF report, this number was low compared to other SUNY 4-year institutions, with 10 of 11 colleges that responded to a survey reporting at least three divisions overseen by their own dean. The OSTF also commented on the "lack of logic" in the assignment of departments to the College's two academic divisions, concluding that this incoherence serves as an obstacle to effective collaboration and communication among programs.

During the Fall 2011 semester, Provost Thompson hired an external consultant, Dr. Robert Martin, to review the Division of Academic Affairs' organizational structure – for both academic programs and administrative offices – and make recommendations regarding possible restructuring, staffing, and reporting lines. Dr. Martin came to the College for the first time in February 2012 and made two more visits during the spring term, providing his [final report](#) to the campus community in April. This report corroborated the need for more academic divisions and deans, identifying several options that the campus might consider moving forward, with advantages and disadvantages associated with each.

After consulting with the College Senate and other appropriate stakeholders, Provost Thompson presented a [restructuring proposal](#) to the College Senate in September 2012, announcing the decision to expand the two existing divisions to five: Liberal Arts and Social Sciences; Humanities and Fine Arts; Economics and Business; Natural Sciences and Mathematics; and Education and Human Ecology. The Provost also announced that each division would be headed by a dean, and searches for all but the Education and Human Ecology dean began in October 2012. Because the College's Education programs are undergoing NCATE review, with the NCATE team scheduled to be on campus in April 2013, the search for the Education and Human Ecology dean will take place in 2013-14.

Another issue that arose in Dr. Martin's final report was more relevant to the functioning of the Academic Affairs division, focused in particular on the lack of administrative support available to the Provost. Prior to Dr. Thompson's arrival, there were three individuals with the title of Associate Provost, but two retired and were not replaced. Today, only one remains, the Associate Provost for Institutional Assessment and Effectiveness (APIAE), whose responsibilities (i.e., assessment, planning, institutional accreditation) are actually campus-wide and not in specific support of the Provost or her office. One consequence of this situation was that Provost Thompson initially had fourteen individuals reporting to her, including management/confidential employees and directors of most administrative units in Academic Affairs. This situation has since been alleviated in part by temporarily reassigning five direct reports to the APIAE. A search will begin during Spring 2013, however, to fill an Associate Vice President for Academic Services position, which will oversee the five direct reports currently assigned to the APIAE and also assist in areas such as curriculum development and other administrative work handled by the Provost's office.

### **Information and Decision-Making Systems**

In its May 2010 report to President Kleniewski, the OSTF stated that one of the two concerns considered by the group to be in most urgent need of attention involved the absence of a formal institutional research function at the College. Noting that the MSCHE directed SUNY Oneonta to create such an Institutional Research office in 1993, the OSTF pointed to several benefits of such an action, including creation of a centralized data repository; increased transparency to the campus community with respect to information and data; and enhanced access to information to assist decision-making in moving the institution forward.

The President's Cabinet acted quickly to implement the OSTF's recommendations, directing the APIAE to develop a proposal and budget for instituting a formal institutional research function, to be housed in the [Office of Institutional Assessment and Effectiveness \(OIAE\)](#). This office opened in February 2011 and involved the hiring of an Assistant Research Analyst, who joined the APIAE and an existing Senior Staff Associate who had responsibility for assuring the College met reporting mandates required by the federal government, New York State and State Education Department, MSCHE, and other entities. With the Senior Staff Associate's retirement in Summer 2012, the Assistant Research Analyst's position was upgraded to Associate Director of Institutional Research and a new Assistant Research Analyst was hired in October 2012.

The creation of an Institutional Research office has already reaped great dividends for the College. While SUNY Oneonta had always submitted required reports and met its mandated information requirements, the additional resources and support directed to the new office has allowed the College to go well beyond those minimal functions, establishing a framework for the use of data in planning, assessment, and decision-making and contributing to an emerging evidence-based culture at the College. Examples of projects completed by Institutional Research since February 2010 include:

- Development of performance indicators to track the College's progress on the six pillars of its Strategic Plan;

- Completion of the first-ever salary studies for both academic faculty and professional staff members;
- Preparation of materials to assist in SUNY System Administration’s evaluation of President Kleniewski;
- Developing at Provost Thompson’s direction a variety of data sources to be used by academic programs in their requests for new tenure-track positions and provision of this information through the College website;
- Providing at Provost Thompson’s request a variety of data sources to be used by the Academic Affairs consultant in his review and evaluation of that division; and
- Provision of data to numerous academic programs and administrative units across the year, including: WUOW, Office of Equity and Inclusion, the Center for Academic Development and Enrichment, the Provost’s Office, the President’s Office, Student Health Services, the College Assistance Migrant Program, College Advancement, Campus Life, the Educational Opportunity Program, Continuing Education and Summer School, Student Development, Sponsored Programs, and the Division of Education.

This last bulleted item represents a significant outreach function initiated as a result of the recent changes in Institutional Research, with campus offices and departments now able to directly request information through email to [oiac@oneonta.edu](mailto:oiac@oneonta.edu) or from the Institutional Research website, which allows the submission of an [electronic form](#) stating specific data needs. These changes have also benefited other offices since Institutional Research has assumed activities previously overseen by those units (e.g., OIAE now has responsibility for administering the NSSE and Student Opinion Survey). Finally, OIAE and institutional research staff played a pivotal role in the College’s recent acquisition of ARGOS, a data reporting tool that will have a significant positive impact on the ability of the institution and individual units to provide data reports in a timely and efficient fashion.

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**Standard 6: Integrity**

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

SUNY Oneonta is in compliance with Standard 6.

The College abides by a broad range of federal, SUNY, state, and college policies to promote sound ethical practices and respect for institutional values, and to ensure that issues of institutional integrity are promptly, appropriately and equitably addressed. These policies are widely available to the campus community and the public. Operating in the public trust, the College also reaches beyond the campus to report news to media organizations, to share information with outside agencies, and to gain input from external stakeholders.

## **Administrative Policies and Procedures**

As described under the discussion of Standard 4, SUNY campuses and their employees are subject to the *Policies of the Board of Trustees* as well as University-wide policies and procedures that have been established by the Trustees and SUNY System Administration. Maintained and made available on a convenient [website](#), these documents clarify SUNY's expectations and standards regarding many issues of interest to the higher education community, such as [academic freedom](#), [conflict of interest](#), and [intellectual property rights](#).

In addition, the College has clear sets of internal policies and procedures to guide its academic, administrative, and operational functions. The chief repository of academic policies and procedures is the *College Handbook*, located on the college website. Because college policies related to faculty and staff hiring, evaluation, promotion, tenure, and dismissal must be consistent with those of the [Board of Trustees](#) and provisions of the [UUP contract](#), employees can access this information on multiple sites, all of which are linked to the college website.

Rules and regulations applicable to students are contained in the *Undergraduate Catalog*, *Graduate Catalog*, and *Student Code of Conduct*, while the [Human Resources](#) website includes policies related to issues such as the American Disabilities Act, family medical leave, and sick leave. Purchasing procedures are available on the [Purchasing Office](#) website, and the [Accounts Payable](#) site provides a comprehensive listing of resources related to college travel. All of these resources are available online, and are indexed clearly so as to enhance navigation. Finally, many of the College's frequently used policies, covering topics ranging from distance education to advertising on campus by external entities, are found in the online [Policy Library](#).

## **Ethical Standards Policies**

At the time of their appointment, all SUNY Oneonta employees receive “[Excerpts of the New York State Public Officers Law and other laws and regulations related to Ethics in State Government](#)” and as a condition of employment must pledge under oath to adhere to the standards and practices set forth in that document. Such affirmation is filed with New York State's Secretary of State. Other examples of policies relevant to ethical standards that are disseminated to the campus community address [financial disclosure requirements](#), [nepotism](#), and [discrimination policies](#), discussed in more detail below. Ethical expectations for students, such as those focused on [academic integrity](#), are published in a number of venues, most notably the *College Handbook* and *Student Code of Conduct*.

The College's interest in ethical conduct extends to research conducted by faculty, staff and students. The SUNY Oneonta [Institutional Review Board \(IRB\)](#) approves, monitors, and reviews biomedical and behavioral research involving humans with the aim of protecting the rights and welfare of the research subjects. Toward this objective, SUNY Oneonta subscribes to the Collaborative Institutional Training Initiative (CITI), a service providing research ethics education to researchers. Individuals at the College who intend to conduct research involving human subjects must be certified through the CITI process before the IRB will approve their proposals. In Summer 2012 the President's Cabinet approved a [Responsible Conduct in Research](#)

[policy](#), which consolidates much of the information related to ethics in research and formerly found in other sources.

## **Grievances**

SUNY Oneonta has comprehensive and public processes for students, faculty, and staff to file grievances. The Subcommittee on Undergraduate Student Academic Grievances adjudicates cases in which students have grievances related to courses and instruction; this group consists of two undergraduate students and two alternates, two faculty members and two alternates, and an administrator appointed by the Provost. A separate process exists for graduate students, and all [relevant policies](#) are available in the *College Handbook*. Faculty and staff grievance procedures are described in detail in their collective bargaining agreements. As needed, faculty and staff receive assistance from grievance officers regarding hiring, evaluation, promotion, and dismissal procedures specified in their contract.

## **Discrimination and Harassment Policies**

The College is strongly committed to the equitable and appropriately consistent treatment of its entire community, as evidenced in its [discrimination policies and grievance procedures](#) for employees and students. These procedures apply to allegations of discrimination based on race, color, gender, religion, age, pregnancy, national origin, disability, sexual orientation, veteran's status, gender identity or expression, marital/parental status, and any other protected category. The institution also adheres to the [New York State Department of Labor's Workplace Violence Policy](#), which pertains to expressions of violence including harassment and bullying. With its reconstitution of the position of Affirmative Action Officer in Spring 2012, the College intends to strengthen its outreach with respect to these issues and expand training opportunities to the campus community.

## **Integrity of Communications and Information**

Great care is taken to assure that all communications emanating from College – whether in the form of publications, electronic media, public relation materials, or mandated reports to external agencies – are accurate. For the most part, individual offices assume responsibility for controlling the quality of the information they produce and disseminate. College-wide, in 2010 the institution created and filled a Director of Communications position, with this individual serving as a presidential designee and the College's official spokesperson. The director has access and authority to distribute email campus-wide through four institutional accounts as prescribed by the [Broadcast E-mail Policy](#). This mode of communication is used frequently to alert the campus community about issues of interest. Among the 34 topics of such communications sent in 2011-12 were the following:

- The decision to phase out the College's staff-run radio station;
- Faculty promotions;
- An advance copy of an op-ed regarding SUNY funding; and
- The findings of the [Information Technology Support Work Group](#), which had been charged to evaluate the College's computer-related infrastructure and services.

A cross-divisional committee, the Web Advisory Group (WAG), plays an increasingly important role in monitoring and making recommendations regarding the College's mobile and institutional websites. As at other colleges, electronic communication has become dominant at SUNY Oneonta, with a recent explosion in the use of social media. Examples include the creation of the [SUNY Oneonta YouTube channel](#), Facebook pages established by different offices including the [Alumni Association](#) and [Graduate Studies Office](#) as well as an [institutional Facebook page](#) maintained jointly by the Web Development Office, Undergraduate Admissions, and Office of the President. Although these sites are invaluable in providing access to the College to prospective students and require relatively few resources, it is important to have policies and criteria in place that help assure their accuracy and quality. Toward this end, WAG has developed a social media policy establishing governance procedures, identifying standards of practice, and providing guidelines for users; this policy has been submitted to the President's Cabinet for review and approval.

A key way in which SUNY Oneonta helps assure a climate of integrity, especially with respect to external stakeholders, takes place through the accurate and transparent submission and posting of information. In addition to the reports it provides in order to meet compliance requirements (e.g., the Campus Crime Awareness and Campus Security Act, Freedom of Information Law), SUNY Oneonta participates regularly in data-gathering efforts conducted by entities such as College Board and *U. S. News & World Report*.

Similarly, the Office of Institutional Assessment and Effectiveness maintains on its [website](#) a large set of [institutional data sources](#) that are useful to on-campus persons as well as external constituents. Information that is available to anyone includes student retention and graduation rates over time as well as enrollments, gender and race/ethnicity data, and information targeted to transfer students. As appropriate, individual programs include student test results of interest to prospective students, such as the Division of Education's practice of providing [New York State certification outcomes](#) in the *College Catalog* and on the website.

Further, the [Middle States website](#) was established for the express purpose of providing the campus community with information and updates related to the 2013 reaccreditation process. This page links to a [large listing of resources](#) used by the Steering Committee and working groups to conduct the self study, including earlier self-study documents, team reports, and MSCHE actions.

Finally, SUNY Oneonta was an Early Adopter in the Voluntary System of Accountability, and its [College Portrait](#), linked directly from the Admissions web page, offers prospective students and parents a plethora of information to be used in making college decisions. This information includes the results of SUNY Oneonta students on the Collegiate Learning Assessment, which measures a variety of abilities such as critical thinking, writing, problem-solving, and analytic ability.

## **Diversity**

In a higher education institution, a critical indicator of integrity is the extent to which it promotes and instills a climate that is welcoming to and respectful of all individuals. SUNY Oneonta's



[Diversity Statement](#) defines the institution's commitment to fostering diversity and inclusion, and in 2008 the College adopted its Strategic Plan on Equity, Diversity and Inclusion, mapping five years of initiatives planned by the [President's Council on Diversity \(PCOD\)](#). Until May 2012, plan oversight was primarily the responsibility of the [Office of Equity and Inclusion \(OEI\)](#). At that time the OEI director, who reported directly to President Kleniewski and belonged to the President's Cabinet, resigned to become a full-time faculty member, leading the President to create a working group charged to make recommendations for moving forward with respect to its diversity agenda. That group produced a [report](#) in late July, with one recommendation being the reconstitution of PCOD and a new membership structure for that group. After soliciting input from the campus community during Fall 2012, President Kleniewski announced the new PCOD membership in December, stating that the group's first task was to determine an appropriate structure and staffing for the College's approach to diversity and inclusion. PCOD's deliberations may result in the continuation of OEI or the creation of an entirely new structure.

Reflecting the extent to which SUNY Oneonta values these issues, the Strategic Plan 2010-15 designates diversity as one of its six pillars. This recognition of diversity as a central component of institutional mission has sharpened the College's focus and strategies for creating and sustaining an inclusive campus climate. Furthermore, the use of measures such as percentage of faculty and students of color over time as part of the [indicators developed to track progress on the Strategic Plan](#) makes it easy for members of the campus community to monitor these measures and hold the institution accountable.

As these indicators demonstrate, SUNY Oneonta has witnessed consistent gains in enrollment by students of color (from 10.6% in 2008 to 14.9% in 2012) and the hiring of faculty of color (from 11.3% in 2008 to 17% in 2012). Enhanced engagement opportunities, a steady stream of activities and programming, changes in policies to promote greater consideration of diversity as a valued commodity, and increased allocation of resources to attract and retain a more diverse community have all contributed to the College's success in this area. Reflecting these efforts, in September 2012 the Education Trust singled out SUNY Oneonta for its success in improving graduation rates among Hispanic students, ranking the College No. 11 on a listing of public institutions showing the largest gains from 2004 to 2010 (i.e., 38.9% to 60.8%).

Despite these successes, concerns about the institution's documentation and redress of problems related to diversity and inclusion surface periodically. President Kleniewski made these concerns a priority in 2011, hosting an open forum for more than 200 students, inviting them to share their experiences, thoughts, and suggestions. A similar forum for employees was equally well-attended.

As a more poignant example, on September 4, 2012 the College hosted "Beyond the List: A Teach-In – Remembrance and Reconciliation." This all-day experience observed an infamous episode at SUNY Oneonta in 1992, in which college officials illegally provided state police with a listing of African American and Hispanic male students following an attack on an elderly woman who reported she had been accosted by a black man with a knife. Referred to as the "black list" incident, this event reverberated immediately and for years on campus and in the community, and is still referenced in discussions on diversity. The teach-in, held twenty years to the day that the original incident took place and featuring prominent author and philosopher Dr.



Cornel West, generated great interest on campus and, more important, reflected SUNY Oneonta's willingness to confront its past and chart its future in this critical area.

Funding to enhance the campus climate comes from several sources and is directed at many projects. The multi-year Inclusion, Diversity, Equity Action (IDEA) Grants program, administered by the OEI, has provided more than \$103,000 for projects that enhance cultural awareness on campus. The Division of Student Development spends around \$326,000 annually in direct support of the retention of students who contribute to diversity, and funds twelve staff positions in offices dedicated to this function (i.e., Educational Opportunity Program, Student Disability Services, Multicultural Student Affairs, Center for Multicultural Experiences, Gender and Sexuality Resource Center). President's Cabinet allocated \$75,000 to support undergraduate student recruitment initiatives from 2012-14 for new African American, Latino, Asian, and Native American students as well as \$344,000 in 2012 to increase the value and number of merit-, need-, and diversity-based scholarships.

In the area of employee recruitment, OEI works closely with Employee Services to review and suggest language for position ads that present the campus as a welcoming environment to all. The College also implemented the Faculty and Professionals' Diversity Resource Guide for Search Committees and conducted training sessions for department chairs and search committees to improve their search processes. Initiated in 2008, the Doctoral Fellowship Program has brought a pre-doctoral student from an under-represented group to campus as a faculty member and in Fall 2012, this program was expanded to bring two doctoral fellows to campus each year. Finally, as described earlier, the College reconstituted the position of Affirmative Action Officer in Spring 2012 in order to have even more success in attracting diverse faculty and staff to campus.

### **Assessment of Leadership, Collaboration and Institutional Integrity**

A variety of formal and informal procedures and protocols are used to evaluate the College's administration and governance structures as well as the numerous processes involved in assuring institutional integrity. As described in some detail above, presidential performance is assessed stringently by SUNY System Administration, using comparative data from other SUNY state-operated campuses on many of the measures of interest. Members of the President's Cabinet are appraised annually by the College President, using their progress toward divisional goals and objectives as the major evaluative criteria. Vice presidents evaluate their direct reports (in many cases, assistant or associate vice presidents) in a similar fashion in holding those individuals accountable. As is true for all administrative offices, those units that figure prominently in the College's execution of functions relevant to Standards 4, 5, and 6 (e.g., OIAE, Creative Media Services, OEI) participate in the assessment process overseen by the Institutional Assessment Committee (IAC), which requires the annual updating of assessment plans and reporting of assessment results for the previous year.

In contrast, the assessment of institutional governance structures takes place in a much less formal manner. The Student Association is evaluated every three years through the administration of the SUNY-wide Student Opinion Survey (SOS), which measures student perceptions of programs and services. For the 2012 administration, SUNY Oneonta's SA was

ranked second among all the comprehensive campuses. For the most part, however, formal evaluation data are not collected or analyzed by the other governance groups (e.g., College Senate, College Council). Of course these organizations operate independently, and as such are not subject to institutional assessment requirements. Still, the College should encourage more systematic evaluation by these entities in order to enhance their effectiveness and offer support and assistance upon request.

### **Relationship to Self-Study Special Emphases**

**Teaching, Learning, and Scholarship.** Effectiveness in collaborative administrative and governance processes, and assuring academic integrity in all functional areas of the institution, are key to offering an optimal climate for teaching and learning. One example that stands out in this respect was the establishment of the [Academic Master Plan Task Force](#) in Fall 2011 by Provost Thompson. This step, unprecedented in an attempt to advance the College's academic mission through teamwork and shared leadership, will ultimately yield a faculty-driven strategic plan to advance teaching, learning and scholarship and serve as an internal communication tool to assist other divisions in supporting the Division of Academic Affairs. The College Senate elected four members to the task force, which also includes four students and four faculty members appointed by the Provost.

**Engagement.** The College's administrative leadership aggressively promotes and supports active involvement by faculty, staff, students, and alumni in the workings of the College and in the local and regional communities. The [Center for Social Responsibility and Community \(CSRC\)](#) demonstrates the institution's commitment to community service, much of it through service learning courses. Overall student volunteerism through CSRC averages 55,000 hours per year, with 20% of the student body taking part. In 2011 the Carnegie Foundation for the Advancement of Teaching conferred upon SUNY Oneonta its Community Engagement Classification in recognition of its substantial service emphasis and contributions, making it only one of five SUNY campuses to receive this honor.

As another example, the [Leadership Education and Development \(LEAD\)](#) program was established over four years ago to promote civic, service, leadership and stewardship activities that enhance learning at SUNY Oneonta. LEAD engages students in activities that foster experiential leadership development, effective communication skills, and critical thinking skills. Since its inception in 2008, the program has seen a 273% increase in students receiving LEAD certificates (i.e., from 30 to 112).

**Shared Stewardship.** The present chapter contains numerous examples of how different governance structures collaborate to advance the College's mission and goals. In addition, the recent organizational restructuring of the college leadership has provided new opportunities to work together toward more effective stewardship of college resources. For example, in Academic Affairs the Associate Provost for Library and Information Technology retired in December 2010 and the position was eliminated as a cost-saving measure. Functions were reorganized and a new position of Chief Information Officer was created and filled in Fall 2011, followed by the merging of the Academic and Administrative Information Technology units to enhance customer service and promote more collaborating working relationships. In Summer

2012 a new Director of the Library was hired to oversee that unit. Further, a total of 20 FTE positions (all administrative) have been eliminated through early retirement incentives. Those positions that are being replaced are being reviewed very carefully through a new Vacancy Review Process, described in more detail in Chapter 3.

**Recommendation:**

- Educate the campus more aggressively regarding the roles and charges of BAC and SPC, about the amount of funding allocated to advancing the strategic plan during each year of the plan, the process for seeking such funds, and the method by which decisions are made regarding disbursement of such funds.

## **Chapter 5: Student Recruitment and Retention (Standards 8 and 9)**

Since 1996, SUNY Oneonta has committed extensive institutional resources to improve the student profile of admitted students and to increase student engagement, success, and retention to graduation. Admissions policies have been developed and implemented that clearly support the College's mission and admission criteria are published in the *College Catalog*, in recruitment and marketing materials, and on the college website. Student support services and programs assist in supporting the College's mission to attract well-qualified students to the College and increase student retention rates. Over the past few years, all student development programs and services at the College have begun to formally assess student learning outcomes and use these assessment data to improve programmatic efforts. The institution has created an environment where students' needs are the primary focus and the goal is to help students be successful in both their academic and personal development. As a result, the College has experienced great success in recruiting and retaining well-qualified students who support the mission of excellence in teaching, learning, engagement, and shared stewardship.

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### **Standard 8: Student Admissions and Retention**

*The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student's educational goals.*

SUNY Oneonta is in compliance with Standard 8.

### **Enrollment Management Overview**

As part of the SUNY System, SUNY Oneonta participates in an enrollment process that entails the annual submission of five-year enrollment projections to System Administration. Funded enrollment levels must be approved by System Administration, although campuses are allowed to enroll additional students who are supported solely by tuition dollars. The campus' Enrollment Planning Group (EPG) is led by the Associate Vice President of Enrollment Management and consists of administrators and professional staff members representing Admissions, the Office of the Provost, Finance and Administration, Institutional Research, Continuing Education, Graduate Studies, and International Education. This group meets periodically throughout the year to review current institutional enrollment and enrollment mix, establish future enrollment goals, and adjust incoming new student enrollment numbers to meet institutional targets.

A second group, the Enrollment Management Committee (EMC), meets monthly throughout the academic year to review campus programs, initiatives, and issues that affect the College's ability to attract and retain students consistent with the College's mission and its goal to maintain its status as a highly selective public college. Comprised of faculty, staff, students, and administrators from across campus, the EMC is charged with making recommendations directly to the College President regarding issues that affect the quality of student life and learning. Standing agenda items on the EMC's calendar each year include presentations regarding

financial aid and scholarship issues, admissions trends, residence life initiatives, academic advisement updates, and reports from offices charged with providing support for at-risk students (e.g., College Assistance Migrant Program, Educational Opportunity Program). Issues such as academic standards, student engagement, honors offerings, graduate recruitment and enrollment, and the development of an early warning initiative are among the many areas the EMC has addressed over the past decade.

### **Communication Processes**

SUNY Oneonta's admissions process is clearly articulated to prospective students as are the general requirements for admission to the College. Information regarding academic program options, the availability of financial aid in the form of grants, scholarships, and loans as well as a range of other administrative policies, procedures, and deadlines related to enrollment at the College are disseminated in recruitment and enrollment materials sent to the College's inquiry, applicant, accepted, and deposited student pools.

The College, primarily through recruitment and marketing efforts centered in the undergraduate admissions office, aggressively recruits prospects, applicants, and accepted students through a variety of written and electronic communications directing students to the College's website and other related social media sites. Parents as well as the guidance community throughout New York State are also included in the College's recruitment communications plan. Themes emphasized in communications to these constituencies include institutional distinctiveness and selectivity, student satisfaction, faculty, staff and student accomplishments, opportunities for undergraduate student research, study abroad, and internships. Recent alumni placements and institutional and departmental accreditations as well as recognitions from outside organizations and publications are incorporated into recruitment materials as are statistics indicating number of applications received, acceptance rate, academic profile of previous entering classes, and freshman class size. Information on the College's non-binding Early Action program is made available to students, as is the availability of college and College Foundation-supported scholarship opportunities and general awarding parameters.

Prospective students also have ready access through college publications and the website to information related to required placement or diagnostic testing, almost all of which is overseen and conducted by the Center for Academic Development and Enrichment (CADE). Further, institution-wide student learning outcomes, primarily as delivered through the College's General Education program, are detailed in both paper and electronic materials. An additional source of information on Oneonta students' performance in areas such as writing, critical thinking, and problem solving – as assessed through the Collegiate Learning Assessment – is provided through publication of the [College Portrait](#), which the College updates annually as a result of its participation in the Voluntary System of Accountability.

### **Admissions Criteria and Emphases**

Congruent with SUNY Oneonta's mission, the institution seeks prospective students who support excellence in scholarship, civic engagement, and stewardship. They are therefore expected to demonstrate strong academic credentials, a well-rounded variety of extracurricular activities, and

the potential to contribute to an inclusive learning community. Freshman admission is based on a student's high school grade point average, strength of coursework, standardized test scores, and supplemental information including personal accomplishments and achievements. Transfer admission is based primarily on coursework at previous colleges; if college coursework completed after high school graduation totals less than twenty four semester hours, a high school transcript is required.

Transfer student recruitment is supplemented by the production of transfer credit evaluations provided by a credit analyst in the admissions office and sent to those students after acceptance. Transfer credit evaluations provide detailed information on transfer credit earned and transfer credit in progress that is applicable towards the student's academic program of choice at the College.

On-campus housing is available for incoming transfer students and each year approximately two-thirds of new transfer students live on campus. Prior to each semester, freshmen and transfers are offered individualized orientation sessions that are tailored to their unique needs; students' initial online course registration is supported by trained faculty members who are familiar with both the online registration process and course selection options available to students.

### Achieving Enrollment Goals

As demonstrated in Table 5.1, enrollment planning at SUNY Oneonta takes place in a careful and precise fashion, with little disparity overall between planned and actual student totals. The College's Enrollment Management unit is exceedingly vigilant in its monitoring of first-time, transfer and continuing/returning student enrollment at both the undergraduate and graduate levels and, when necessary, recommends adjustments in order to assure desired enrollments with respect to total numbers and student mix.

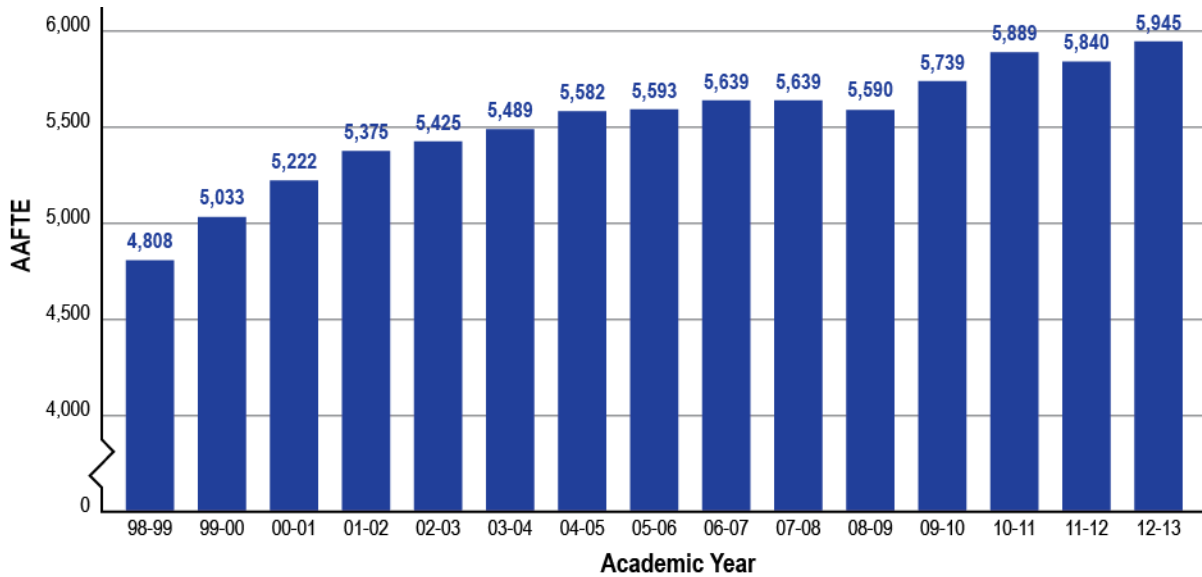
*Table 5.1 Full-Time Projected and Actual Enrollments, Fall 2008 - Fall 2012*

Students (Level and Type)	2008			2009			2010			2011			2012		
	Goal	Actual	Diff.	Goal	Actual	Diff.	Goal	Actual	Diff.	Goal	Actual	Diff.	Goal	Actual	Diff.
<b>Undergraduate</b>	5,543	5,428	(115)	5,543	5,580	37	5,508	5,706	198	5,636	5,738	102	5,736	5,724	(12)
New, First-time	1,135	1,039	(96)	1,135	1,141	6	1,095	1,132	37	1,100	1,178	78	1,120	1,147	27
New, Transfer	550	529	(21)	550	559	9	510	518	8	520	480	(40)	535	463	(72)
Continuing	3,858	3,860	2	3,858	3,880	22	3,903	4,056	153	4,016	4,080	64	4,081	4,114	33
<b>Graduate</b>	85	77	(8)	85	80	(5)	85	83	(2)	80	92	12	84	116	32
New	40	27	(13)	40	37	(3)	30	33	3	35	39	4	35	57	22
Continuing	45	50	5	45	43	(2)	55	50	(5)	45	53	8	49	59	10
<b>Total</b>	<b>5,628</b>	<b>5,505</b>	<b>(123)</b>	<b>5,628</b>	<b>5,660</b>	<b>32</b>	<b>5,593</b>	<b>5,789</b>	<b>196</b>	<b>5,716</b>	<b>5,830</b>	<b>114</b>	<b>5,820</b>	<b>5,840</b>	<b>20</b>

Table 5.1 also shows that enrollment at SUNY Oneonta has been very stable in recent years, an impression that is corroborated by Figure 5.1 which depicts AAFTE enrollment from 1998 onward. Specifically, following an enrollment increase of 16% from 1998 through 2004, AAFTE numbers have varied by only about 360 students. This stability in enrollment totals sets SUNY Oneonta apart from most other SUNY campuses, many of which implemented plans for

increasing enrollment substantially. Oneonta’s decision to maintain enrollment at present levels is based primarily on parameters central to the quality of student life such as available housing, class size, faculty-student ratios, pedagogy, and student engagement.

*Figure 5.1 Annual AAFTE, 1998 - 2013*



*Note: 2012-13 figure is estimated*

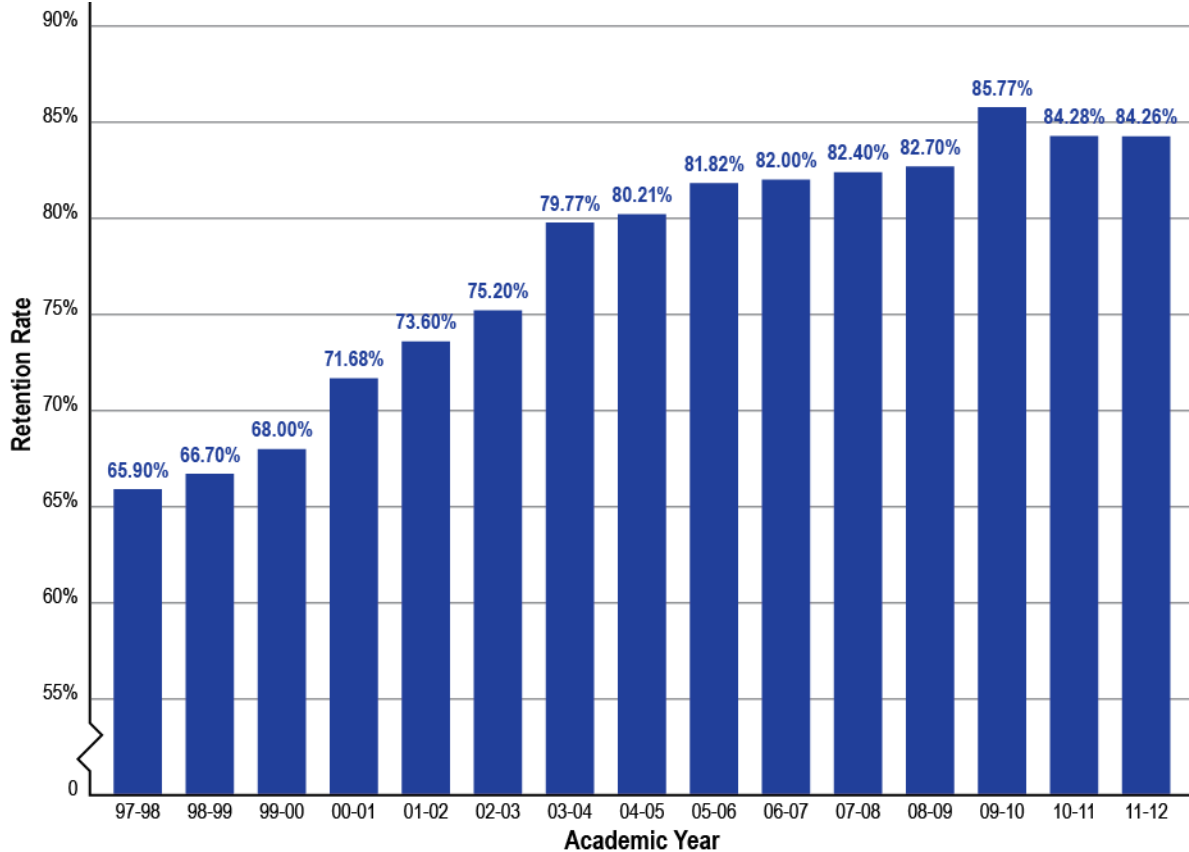
The College’s success in achieving its enrollment objectives is a direct result of multiple outstanding recruitment initiatives developed and implemented since 2001, as evidenced by the following:

- Growth in freshmen applications by almost 25% to over 12,000 applications for approximately 1,100 freshmen seats;
- An increase in mean high school average for enrolled freshmen from 85.8% to 91.4% and a change in combined SAT scores from 1070 to 1125; and
- A decline in the College’s acceptance rate from 52% to 43.5%.

During the same time period, the College’s annual average full-time equivalent enrollment has grown from 5,375 to an estimated 5,945 for 2012-13 without increasing the size of annual new entering student cohorts; this enrollment increase is directly attributable to enhanced student retention to graduation. In fact, Oneonta’s retention efforts have evolved considerably during that time, focusing on continuous improvement to the overall quality of student life and learning on campus as opposed to relegating student retention to a single office or initiative. This multifaceted, decentralized approach has certainly reaped dividends, as seen in Figure 5.2.



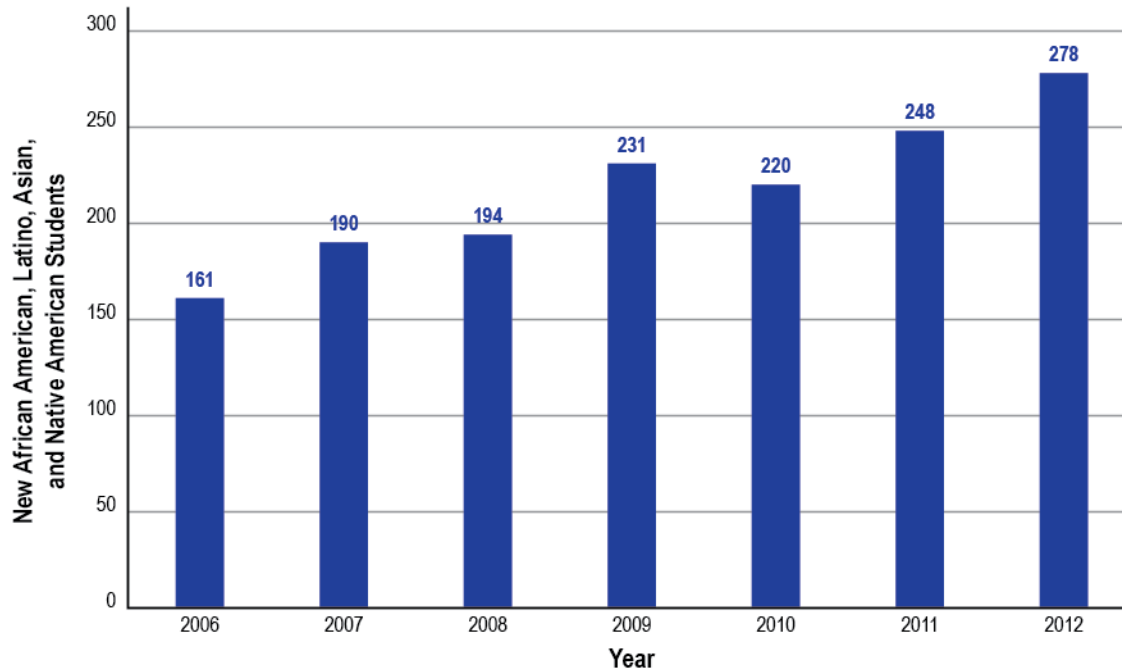
Figure 5.2: First-Year Retention Rates, 1997 - 2012



Reflecting these retention gains, SUNY Oneonta’s four- and six-year graduation rates for entering freshmen grew from 27.6% and 41% , respectively, in 2001 to 50% and 64% in 2012, more evidence that the College’s efforts to attract students who “fit” the institution and to implement services to support freshman student retention to graduation have succeeded.

Another essential enrollment goal for SUNY Oneonta is the recruitment, retention, and graduation of students of color, as represented in the Diversity pillar of the College’s 2010-15 Strategic Plan. This aspiration poses a considerable challenge for an institution such as SUNY Oneonta, located in a rural community that in itself evidences little racial or ethnic diversity. As a result of focused institution-wide efforts, however, the College has experienced steady and impressive gains in this area over the last five years, with students of color increasing from 10.6% in 2008 to 14.9% in 2012. This positive change is in large part a result of Enrollment Management’s success in attracting new students of color to the College (see Figure 5.3).

Figure 5.3: Enrollment by New Students of Color, 2006 - 12



## Transfer Students

A wide array of support services exist to assure that transfer students experience a smooth transition to SUNY Oneonta, both during the admissions process and after they arrive on campus. Further, the College has no difficulty filling the slots allotted to transfers as part of its enrollment planning process and, in fact, frequently turns transfer applicants away. There is also evidence that these students experience academic success at Oneonta. To illustrate, four-year graduation rates for lower-division transfer students have increased from 46% to 67% during the past decade while that same indicator for upper-division transfer students has grown from 66% to 83%.

One concern emerged as part of the self-study process related to the SUNY-wide General Education Requirement (GER), which mandates that students must earn credit in at least seven of ten subject areas. SUNY Oneonta, however, requires two additional courses, making a maximized transfer to the College more complicated compared to other SUNY institutions. In Fall 2012 a faculty-driven effort resulted in the creation of the Ad Hoc General Education Committee consisting of 26 faculty and professional staff members. One component of this group's self-developed charge is to "develop potential models for the faculty to consider, including suggestions for enhancing transferability." This committee has met regularly during the 2012-13 academic year, and it is hoped that its eventual report and recommendations will help move the College forward with respect to a number of issues related to general education, including the transfer issue.

## **Graduate Students**

As seen in Table 5.1, SUNY Oneonta has had less success attracting graduate students to campus and graduate enrollment has shown a steady decline over the past ten years. During the 2010-11 academic year, the College hired a new Director of Graduate Studies who has introduced many improvements in marketing and new recruitment strategies, resulting in a slight increase in enrollment for Fall 2011 for the first time in a decade and a 21% increase from Fall 2011 to Fall 2012. Further, graduate enrollment planning is now incorporated into the College's annual enrollment planning process, with the Associate Vice President for Enrollment Management, the Provost, and the Graduate Committee all involved, working in consultation with the Director of Graduate Studies. New graduate programs are also under development, helping assure that the College's long standing graduate enrollment decline has stopped and plans for measured future growth have been adopted.

## **International Students**

The Office of International Education and international student recruitment activities have been significantly revamped since the hiring of a new Director of International Education in 2008. Marketing materials have been upgraded, staffing for support of current international students has been increased, as has recruitment scholarship funding. As a result, the decline in international student enrollment that preceded 2008 has been reversed, with Fall 2011 international student enrollment at 109 full-time students. In addition, a cohort of approximately 40 1+3 Hankuk University of Foreign Studies transfer students arrived on campus in Spring 2012, bringing Oneonta's international student enrollment to over 150 students, the largest in over two decades. The sudden departure of the director in August 2012 had a negative impact on student enrollment for Fall 2012, but the College responded by hiring a temporary recruiter to attract new students for Fall 2013; in addition, a search is underway to hire a new full-time director.

## **Targeted Student Populations**

While retention of all students is an institutional priority, the College provides a wide variety of targeted programs and services and programs to support academic success and personal adjustment for students who marginally meet the institution's admissions criteria or who are experiencing difficulty achieving expected learning goals. Services available to all students include peer and professional tutoring through the [Center for Academic Development and Enrichment](#) (CADE), which also offers pre-collegiate and credit-bearing coursework focused on academic skill building and the application of effective learning strategies. In addition, CADE administers placement examinations for incoming students as well as the College Writing Exam graduation requirement. CADE works closely with [Student Disability Services](#) (SDS) to ensure that students with temporary and permanent disabilities have access to a full spectrum of academic and non-academic support services, accommodations, and advocacy.

Designed to support historically disadvantaged students with academic profiles that fall below Oneonta's regular admission standards, the College's [Educational Opportunity Program](#) (EOP) enrolls approximately 75 new students annually, with a total program enrollment of around 225.

The EOP Office provides academic, financial, and personal counseling support for students throughout their undergraduate careers at Oneonta while working to integrate these students into the overall campus culture through collaboration with offices such as CADE, the Counseling Center, the Academic Advisement Office and the College's College Assistance Migrant Program (CAMP) program. Six-year graduation rates for EOP students have risen impressively, from 48.4% in 2004 to 54.7% in 2010, and the 2010 rate was well above the SUNY sector mean of 50.4%. CAMP is a federally-supported grant program that recruits and assists 30 students with migrant or seasonal agriculture backgrounds; the students receive support during their freshmen year for their transition to college. The majority of CAMP students are also enrolled in EOP and receive support from that program.

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### **Standard 9: Student Support Services**

*The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

SUNY Oneonta is in compliance with Standard 9.

### **Overview of Support Services**

SUNY Oneonta provides a comprehensive program of student support services appropriate to student abilities and needs that is reflective of the College's mission and consistent with student learning expectations. Although many of these services are provided through the Division of Student Development, the College has established a wide continuum of collaborative programs that operate across institutional divisions. Because the previous discussion of Standard 8 described programs and services intended to assist students with difficulties in the academic domain, this section will focus on those forms of support that address other areas of student experience and need.

### **Academic Advisement**

Academic advisement at SUNY Oneonta generally takes place in the academic departments after students declare a major. Undeclared students are served by the [Academic Advisement Center](#) for scheduling and course planning. Students who enter the College as freshmen must declare a major before they earn 56 hours toward a degree, while transfer students must enter the College with a specific major declared. The Academic Advisement Center plays an important role in the orientation process by providing multiple academic support activities for transfer and first-year students (e.g., arranging meetings with faculty, making presentations, assistance with course registration). Prior to orientation, the Center offers an online course for all new students, who must take the course and score 100% before they come to orientation, thereby assuring they arrive prepared. In conjunction with Residential Community Life, the Center selects, trains, and supervises 15 Academic Team Members (ATMs). These students provide academic support within the residence halls via information sharing and plan academically focused programs for their halls and the campus at large.

## **Financial Aid**

The [Financial Aid Office](#) oversees all aspects of the College's need-based student financial aid programs, including loans, grants, and work-study, and is responsible for ensuring institutional compliance with relevant mandates under the Higher Education Opportunity Act. For 2012-13, total cost of attending SUNY Oneonta for full-time, in-state students was \$20,920, and around 85% of Oneonta students receive some form of financial aid. For the Fall 2011 first-time student cohort, 77% applied for need-based financial aid, and 57% were determined to have such need, with all those students awarded financial aid. For 2011-12, 59% of all full-time undergraduates received need-based grants or scholarships (average award of \$4,709).

As part of the new "Verification of Compliance with Accreditation-Relevant Federal Regulations" process initiated by MSCHE in November 2012, SUNY Oneonta provided a [comprehensive report](#) (see Appendix 5.1) detailing its compliance with Title IV cohort default rate requirements.

## **Student Development and Additional Student Services**

The [Division of Student Development](#) plays a significant leadership role at SUNY Oneonta with respect to enrollment management, support for student diversity, promoting the quality of student life, health and safety, and community relations. The Division is responsible for a comprehensive array of programs and services facilitated through a central office and has a strong senior administrative team, excellent department managers, and dedicated staff working on the front lines of student life. The Division's mission is to "facilitate student engagement in learning and personal development by providing exceptional enrollment services, co-curricular programs and support services, and fostering a safe and diverse living/learning community."

## **Admissions and Orientation Services**

The activities and effectiveness of SUNY Oneonta's [Admissions Office](#) are well-documented in the section on Standard 8. The College's [Office of New Student Services](#) (NSS) oversees and conducts orientation sessions for all first-year and transfer students and is responsible for a variety of other programs targeted toward new students. NSS supports residence halls for first-year students, offers events and programs throughout the year, and supervises the Very Influential Peers program, in which students who had a successful freshman year at the College serve as mentors and guides for new students. This office also collaborates closely with Academic Affairs in offering SUNY Oneonta's First Year Seminar, a one-credit course freshmen can elect to take that assists students in making the transition to college, with respect to both academics and personal adjustment.

## **Athletic Programs**

With almost 10% of the SUNY Oneonta student body participating in intercollegiate sports, the [Athletics Department](#) has a mission to develop exemplary scholar-athletes. Consistent with the NCAA's Division III philosophy, the College is fully committed to the effective integration of academics and athletics. One example of this commitment is the Faculty Mentor Program, which

pairs athletic teams with faculty members who develop an Academic Intervention Plan to assist student-athletes who do not meet the minimum academic GPA standard of 3.0. These student-athletes are required to meet regularly with their coach and the faculty mentor.

The Department has sufficient resources and staffing in place to ensure that the College's athletics program is in full compliance with all relevant regulatory bodies. Support staff includes the Faculty Athletic Representative, Student Athlete Academic Coordinator, NCAA Student Athlete Affairs Administrator, and an active Intercollegiate Athletic Board.

In addition to offering robust athletic programs that attract national attention and intramural programs that service 60% of the Oneonta student body, the Athletics Department plays a critical role in the College's enrollment process, recruiting 20% of the College's incoming freshmen each year. Strategic recruitment of student-athletes with input from the enrollment management process and the Admissions office has served Athletics well in identifying students with both academic and athletic talent who match the College's profile. Outcomes have been equally impressive, with retention of athletes improving from 88% in 2000-01 to 92% in 2011-12; athletes' GPA improved from 2.84 to 3.08 during that same time period.

### **College Union, Residential Community Life, Judicial Affairs, and Campus Safety**

The [Hunt College Union](#) serves as the center for social, educational, cultural, and entertainment activities for the campus community, providing students with the opportunity to balance course work and free time as cooperative factors in education. Many offices that focus on student life are located in Hunt Union, including [Campus Activities](#), the [Student Association](#) (student government), the student newspaper and yearbook, Greek letter social organizations, the [Gender and Sexuality Resource Center](#), and the [Leadership Education and Development \(LEAD\)](#) program. LEAD, which requires student participants to demonstrate specific [student leadership outcomes](#) related to leadership development, has played an especially prominent role since its inception in 2008 in fostering a climate of campus engagement.

The [Office of Residential Community Life](#) oversees campus housing for undergraduate students and offers a robust set of activities and programs throughout the academic year. Because of the important role of residence hall living in supporting students' transition to college, developing leadership skills, establishing relationships and engaging community service, freshmen and sophomores are required to live on campus. Residential Community Life offers a variety of living arrangements addressing students' development through their college years, so many upper-class students choose to live on campus. Approximately 60% of all undergraduate students reside in on-campus housing.

The [Office of Judicial Affairs](#) oversees the adjudication of violations of the College's [Code of Student Conduct](#), the comprehensive summary of all policies and procedures governing the behavior of SUNY Oneonta students. The director of the Office of Judicial Affairs is a hearing officer, as are the resident directors and central staff of Residential Community Life. The office also educates students about the College's [Statement of Student Responsibilities](#), which states the expectation that students will embrace learning, commit to civil behavior, and enhance their own personal development.

Campus safety and security are the responsibility of the [University Police Department \(UPD\)](#). Recently accredited by the Department of Criminal Justice Services, UPD consists of 17 sworn New York State police officers with full police powers. SUNY Oneonta is in full compliance with the requirements of the federal Crime Awareness and Campus Security Act, and provides an [annual report on campus crime and safety](#).

### **Student Health and Counseling Services**

The [Student Health and Wellness Center](#) offers a comprehensive array of health services to students, including treatment of acute illness and injury, monitoring of chronic illness, and referrals to specialists as needed. The Center also provides specialty services targeted toward women's health issues and men's health concerns as well as programming throughout the academic year on topics such as wellness, alcohol and drug abuse, and sexual assault. The [Counseling Center](#) provides short-term individual counseling and group counseling, crisis counseling, self-guided bio-feedback and outreach/prevention services to around 600 students annually, and consults with family members and faculty and staff as necessary.

### **Career Development**

The [Career Development Center](#) provides one-on-one career counseling and advising, graduate and professional school advising, resume and cover letter critiques, mock interviews, and job search coaching. The Center's mission is to facilitate active career exploration and preparation for all students and alumni, and to encourage career development through experiential learning, academic and civic leadership, and student engagement. During 2011-12, a new position of Internship Coordinator was created to provide much-needed coordination of internships across the campus. Student Employee Services, also located in the Center, maintains a current listing of potential job opportunities for students both on campus and in the larger Oneonta community.

### **Multicultural Programs and Services**

The [Office of Multicultural Student Affairs](#) provides leadership to develop and maintain a welcoming, supportive, and inclusive environment for all students and is committed to advancing the College's strategic initiatives on diversity and inclusion. The office provides advocacy for all students who have concerns about equity for those of their identity group. One especially innovative and successful program is the AALANA (African American, Latino, Asian, and Native American) Peer Mentoring Program, which helped increase six-year graduation rates among those student groups from 44.3% in 2001 to 53.5% in 2009. The [Center for Multicultural Experiences](#) works to promote an inclusive and intellectually challenging multicultural environment for all members of the campus community. Each year the Center develops and coordinates a rich array of social and academic events that celebrate knowledge and understanding of individuals and diverse groups. The [Gender and Sexuality Resource Center](#) provides education, support, and advocacy for gender and sexual orientation equity for all members of the campus community.



## **Student Complaints and Grievances and Student Records**

SUNY Oneonta has a formal policy and grievance process for responding to harassment and sexual harassment, a formal process for the response to bias acts and hate crimes, and a comprehensive and detailed Student Code of Conduct. All new students are informed of these policies and procedures at summer or mid-year orientation programs and are required to acknowledge annually that they have read the policies before being allowed to participate in the College's online course registration process. All of these policies and documents can be accessed at the College's [Policy Library](#) link.

This link also includes policies that guide the retention and disposition of student records at the College. The College Registrar is responsible for following these policies and timelines for the retention of student records and is also obligated to provide privacy protections for those educational records that the College maintains under the Family Educational Rights and Privacy Act (FERPA). As necessary, the College Registrar consults the United States Department of Education's General Family Policy Compliance Office website. Further, the Registrar has published guidelines on the proper use of the student ID number, posting grades, and information on submitting papers to an anti-plagiarism service. Individual campus offices are responsible for managing their records according to the FERPA policy.

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## **Assessment of Student Success and Student Services**

Ongoing assessment of student success and the match between the attributes of admitted students and the College's mission is continually assessed through a variety of survey tools administered to students. Beginning with new student orientation and continuing through and after graduation, student surveys include the New Student Orientation Survey, the New Student Six-Week Survey, the SUNY Student Opinion Survey (SOS), the [National Survey of Student Engagement \(NSSE\)](#) (see Appendix 5.2), and the [Campus Climate Survey](#), as well as a number of customer service surveys administered by individual student service areas. Since 2001 survey results have improved, in some cases dramatically. For example, the [2012 SUNY Student Opinion Survey](#) showed Oneonta to be a clear leader in student satisfaction rankings among all thirteen comprehensive SUNY colleges, ranking first in 13 of 103 areas surveyed and in the top three in 38 of 103 areas.

NSSE scores have also improved over the same time period and SUNY Oneonta seniors consistently report higher levels of engagement compared to other SUNY and Carnegie peers. However, freshman engagement scores have typically been lower than those at other institutions, indicating that the College should seek to improve engagement in its first-year students.

In addition to the administration of student surveys, each office in the Division of Student Development participates in the assessment process overseen by the Institutional Assessment Committee (IAC), which requires the annual updating of assessment plans and reporting of assessment results for the previous year. In order to ensure consistency across the division, components of effective assessment were established and incorporated into unit assessment plans; these include institutional effectiveness performance indicators, documentation of all

services and programs offered, tracking of use of services, student satisfaction with college services and programs, and direct impact of services and programs on students. Further, each unit in the division has designated a specific student learning outcome as part of its annual assessment plan, and the division prepares an annual report that compiles the assessment methods and results across units for a given year. These reports are available for review in the Middle States Evaluation Team Room.

There is also ample evidence that these various sources of data are used to improve programs and services. To illustrate, after the New Student Six-Week Survey is administered, the Academic Advisement Office contacts those students who report not knowing who their advisor is. Results from the [Campus Climate for Diversity Survey](#) administered by an external consultant in Fall 2005 were used to develop a curriculum for training employees during Spring 2006. Other examples include use by Residential Community Life of results from the Quality of Life Survey to focus on resident advisors' confrontation skills; development of the Leadership Education and Development program (LEAD) in response to relatively low scores on the SOS regarding the College's leadership development strategies; and changes in students' perceptions of campus safety on the SOS following the implementation of measures such as NYAlert and video monitoring.

Similarly, Student Development units have revised their practices based on their assessment of student learning outcomes. The Academic Advisement Center used these data to redesign training materials for student Academic Team Members, student employees living in residence halls who help other students navigate academic processes. Through full group, small group, and individual instruction the ATMs moved from scoring between 20%-60% on pretests to 90%-100% on posttests. The Career Development Office, after determining that few students submit their resumes for more than one critique after their initial resume evaluation, introduced methods to make the first submission and subsequent critique more effective.

### **Relationship to Self-Study Special Emphases**

**Teaching, Learning, and Scholarship.** SUNY Oneonta's ultimate success is realized when it attracts and retains to graduation highly qualified and motivated students who reflect its mission. In particular, students with strong academic profiles are critical to uniting teaching, learning, and scholarship, since they are best prepared to assimilate into the College's academic culture and bring a student element to this dynamic. It is not sufficient, however, simply to admit these students; once they are enrolled, it is essential that the College provide a student-centered learning environment both inside and outside the classroom as well as a supportive environment in which students can develop personal skills and responsibility. By focusing on and successfully recruiting and retaining highly qualified students, the College helps assure that excellence in teaching, learning, and scholarship is perpetuated and advanced.

**Engagement.** Increasingly, students entering SUNY Oneonta have arrived at the College with strong academic credentials as well as a strong record of co-curricular and community service involvement. It is also reasonable to assume that these students will have higher expectations with respect to academic challenge and the opportunity to engage with faculty compared to earlier student cohorts. As described earlier, NSSE results have consistently

indicated that Oneonta's first-year students do not perceive the College's academic environment as engaging compared to their counterparts at peer institutions, an issue that will be directly addressed in the recommendations found below.

**Shared Stewardship.** As the present chapter suggests, recruitment and retention of students who align with the College's Mission is an extremely collaborative process that receives support and assistance from offices across all college divisions. Student success is indeed viewed as the responsibility of every institutional unit, and it would be virtually impossible to identify an employee at SUNY Oneonta who does not contribute in some way to that success. The theme of shared stewardship is also reflected in the College's emphases on developing leadership in students, community service, and promoting and supporting a strong student government organization on campus. These emphases send a clear message to students regarding the value of working collaboratively to achieve objectives and giving back to the community.

**Recommendations:**

- Implement an institution-wide initiative to improve the academic engagement of first-year students;
- Evaluate SUNY Oneonta's additional general education requirements for the purpose of improving the College's overall "transfer friendliness;" and
- Develop a strategic plan to steer graduate programs during the next decade based on systematic marketing analysis.

## Chapter 6: Faculty and Academic Programs (Standards 10, 11 and 12)

SUNY Oneonta assigns primary responsibility for developing, delivering, and assuring the quality of its curriculum programs to its faculty. The College offers a rich curriculum consisting of a wide variety of undergraduate, graduate, and professional programs to meet the divergent learning, educational, social, and cultural needs of students. The 70 distinct undergraduate majors include a strong general education component, with breadth and rigor in the major reviewed and certified by the college-wide Curriculum Committee prior to being submitted to SUNY and the New York State Education Department for registration. SUNY Oneonta's nine graduate/post-baccalaureate programs extend educational offerings to post-baccalaureate students with advanced instruction in the arts, sciences, and professional degree areas. All undergraduates are required to take a variety of general education courses intended to provide a well-rounded and balanced liberal arts foundation that will facilitate student success in meeting major requirements.

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### Standard 10: Faculty

*The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

SUNY Oneonta is in compliance with Standard 10.

### Faculty Responsibilities and Roles

SUNY Oneonta considers the quality of its academic programs as a distinguishing feature of the institution and strives to maintain high standards for them. The rigor of the curriculum is ensured by the expertise of well-qualified faculty, clearly-delineated and sound academic policies and procedures, ongoing assessment and accreditation activities, and strong administrative assistance and support.

As described in Chapter 8, accreditation and assessment efforts are faculty-driven, starting at the departmental level with the development of programmatic objectives and student learning outcomes and continuing through the implementation of the program review process and the assessment process overseen by the Academic Program Assessment Committee (APAC). The SUNY *Policies of the Board of Trustees*, SUNY Oneonta *College Senate Bylaws*, and UUP *Collective Bargaining Agreement* are the primary resources for published policies on faculty roles and responsibilities as well as its authority in academic and governance matters. As stated in the Board of Trustees policies, "The University faculty shall be responsible for the conduct of the University's instruction, research and service programs."

The *College Handbook* lists the standards for teaching load obligations and provides justifications that may qualify a faculty member to receive a load adjustment. Ultimately, these decisions are based on program needs, faculty circumstances, and the discretion of the administration. Most faculty members are on a 4+3 academic year teaching load, reduced in

2009-10 from a 4+4 obligation. Department chairs receive a 50% reduction in their teaching obligations, and faculty members can receive teaching load reductions in the form of released time for assuming administrative or service duties (e.g., internship supervision, coordination of assessment activities).

### **Faculty Qualifications**

SUNY Oneonta has administrative and support structures in place to recruit and attract well-qualified faculty members. In Fall 2012 the College employed 259 full-time and 234 part-time faculty members (headcount), with full-time faculty offering around 60% of instruction; this represents an increase in full-time faculty of 60 positions since the 2003 MSCHE reaccreditation self study was conducted. Academic departments have autonomy to establish search and hiring criteria when filling a position, with highest earned degree in the discipline a foremost factor for full-time positions. At present 84% of SUNY Oneonta’s full-time faculty hold terminal degrees. Table 6.1 shows a summary of full-time faculty by rank for Fall 2012, as well as the average number of years at rank for each category.

*Table 6.1 Number of Full-Time Faculty by Rank, Fall 2012*

<b>Rank</b>	<b>Total Number</b>	<b>Average Years at Rank</b>
Professor	36	10
Associate Professor	88	8
Assistant Professor	94	4
Lecturer	41	3

As revealed by a review of annual Faculty Activity Reports (FARs), SUNY Oneonta’s faculty members are extremely prolific and accomplished with respect to teaching, research, and service activity, especially when teaching load is taken into account. Many current instructors have been recognized by the State University of New York through its faculty recognition program, with five promoted to the University-wide rank of Distinguished Teaching Professor and four designated as Distinguished Service Professors. Similarly, 25 SUNY Oneonta faculty members have received SUNY’s Chancellor’s Award for Excellence in Teaching, four are recipients of the Chancellor’s Award for Excellence in Scholarship and Creative Activity, and two have received the Chancellor’s Award for Excellence in Faculty Service. Representative samples of FARs are found in the Middle States Evaluation Team Room.

### **Hiring and Retaining Faculty**

SUNY Oneonta’s hiring process begins at the department level, with programs responsible for identifying needs and justifying a new or replacement faculty line. Using the new process for requesting new tenure-track positions adopted in 2012 (see Chapter 3), departments submit their requests to the Provost, who ultimately approves positions in consultation with the President’s Cabinet. Once a request is approved, the Office of Human Resources works with the department to advertise and hire a qualified candidate as defined by the academic department. These

advertisements are placed in venues such as the *Chronicle of Higher Education* as well as appropriate discipline-specific publications.

Once hired, new faculty members are invited to participate in a faculty mentor program. Each participant is assigned a senior faculty member as a mentor, often from a different department to encourage interaction across programs. The Employee Recruitment and Retention Task Force (ERRTF), which originated the mentor program in 2009, also developed a survey for participants. Survey results showed that the vast majority of participating faculty reported positive interactions with their mentor or mentee, and that they would recommend the program to others in the future. Never intended to be a permanent committee, the ERRTF disbanded in 2010, and the Office of Human Resources has assumed responsibility for the mentoring program and participant survey.

As another aid to new faculty members, the Provost's Office conducts a series of faculty orientation sessions throughout their first year, focusing on topics such as advisement, assessment expectations, and evaluation procedures for faculty. In addition, the Office of Human Resources sends to individuals who are voluntarily terminating their employment at the College (excluding retirees) an Exit Interview Questionnaire asking them to indicate their major reasons for leaving Oneonta. A recent summary of responses to that questionnaire showed that the most commonly cited reasons were "family or personal" (33%) or "other" (33%), while 22% selected "salary" and finding their position "too demanding/stressful" as factors. More information regarding the mentoring program and exit interview process are available for review in the Middle States Evaluation Team Room.

## **Faculty Development**

Another mechanism for retaining well-qualified faculty members takes place through the provision of professional development opportunities that encourage faculty to continue to grow in the areas of teaching, scholarship, and service. As one example, the College holds Teaching Breakfasts on a regular basis to discuss the innovative use of technology in teaching and other pedagogies. Similarly, the [Teaching, Learning and Technology Center \(TLTC\)](#) offers training and support to assist faculty in integrating technology effectively into their teaching.

Other offices that serve the direct purpose of promoting faculty members' professional development include the [Grants Development Office \(GDO\)](#). In addition to providing services that assist faculty in applying for external funding, GDO also offers funding itself to faculty, awarded on a competitive basis and intended to serve as seed money that will help the faculty member acquire external grants. For 2011-12, nine grants were awarded totaling over \$2.5 million. In addition, 36 faculty members were involved in the submission of at least one proposal, up from 16 in 2010-11, and the number of grant submissions (29) for 2011-12 represented a 45% increase compared to the 20 submissions the previous year. Currently, the College's sponsored programs portfolio consists of 18 grants totaling \$4.98 million, including awards from the National Science Foundation (5), National Institutes of Health, National Aeronautics and Space Administration, U.S. Department of Education, and Institute of Museum and Library Services. In addition, according to SUNY System Administration's Research Foundation statistics, at present SUNY Oneonta ranks second among the 21 SUNY

comprehensive and technology colleges in both sponsored program expenditures and committed funds (representing monies awarded by external sponsors).

GDO also coordinates a number of events intended to highlight faculty teaching and scholarship. Its [Life of the Mind](#) celebration is held every October. Planned by a faculty committee in conjunction with GDO, this event features presentations by faculty members on their research and teaching activities as well as sessions of considerable interest to the campus community (e.g., general education assessment). For 2011, there were 100 participants and 64 presentations. Another function coordinated by GDO is [Student Research and Creative Activity Day](#), which is dedicated specifically to presentations on faculty research and creative activity conducted collaboratively with students. Held in April, the 2012 event featured 122 projects representing 216 student participants with 69 faculty/staff sponsors, all of which were all-time highs.

On-campus funding opportunities include:

- The Faculty/Professional Staff Research Grant Program, which awards up to \$2,500 to support the expense of faculty research activities;
- The Faculty/Professional Staff Creative Activity Grant Program supporting creative work in areas including creative writing, music, theater and the visual arts; and
- The Vibrant Communities program, launched in 2011 and offering seed grants up to \$2,500 to support research conducted by SUNY Oneonta faculty or professional staff in support of learning, research and service to enhance the local region.

To the degree possible, academic departments provide faculty development support to their faculty members. In addition, United University Professions (UUP) and the College administer Join Labor Management Grants as well as the Nuala McGann Drescher Leave program, which is targeted to assist women, ethnic minorities, and veterans prior to receiving tenure.

Finally, the Provost's Office operates a Faculty Development Fund that allocates approximately \$75,000 per year. Every fall, faculty members are invited to apply for funds through the program in the categories of Teaching, Scholarship, and Service. Funding is supported for research-related travel and publication, educational workshops, unusual costs related to the acquisition or production of teaching materials, materials or instruments to be used in measuring quality of instruction and learning outcomes, and travel or expenses related to service in professional organizations.

The SUNY Oneonta campus does not have an office or center with formal responsibility and oversight for promoting excellence in teaching and faculty development, although the creation of such an entity has been a central focus of discussion for several years. In 2008 President Kleniewski formed an exploratory committee to evaluate the need for a Center for Faculty Excellence. This committee recommended the creation of this center, and the College Senate's Committee on Instruction conducted a follow-up review during the 2010-11 academic year, issuing a [final report](#) in May 2011 that provided a number of options the College might consider, with advantages and challenges associated with each. The College Senate considered this report during Fall 2011 but failed to reach consensus because of disagreement regarding whether the Center should also promote scholarly and creative activity.



Despite the absence of a formal center dedicated to advancing faculty development, in the last two years there has been significant activity in this regard, led by faculty and professional staff members and spurred in large part by the College's participation in [Wabash Study 2010](#), described in more detail in Chapter 8. Specifically, a small group of faculty members and Student Development staff, with support from the Provost and the Associate Provost for Institutional Assessment and Effectiveness, planned and implemented the following events intended to bring the campus community together to address issues related to pedagogy, the College's First-Year Seminar, and student engagement:

- A two-day campus visit by Joe Cuseo of Marymount College in early June that included a meeting with first-year seminar faculty on how to improve student engagement in that course as well as an all-day presentation to 46 college faculty and staff entitled "A Pedagogy for Liberal Education: Teaching Strategies that Implement Effective Learning Principles;"
- Three Faculty Learning Communities conducted in Fall 2012, with 29 faculty and staff participants, focused on the following topics: 1) SUNY Oneonta's first-year seminar, with a major objective making recommendations regarding changes in that experience; 2) first-year student engagement; and 3) technology and teaching; and
- A two-day program entitled "Building a Better Learning Environment" by James Lang, *Chronicle of Higher Education* columnist and director of Assumption College's Honors Program, held in January 2013 for 58 faculty and staff participants.

Due in part to the success of these efforts campus discussions regarding the establishment of a formal faculty development program continue, and the institution is likely to take action in this matter in the near future. An important focus for such a program is the development of a strategy intended to encourage and support promotion to full professor among the College's faculty, given the fact that, based on Fall 2012 data, associate professors have remained in that rank for eight years on average.

### **Faculty Evaluation Processes and Procedures**

The standards and procedures regarding appointment, promotion, tenure, grievance, discipline and dismissal for all faculty and professional staff members are listed in the [College Handbook](#). Other sources of information related to these topics include the SUNY [Policies of the Board of Trustees](#) and the UUP [Collective Bargaining Agreement](#). All policies are based on principles of fairness with due regard for the rights of individuals. Topics listed in the [College Handbook](#) range from professional responsibilities of faculty and staff, personnel policies, structures and roles of academic programs, academic integrity, grading policies, and academic grievance procedures. As stated in the Handbook, all SUNY Oneonta faculty are required at the end of each academic year to submit Faculty Activity Reports (FARs) to their department chairs. These reports play an important role in the development of the department's annual report to the academic dean, and faculty can also use them as a basis for applying for Discretionary Salary Increases (DSI). DSI are stipulated as part of the State/UUP Agreement, with the college administration for developing processes and criteria in awarding these salary enhancements.

Although the College strictly observes and utilizes uniform policies for contract renewal, continuing appointment, and promotion, each academic department has considerable autonomy

in developing and implementing its own criteria in the evaluation of faculty, resulting in variability across the institution in this regard. These variations, which reflect the broad range of disciplines represented at the institution, are especially noticeable with respect to the evaluation of faculty scholarship and creative activity as well as service contributions.

Dates for submitting materials for personnel actions vary depending on factors such as length of appointment, but are established and publicized to the campus community each year. Each February and October, the Office of Human Resources provides each department chair or program head with a “Retention and Permanency List,” which indicates the specific dates by which individual faculty must be notified of continuation. The *College Handbook* contains detailed guidelines for preparing and submitting personnel review files.

Expectations for teaching, scholarship and service are communicated primarily through the Provost’s Office and the academic deans. Before a tenure decision is made, candidates go through several two-year contract renewal processes and receive feedback on how well they are meeting expectations. This process is designed to track faculty teaching, other activities, and professional development, and to provide appropriate feedback and input through peer reviews, student observations, and review of professional development activities to ensure faculty demonstrate excellence and appropriate growth in all areas of responsibility.

As part of the contract renewal and the tenure and promotion review processes, faculty members must submit a dossier containing evidence of their effectiveness in teaching, scholarship, and service. For the evaluation of teaching, these dossiers must include peer assessments, with procedures for these assessments varying across departments. Students’ evaluations of faculty teaching are evaluated at the conclusion of the course through the Student Perception of Instruction (SPI) form, which includes quantitative items as well as free-response questions related to the student’s impressions of teaching quality. These data, which allow comparisons within departments and college-wide, are compiled and analyzed by the Office of Institutional Assessment and Effectiveness and provided back to faculty.

Faculty members are required to include their SPI results (or data from a similar instrument recognized by the campus or department) in the dossiers they prepare for contract renewal and tenure and promotion review. Other contents of faculty dossiers relevant to teaching quality include course materials, grade distributions, peer observations, and student comments. This dossier also contains a statement of self-reflection on teaching, which gives faculty members the opportunity to describe their teaching philosophy and to address issues specific to a particular semester or class as needed (e.g., unusual grade distributions).

Faculty dossiers are evaluated by the Divisional Advisory Committee (DAC) in order to reach conclusions regarding a faculty member in all areas of evaluation. The DACs make recommendations to the divisional dean, who makes a recommendation to the Provost. In the case of promotion and continuing appointment, a third evaluative body – the Promotion and Tenure Committee – provides another level of review and makes recommendations to the Provost. Ultimately, the Provost makes final decisions regarding all faculty personnel actions.

## Academic Freedom

SUNY Oneonta's policies and procedures for assuring academic freedom are presented fully in Chapter 4.

## Issues Related to Adjunct Faculty

As stated earlier, for Fall 2012 SUNY Oneonta employed 259 full-time faculty and 234 part-time faculty in terms of headcount. Although these numbers accurately reflect the fact that there are almost as many adjunct instructors as there are full-time faculty in terms of sheer number, it is important to note that, over the past three years, full-time faculty members have offered on average 60% of the College's courses; therefore, part-timers have been responsible during that time for around 40% of instruction. While this number is still higher than desired, the hiring of qualified adjuncts allows the institution to offer a wider array of programs and courses than would otherwise be possible. It also enables full-time faculty to teach upper-division courses in the major, since adjuncts teach a larger percentage of introductory courses (see Table 6.2 below). Recent review and discussions of NSSE results, which indicate Oneonta's first-year students report lower levels of engagement compared to those at peer institutions, suggest that the College might explore further the extent to which adjuncts teach lower-level courses and develop strategies (e.g., providing faculty development activities to adjuncts) for addressing this issue as appropriate.

*Table 6.2: Enrollment/Courses Taught by Full- and Part-Time Faculty by Course Level, 2010 - 2012*

Course Level	Full-time		Adjunct	
	Courses	Enrollment	Courses	Enrollment
<b>100</b>	1404 (46.6%)	6642 (52.4%)	1609 (53.4%)	6046 (47.6%)
<b>200</b>	2276 (71.6%)	8393 (74.4%)	906 (28.4%)	2894 (25.6%)
<b>300</b>	818 (83.6%)	2115 (83.1%)	161 (16.4%)	431 (16.9%)

Qualifications for hiring adjunct faculty vary across departments, but at minimum successful candidates must have a master's degree to teach undergraduate courses unless, as determined by the academic dean, they have significant experience or expertise related to the course they are teaching. The starting pay rate for part-timers is \$2,500 per course, and by teaching two courses on the same campus they are eligible for benefits including health insurance.

Overall, there is great variability across departments with respect to evaluation procedures for adjuncts as well as the professional development opportunities they are able to provide. The local chapter of UUP does have a Part Time Concerns Officer, and it works collaboratively with the Office of Human Resources to host an orientation session for new adjuncts at the beginning of the fall semester.

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## **Standard 11: Educational Offerings**

*The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.*

SUNY Oneonta is in compliance with Standard 11.

### **Overview of Academic Programs and Courses**

SUNY Oneonta offers seventy undergraduate majors and nine graduate/post-baccalaureate programs administered by 24 academic departments. More than 2,000 courses are listed in the college *Undergraduate College Catalog* and about 600 courses are offered in a typical academic semester. At the graduate level, around 300 courses are listed and about 100 of them are offered each year.

SUNY Oneonta considers the quality of its academic programs as a distinguishing feature of the institution and strives to maintain high standards for them. The rigor of the curriculum is assured in large part by the College Curriculum Committee (CCC), which oversees the processes for adding new programs and revising existing ones. In addition the CCC is responsible for studying the College's curriculum and degree requirements on a continual basis and coordinating ongoing program and course development. Over the past five years, the CCC has approved more than 170 proposals, which clearly demonstrates that SUNY Oneonta's academic departments are actively engaged in the process of curriculum development.

Any new curriculum program or major revisions to an existing program must traverse through a multi-layered and well-controlled approval process, beginning on the campus under the CCC's purview, then submitted to SUNY System Administration's Office of Program Review for approval, and then to the New York State Education Department for review, approval, and registration. SUNY System Administration maintains a useful [program development website](#) that provides support for SUNY faculty and administrators responsible for the development of program proposals.

At the course level, the College's academic deans are responsible for assuring that new courses meet expected standards and contribute appropriately to the institution's curriculum programs, focusing in particular on course objectives, delivery format, topics to be covered, and amount of time spent on each topic. This last item is especially important in order to assure that credit hours are appropriately assigned and awarded. Interested faculty can access [new course proposal instructions](#) and a [new course proposal form](#) on the college website.

As part of the new "Verification of Compliance with Accreditation-Relevant Federal Regulations" process initiated by MSCHE in November 2012, SUNY Oneonta provided a [comprehensive report](#) (Appendix 5.1) detailing its compliance with credit hour requirements.

## **Promoting Coherent Student Learning Experiences**

### Undergraduate Programs

SUNY Oneonta's undergraduate curricula are organized to enable students to develop their intellectual abilities and obtain professional training in a variety of fields. In addition to the 70 major programs, over 60 minors are offered to provide an academic emphasis in a different or interdisciplinary area. Required courses and course cognates within majors assure depth as well as breadth of the study of the subject. The interdisciplinary studies programs and course cognates allow students to link intellectual ideas across a broad spectrum of knowledge. In addition to coherent major requirements, all undergraduates must fulfill college-wide degree requirements, which include General Education requirements, discussed in detail below under Standard 12.

### Graduate Programs

The nine graduate/post-baccalaureate programs at SUNY Oneonta seek to strengthen the intellectual development and professional competence of graduate students by providing advanced instruction in the arts, sciences, and professional degree areas. The [College Graduate Committee](#) (CGC) is charged to review proposals for new graduate programs or changes in established programs, to review proposals for new policies or changes in established policies, to review credentials for Graduate Teaching Faculty (GTF) status, and to study relevant graduate activities and issues including policies, curricular programs, degree requirements and ways of evaluating the effectiveness of graduate programs.

## **Program Goals and Student Learning Outcomes**

All course syllabi at SUNY Oneonta are required to contain specific information including such details as the meeting time, room, instructor, policies for absences, and textbook. Another required component for syllabi is the inclusion of course objectives and goals, "preferably as measurable student learning outcomes," according to the *College Handbook*. As reported in Chapter 8, a survey administered to academic program heads in Spring 2012 revealed that 83% of departments reported that most to all syllabi included student learning outcome statements, while 70% indicated that these statements were measurable. A representative sample of course syllabi from across the College is available for review in the Middle States Evaluation Team Room.

To further ensure the rigor of the curriculum and educational excellence, the College places great emphasis on meeting the standards that are promulgated by various accreditation agencies. These include AACSB International – The Association to Advance Collegiate Schools of Business (AACSB), the American Association of Family and Consumer Sciences (AAFCS), the Commission on Accreditation for Dietetic Education (CADE), the National Association of Schools of Music (NASM), and the National Council for Accreditation of Teacher Education (NCATE). In addition, the department of Chemistry and Biochemistry offers programs approved by the American Chemistry Society on Professional Training. It is worth noting that these accreditations not only demonstrate the quality of the recognized programs but also testify to the excellence of the numerous other departments that provide support to them.

Curriculum programs that are not accredited fall under the requirements and procedures of the College's program review process, detailed in Chapter 8.

### **Learning Resources and Services to Foster Information Management**

The [Milne Library](#) at SUNY Oneonta is among the largest library facilities in SUNY's comprehensive sector, and provides collections, resources, and staffing support to meet the information needs of students and faculty, both inside and beyond the walls of the library building proper. In addition to the materials that are available locally, the college community has access to the resources at every other SUNY library through shared databases and interlibrary loan.

Located in a five-story facility, the library has incorporated both technology and academic support services in its transformation to a learning commons model. The learning commons provides access to traditional library services, including reference, circulation, and interlibrary loan, and also includes a Technology Center housing general purpose and specialty labs and a range of software applications. In total, the library has 24 full-time staff members (the director who is management/confidential, 8 academics, 3 professionals, and 12 classified staff) servicing four departments: Access Services, Bibliographic Services, Library Technologies, and Reference and Instruction.

The library's collection is comprehensive, consisting at the end of the [2011-12 academic year](#) of 551, 589 bound volumes, including books, e-books, periodicals, special collections, and a children's collection. Additional holdings include documents from the federal and New York State governments, microforms, sound recordings, filmstrips, films, videocassettes/DVDs, music scores, and the college archives. Nearly 37,000 electronic periodical titles are available to users both on site and through remote access. Total circulation for 2011-12 was 84,882, with Oneonta students accounting for more than 79% of that total.

The library offers ample access to its physical resources, with operating hours during the regular semester as follows: 8 a.m. – 1 a.m. Monday through Thursday, 8 a.m. – 9 p.m. on Friday, 12 – 9 p.m. on Saturday, and 12 p.m. – 1 a.m. on Sunday. Virtually, the library is open 24/7, providing through its website access to a wide variety of electronic sources, including encyclopedias, dictionaries, periodical indexes, and full text databases of magazine, newspaper, and journal articles.

Milne Library staff members make significant contributions to the development of SUNY Oneonta students' information literacy and management skills, using two different strategies. First, through course-integrated instruction, faculty members can schedule classes with reference librarians who teach students how to identify, locate and use sources for assigned research and library projects. Second, during the regular semesters the library offers INTD 150, a one-credit course dedicated to library and internet research utilizing a wide variety of techniques and resources in both general and subject-specific areas.

Together, these instructional programs have an impact on a significant number of Oneonta students. For 2011-12, library staff provided 204 course-integrated classes to 4,257 students and



four mini-session sections to 35 students. Further, these programs serve as a useful complement to the Information Management skills that are offered as part of the College's General Education Program, described in more detail below in the discussion of Standard 12.

The Teaching, Learning, & Technology Center (TLTC), located in the basement of Milne Library, assists faculty with technology needs ranging from computer programming, assistance in using technology in the classroom, and new pedagogical tools that utilize technology. These services are supported by Computer Services, which procures computers, software, and other technology for both individual faculty as well as computer laboratories. The recent merger of Academic Computer Services and Administrative Computer Services should allow greater economies of scale in providing these resources.

At present, nearly every classroom on campus is enhanced with computer, audio, and video technology, making the teaching and learning environment one of seamless technological integration. The current [Facilities Master Plan](#) has provisions for continued growth and maintenance of teaching and learning technologies, including computer and other lab spaces.

### **Policies and Procedures Regarding Transfer Credit**

Incoming students may bring in transfer credit under the academic policies and standards listed in the *College Catalog*. Separate criteria are used for pre-matriculation transfer credit (including Advanced Placement, Regents College Exams, International Baccalaureate and others), and for post-matriculation transfer credit. In general a grade of "C" or better is necessary for acceptance of credit, but the grade is not included in the Oneonta GPA calculation. The Academic Advisement Center oversees the designation of credit and course equivalents. Departments are frequently asked by Academic Advisement to review course descriptions as suitable equivalencies from other institutions through an Evaluation of Transfer Credit form. General Education categories fulfilled at another SUNY institution are considered fulfilled at Oneonta regardless of whether the transfer credit was accepted. The SUNY System is moving towards a "seamless transfer" process where students at one SUNY school will be able to determine what credits and course requirements will be satisfied even before they apply at another institution.

One issue to attract attention in recent years involves the College's course numbering system. In contrast to most other institutions of higher education which utilize a 100- to 400-level system for organizing curriculum, SUNY Oneonta classifies its course using only a 100- to 300-level scheme. In addition to causing some confusion and inconvenience when determining transfer credit equivalencies, the College's course numbering system limits to some extent the range of courses programs can offer in reflecting higher-order skills and competencies. This issue has also caused problems for Oneonta students who are applying to graduate school since it is not clear to the graduate programs whether or not the student has completed requirements for admission at an appropriate level.

As part of the new "Verification of Compliance with Accreditation-Relevant Federal Regulations" process initiated by MSCHE in November 2012, SUNY Oneonta provided a [comprehensive report](#) (Appendix 5.1) detailing its compliance with transfer credit requirements.



## **Accelerated Degree Programs**

Although the College does not currently offer any formal accelerated degree programs by itself, it does participate in an articulation with Upstate Medical University (UMU) for a “3 + 3” program leading to a B.S. degree from SUNY Oneonta and a D.P.T. degree from UMU. Students are accepted into that program by UMU, transfer to that institution in their fourth year and complete remaining requirements (typically electives within a Biology major) of the B.S. degree there.

At present the College is exploring the option to offer 3-2 programs to academically advanced students through departments that offer degrees at bachelor’s and master’s levels. Such linkages must pass evaluation by the College Graduate Committee, Academic Affairs, and SUNY System Administration to ensure that the rigor and expectations of both programs are maintained. Currently only one program (Biology) has developed a proposal that is under review.

## **Accommodating Adult Learners**

SUNY Oneonta is primarily a residential campus that serves a traditional student population. As a public institution, however, the College also must serve the needs of non-traditional students as well. In many cases, these students enroll in courses on a non-matriculated basis through the Office of Continuing Education, or are taking courses at the graduate level, as described below. Further, individual departments that enroll significant numbers of adult students are sure to schedule courses in the evenings. Expanding its distance education program, which is relatively small as detailed in Chapter 7, would enable the College to better serve this student population.

## **Graduate Programs**

The College’s [Graduate Studies Office](#) collaborates with academic units at the College in initiating and developing responsible student recruitment and support programs, monitoring the progress of graduate students, and helping provide an optimal climate for advanced learning. Presently the College offers the M.S. degree in Biology, Education, Lake Management, and Nutrition and Dietetics; the M.A. degree in Mathematics and History Museum Studies; and the M.S.T. degree in Foreign Language Education.

Proposals for new graduate programs are reviewed on campus by the College Graduate Committee, and if approved by the College Senate and the Provost, the proposal is submitted to SUNY System Administration for approval, then to the New York State Education Department for final approval and registration. Proposals must include a budget that accounts for additional staff, facilities, and material costs. Once approved, a new program is managed at the departmental level with respect to any needed reallocations of faculty effort or new course offerings. Existing graduate programs as well as new programs in development use existing staffing request procedures and new course proposal processes to meet the needs of expanding or new programs.

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## **Standard 12: General Education**

*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

SUNY Oneonta is in compliance with Standard 12.

### **General Education Program: An Overview**

The General Education Program (GEP) at SUNY Oneonta requires students to take a minimum of 36 semester hours of general education courses in a diverse range of subject areas, although most students will complete 42 credits. The 14 areas or “attributes” that make up the GEP include: Sciences (6 semester hours), Mathematics (3 semester hours), Social Sciences (6 semester hours), Humanities and the Arts (6 semester hours), American History (3 semester hours), Western Civilization (3 semester hours), Other World Civilization (3 semester hours), Basic Communication (3 semester hours), Foreign Language (3 semester hours), Writing Skills (3 semester hours), and Oral Communication Skills (3 semester hours). In addition, students are expected to become proficient in the competencies of Critical Thinking and Information Management, but these competencies are infused across the GEP and therefore do not add to students' required hours.

The College's general education requirements are consistent with the SUNY-wide General Education Requirement (GER) which was implemented in 1998. In January 2010 SUNY System Administration implemented amendments to its GER, allowing students to complete work in only 7 of its 10 content areas in order to facilitate seamless transfer. SUNY Oneonta, however, still requires coursework in all ten content areas, based on the faculty's belief that this requirement is consistent with its commitment to providing a liberal arts education that will enhance the intellectual growth of its students. As noted in Chapter 5, however, these additional requirements can make it more difficult for the College to accommodate transfer students relative to SUNY peer institutions, and the recently established Ad Hoc General Education Committee has included this issue in its examination and evaluation of the GEP.

### **Application of General Education Program to Academic Majors**

Every major on campus includes at least one required or optional course that also counts towards the general education requirements. Academic majors that are more interdisciplinary (e.g., Africana and Latino Studies, Environmental Sciences, International Studies) have the most overlap with these requirements, and several majors require general education courses in other departments as cognates. Therefore the skills and abilities developed in general education courses facilitate more in-depth work in the major programs. Even for the majors with higher numbers of required or optional general education courses, the courses that overlap do not make up the majority of credits. The GEP is designed to give students a broad-based education, with the goal of exposing students to courses outside of their major discipline, and while some overlap

between general education and majors may be helpful in enabling faster progress to graduation, excessive overlap would erode the purpose of having both major and general education programs.

### **General Education Program and Institutional Mission**

The [General Education student learning outcomes](#) address the College mission as it relates to programs grounded in the liberal arts, preparing students to participate in the global community and developing oral and written communication skills as well as scientific and quantitative reasoning. Because the General Education program and student learning outcomes were established by SUNY System Administration, the requirements do not fit seamlessly within the College's mission and vision statements. However, there are several key areas in which the mission and vision statements map nicely to the GEP, particularly excellence in teaching and scholarship and the creation of a student-centered learning community.

Of the overarching goals in the college mission and vision, the GEP does not directly address shared stewardship, diversity, or sustainability, although some course options within the GEP have those ideals as their focus, notably Other World Civilizations and Foreign Language. Further, diverse perspectives are achieved through a broad range of paradigms represented by the ten GEP content areas.

### **General Education Requirements in Official Publications**

The College's general education requirements are widely available to students and prominent in advising documents. These requirements are spelled out clearly and accurately in the [College Catalog](#) and on individual students' advisement documents, both of which are available electronically to students. Further, information about which courses carry general education credit are available on the "[General Degree Requirements](#)" sheet that the College distributes periodically and keeps online as well as on the [course listing](#) page of the College's website. The [student learning outcomes](#) for the different general education categories are also available in the [College Catalog](#). Finally, college policies require that general education course syllabi must include the student learning outcomes covered in that course.

### **General Education Assessment**

Assessment of the General Education program is overseen by the [General Education Assessment Committee](#) (GEAC), an advisory committee of the College Senate. GEAC was formed as a direct consequence of the College's implementation in 2009 of its [Analysis and Action Plan for Planning and Assessment at SUNY Oneonta](#) developed by the Associate Provost for Institutional Assessment and Effectiveness (APIAE); this plan is described thoroughly in Chapter 8.

Charged to oversee and facilitate general education assessment at the College, GEAC is comprised of one full-time teaching faculty – selected by the College Senate – from each of the following general education attribute groups: Sciences; Mathematics; Social Sciences; Humanities, Arts, and Foreign Language; History and Civilization; and Basic Writing and

Communication Skills. Two additional members are selected by each of the two academic deans, and the APIAE serves in an *ex officio* capacity.

Since its formation in Spring 2009, GEAC has completely transformed the manner in which general education courses are assessed at SUNY Oneonta. Initially the changes involved creating a three-year revolving schedule for assessment of attributes (i.e., outcomes) (see Appendix 6.1), which replaced the previous schedule that required assessment of all attributes every year. At the same time, the selection of courses to be assessed was made completely random, a process overseen and administered by the Office of Institutional Assessment and Effectiveness (OIAE). Specifically, in the semester prior to the scheduled assessment of a particular GE attribute, OIAE randomly selects enough course sections in that attribute area to assure that at least 20% of all students enrolled in that area are assessed. OIAE then contacts selected faculty members and sends out general instructions, the form they are to use, and a sample form to use in preparing their assessment plan. Overall, faculty have been very responsive since this process began two years ago. For 2010-11, 46 of 67 (69%) selected instructors participated; for Spring 2012, 22 of 27 (81.5%) did so; and for Fall 2012, 100% (20 of 20) submitted assessments as required.

Other actions taken by GEAC included the revision of the [reporting forms](#) used to assess general education in order to give faculty more ownership of the process and encourage planning of the assessment prior to its actual implementation. These forms – which reflect the fact that course-based assessment at SUNY Oneonta is ultimately the responsibility of individual faculty members – require instructors to specify on an *a priori* basis the following information: the data sources (i.e., assignments) to be used in assessing each GE outcome, the assessment measure, and the criteria to be used in determining the adequacy of students' performance (i.e., what constitutes exceeding, meeting, approach, not meeting expectations). In addition, faculty who are using rubrics are asked to submit their rubrics with their assessment plan/report.

The forms also include a section that allows faculty to reflect on their results and comment on possible adjustments they could make to improve student learning in the course. Since the GE assessment reports are sent to department chairs as well as the Office of Institutional Assessment and Effectiveness, there is an opportunity for department-level discussions of curricular improvements. All reports submitted for 2010-11 and 2011-12 are available for review in the Middle States Evaluation Team Room, and a summary of all general education assessment results obtained from 2009 – 2012 is found in Appendix 6.2.

As another example of activity undertaken by GEAC, for the past three years this group has hosted General Education Assessment forums at the College's Life of the Mind Faculty showcases. The purpose of these forums has been to discuss the previous year's assessment results with the faculty who participated in the assessment as well as any other interested faculty. Prior to these forums, faculty members who took part in the assessment the previous year receive copies of their own assessment data as well as a compilation of results from all assessments administered for that attribute (with faculty and course identifiers removed). These events are intended to increase faculty involvement in applying past results to improve future learning performance. GEAC has also begun offering a workshop to help faculty to implement assessment using the new forms. The training is intended to improve the quality of the data gathered each semester to implement changes to improve student learning.

Also on the recommendation of GEAC, the College is now using the Collegiate Learning Assessment (CLA) to measure outcomes regarding Critical Thinking. The CLA was administered in 2008-09 and more recently in 2011-12 (see value-added results below in Table 6.3). During the Spring 2013 semester, GEAC will review the most recent CLA results and determine whether the College should continue to assess Critical Thinking using this instrument.

*Table 6.3: CLA Value-Added Estimates, 2008-09 and 2011-12 Administrations*

<b>Score</b>	<b>2008-09</b>	<b>2011-12</b>
Total CLA Score	At expected levels	Above expected levels
Performance Task	At expected levels	Above expected levels
Analytic Writing Task	Above expected levels	Near expected levels
Make-an-Argument	At expected levels	Near expected levels
Critique-an-Argument	Above expected levels	Near expected levels

In addition, in November 2012 GEAC offered a resolution to the College Senate that adjunct faculty receive extra compensation to participate in the General Education assessment process, to include conducting of the actual assessment as well as attendance at associated workshops and roundtable events. This resolution was approved by the Senate and awaits action by President Kleniewski. In December 2012 GEAC presented to the Senate its proposal for assessing Information Management, calling for each academic program to designate an upper-level course to assess this attribute. The College Senate accepted this proposal without comment, and this plan will be implemented for the first time in Spring 2013.

Finally, following the discontinuation in Spring 2010 of the SUNY-wide process mandated in 2001 for SUNY campuses to follow in assessing general education, GEAC worked to develop a campus-based plan to guide general education assessment that met good practices and also reflected SUNY Oneonta’s faculty-driven approach to assessing student learning. This plan, found in Appendix 6.3, was approved by the College Senate in May 2012.

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**Assessment of Faculty and Academic Programs**

SUNY Oneonta faculty members are evaluated under criteria established by the SUNY Board of Trustees common to all SUNY institutions. Departments take the major responsibility of guiding faculty through this process, and the College provides a variety of workshops to orient faculty in their first year. One finding that emerged as a result of the self-study process involved the variability that exists among departments in the criteria used to evaluate full-time and adjunct faculty. As such, the College should provide greater clarity in the expectations for teaching, research, and scholarship in order to assure more uniformity across academic programs in how all faculty members are appraised.

The rigor of the curriculum is ensured by faculty expertise and the College Curriculum Committee (CCC), as well as multiple-level ongoing assessment processes overseen by the Academic Program Assessment Committee (APAC), the General Education Assessment

Committee (GEAC), well-established academic policies and procedures, and continuous accreditation and certification efforts.

### **Relationship to Self-Study Special Emphases**

**Teaching, Learning and Scholarship.** As a comprehensive college with a strong liberal arts core, SUNY Oneonta not only provides opportunities for teaching, scholarship, student learning and service but has developed institutional mechanisms to combine these activities in creative ways. Student Research and Creative Activity Day celebrates the interactions between students and faculty mentors in disciplines across the campus. Funding for many of these projects comes from the College Foundation supported in part by the management of external grants, effectively linking scholarship and research of faculty to students who then become engaged in research or other creative activities. Included in the activities at this annual event are projects that may or may not have been funded but were part of a student-faculty interaction, usually in the context of an Independent Studies course that the student took for academic credit.

**Engagement.** Consistent with the concept and philosophy of a multi-purpose comprehensive public college, SUNY Oneonta offers a rich curriculum covering widely diversified undergraduate, graduate, and professional programs to meet the varying learning, educational, social, and cultural needs of students. The College also provides multiple professional development opportunities that enable faculty to engage students in high impact learning experiences, as articulated by the Association of American Colleges and Universities (AACU) (e.g., undergraduate research, service learning, internships, and study abroad).

**Shared Stewardship.** In order for the curriculum to meet the demands of increased enrollments, to reflect emerging trends in the disciplines, to respond to the growth of knowledge, to address changing social needs, and to satisfy increasingly rigorous higher education assessment standards, faculty members are expected to regularly review and revise the content in the academic programs. Any curriculum and program development and revision needs to go through a multi-layered well-controlled rigorous approval process that has been established by SUNY System Administration and the College Curriculum Committee to ensure that any new changes will improve the curriculum without sacrificing the rigor of the curriculum. These efforts are also closely overseen and supported by the institution's administrative offices as appropriate.

### **Recommendations:**

- Provide greater clarity in the expectations for teaching, research, and scholarship and assure more uniformity across academic programs in how faculty are evaluated in these areas;
- Review the College's Retention, Tenure, and Promotion policies and procedures, focusing on actions that would encourage and support promotion to full professor; and
- Establish a formal faculty development program.

## Chapter 7: Related Educational Activities (Standard 13)

Complementing its strong core of academic programs, SUNY Oneonta offers excellent related educational opportunities that support its mission to provide an education that will prepare students to become productive citizens, employees, and leaders locally, regionally, nationally, and internationally. These activities enable the institution to meet the educational needs of students varying in abilities, on and off campus, and in and outside the classroom; recognize the multiple, legitimate ways that learning can occur outside of a higher education institution; and make meaningful contributions to the local and regional communities. Key factors in evaluating the range of programs and services provided by the College under this standard were that they are consistent with the institution's mission and goals and that they operate according to clear guidelines that are developed, approved, reviewed, and assessed in the same manner as other institutional policies and procedures.

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### **Standard 13: Related Educational Activities**

*The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

SUNY Oneonta is in compliance with Standard 13.

### **Basic Skills Overview**

The College has a number of mechanisms for identifying under-prepared students and placing them in the most appropriate coursework to assure success. A primary strategy for placing incoming freshmen utilizes SAT/ACT scores, with students whose SAT Verbal score is below 450 placed in PROF 111 College Reading Strategies; students whose SAT Math score is below 410 are placed in MATH 001 or 002. These placement processes and developmental courses are overseen by the College's [Center for Academic Development and Enrichment \(CADE\)](#), which also administers and grades the College's writing placement exam; students who fail that exam are assigned to COMP 095 Introduction to College Writing.

Table 7.1 below shows retention rates across three semesters for students who are placed in these developmental courses. These data demonstrate generally positive outcomes for students who enter the College at some degree of risk, although those in math courses appear more likely to leave the College or be dismissed after their first year. In fact, first-year retention for students enrolled in all these courses is significantly lower than the College's overall rate, indicating the second semester might be the best term in which to offer these students increased advising, counseling, and support services, if they are to remain and be successful at the institution.



Table 7.1 Academic Status of Students Placed in Developmental Courses 2008 - 2010

Course	Total Number Students	Retained Through First Term	Retained Into Second Term	Retained Into Third term	Academically Dismissed
COMP 095	102	92.2%	84.3%	81.4%	7.8%
MATH 001	15	80%	73.3%	71.4%	20%
MATH 002	7	85.7%	85.7%	71.4%	0
PROF 111	92	90.2%	80.4%	77.2%	13%

CADE offers a comprehensive array of programs and services to Oneonta students. In addition to overseeing and ensuring proper course placements and offering developmental courses, the Center administers and grades the college-wide exit writing competency exam, provides professional and peer tutoring, coordinates the Writing Center, and offers special services that are often utilized by students with learning differences and those with limited English proficiency.

In the last two years, the College has undertaken two separate evaluations of CADE, with the [first review](#) conducted in 2010-11 by the Tutoring and Learning Task Force, comprised of SUNY Oneonta faculty and staff. In May 2012 the College hired an external consultant, Dr. Jane Neuburger of Syracuse University, to conduct a [follow-up evaluation](#) of CADE. These two reports, though different in scope and focus, yielded several similar conclusions and recommendations that will guide the College in the near future with respect to CADE's programs and services. For example, both reports emphasized the desirability of closer collaboration between CADE staff and other college units as well as the need to address issues specific to international students. It is important to note that CADE has never had a full-time director, a situation that was addressed in Fall 2012 when the President's Cabinet approved the creation of such a position; a national search to fill that position is now underway.

Another program that focuses on the College's under-served students is its [Educational Opportunity Program](#) (EOP), described in some detail in Chapter 5. Designed to support historically disadvantaged students with academic profiles that fall below Oneonta's regular admission standards, EOP enrolls approximately 75 new students annually, with a total program enrollment of around 225. Over the past five years, first-year retention rates for EOP students have been very respectable, ranging from 74% to 79%. In addition, six-year graduation rates for EOP students have steadily improved over time, increasing from 48.4% for the 1998 cohort to 54.7% for the 2004 cohort; this figure for the 2004 group was well above the SUNY sector mean of 50.4%.

### Certificate Programs

SUNY Oneonta currently offers two certificate programs, both of which are in the Division of Education and have been determined to meet NCATE standards. The post-baccalaureate Certificate in Adolescence Education is offered in the following disciplines: Biology, Chemistry,

Earth Science, Family & Consumer Science, French, Mathematics, Physics, and Spanish. The Certificate of Advanced Study (CAS) is offered in School Counseling.

The post-baccalaureate programs are designed for students who have an undergraduate degree with an emphasis in a particular subject who need the education courses to receive an initial teaching certification as outlined by the New York State Education Department. Students in the Certificate in Adolescent Education program take the same education courses as students in the Adolescence Education degree programs. The CAS program leads to permanent certification for school guidance counselor, and is aligned perfectly with the M.S.Ed. program in School Counseling which leads to initial certification in New York.

All courses in these two certificate programs have clearly articulated program goals and student learning outcomes that link to the Division of Education's conceptual framework. In addition, they are evaluated by the Division's Assessment Committee like other education courses and documented in the Division's Annual Report.

### **Experiential Learning**

This section describes the myriad of extra-institutional experiences that SUNY Oneonta recognizes as equipping students with demonstrable knowledge and skills. For students to earn academic credit from these experiences, they must meet standards determined by the College and specified in the *College Catalog*, or adhere to the guidelines established by appropriate external agencies.

**Armed Forces Credits.** Some training courses provided by the Armed Forces may be equivalent to college courses, and transfer credit may be granted by presenting certificates or official forms describing the training received. The American Council on Education *Guide to the Evaluation of Educational Experiences in the Armed Services* is used to determine the acceptability of completed courses and the level at which they are to be accepted. Credit is granted only in disciplines where the College has academic programs or departments.

**Defense Activity for Non-Traditional Education Support (DANTES).** A credit-by-examination function of DANTES is recognized and accepted by the College. The guidelines used for courses offered by the USAFI (which has four meanings: U. S. Armed Forces Institute, U. S. Air Force Intelligence, U. S. Air Force Instruction, U. S. Air Force Institution) are also used for the DANTES program when determining the acceptability for transfer to the College.

**Course Challenge Program.** Acquired knowledge and skills equivalent to those normally attained through coursework may receive credit for appropriate classes by challenging those courses. To do so, students must be full-time, matriculated students and must apply to the department chair. Course challenge requirements are prepared by the instructor and subject to approval of the department or a subgroup within the department. The passing or failing of a challenged course is determined by the instructor and reported to the Registrar. Credits granted on the basis of course challenges are acknowledged on student transcripts with a grade of CH.

The FL2 General Education requirement may be met and credit earned by course challenge or by students with language proficiency other than English. Guidelines are provided to students during College Orientation and through their Advisement Summary Sheet, the Foreign Language Department's website, and the *College Handbook*.

**Credit for Prior Learning Assessment Program.** Non-traditional learners may petition for credit for learning acquired in a variety of ways including work experience, reading programs, voluntary reading and discussion groups, radio, and television. Often a faculty member or consultant who has a strong background in the area must evaluate the learned materials on an individual basis. The applicant is expected to present a detailed written statement or portfolio explaining the learning experience and requesting a specific number of credits. In some cases, the applicant may also be asked to undergo a lengthy oral inquiry. Credits may be granted only if the evaluator determines that the learning has been at the college level, it is an area usually covered by college courses, and it relates appropriately to the projected degree program of the applicant. The maximum limit of semester hours granted is 60 as it is considered transfer credit.

**College Level Examination Program (CLEP).** CLEP enables non-traditional and traditional students to earn college credit by examination. The program is administered by the College Entrance Examination Board (CEEB), part of the Educational Testing Service. CLEP credits are accepted if a student scores at or above the 50<sup>th</sup> percentile on the general exam. Specifically, six semester hours will be awarded in the General Education area and applied to two different disciplines. CLEP credits are also accepted for subject exams that are the equivalent to courses presently accepted for transfer to the College. Credit and placement for each acceptable subject exam depends on a student earning a score that is at or above the mean score achieved by students in the national norm sample.

**Internships.** Academic departments may offer student internships as part of their approved course offerings. These internships provide qualified students the opportunity to earn academic credit through field experiences related to their majors that include an academic component such as written papers, journals, and portfolios. At present the College has 32 programs with their own internship coordinator, and recently the institution hired an individual to coordinate all internships. Internship credit is granted on the basis of hours worked, with one semester hour equivalent to 40 work hours. Part-time work may be pro-rated over the semester. In order to participate in a credit-earning internship, students must have completed 56 semester hours (12 semester hours at Oneonta) and passed the College Writing Exam, have at least a 2.0 overall GPA as well as a minimum 2.0 GPA in their major.

### **Non-Credit Offerings**

Advancing SUNY Oneonta's goal of creating and enhancing mutually beneficial partnerships between the campus and community, non-credit courses are offered in an attempt to provide faculty, staff, and community members with opportunities for personal enrichment outside the College's credit-bearing courses. The courses, overseen by the [Office of Continuing Education and Summer Sessions](#), strive to bring together people with common interests in an effort to create a greater sense of community on campus. The courses are held in the evening, making them accessible to many working individuals. The fees for courses are kept low, just covering

costs in an effort to increase access. The following table indicates the number of these courses and their enrollments since Fall 2009 when they were introduced.

*Table 7.2 Continuing Education Course Offerings and Enrollments, 2009 - 2012*

	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>Number of Courses</b>	8	36	35	21	34	39
<b>Enrollment</b>	109	381	300	147	229	253

Currently, these non-credit courses are evaluated by participant surveys given at the end of each course. These are used to assess facilities, instructor knowledge, and accuracy of course descriptions as perceived by participants. Changes to the courses have been made in response to these surveys, which also provide a glimpse into the community’s priorities and needs. Participants are asked to indicate other areas in which they would like to see courses offered, and the Office of Continuing Education offers new classes each semester based on this feedback. Since the non-credit courses are relatively new, Continuing Education has just recently started to examine the impact of these courses on the institution’s resources. A separate account is used to monitor the budget, and to ensure that the courses are self-sufficient and, overall, they have been realizing a small profit. However, the office has also begun monitoring resources such as personnel time and maintenance time needed to ensure the success of these courses in order to gain a more precise sense of their cost and benefit to the College.

### **Additional Locations and Other Instructional Sites**

SUNY Oneonta has only two additional instructional locations: the Cooperstown Graduate Program (CGP), categorized as an additional location, and Mohawk Valley Community College (MVCC), which is classified as an “other instructional site.” The CGP in Museum Studies is highly selective, accepting 15-17 new students each year from approximately 90 applicants. The newly renovated CGP site is a 10,000 square foot facility on the lake in Cooperstown, New York. It is a green building that includes smart classrooms, laboratories, offices, and a student lounge. It also has a signature museum experimental gallery for students to develop exhibitions. The building is the only space of its kind in the country designed specifically for museum studies training. Since 1994, the CGP has raised more than 1.2 million dollars for the College at Oneonta Foundation for student scholarships and academic programs.

Similar to all academic programs at SUNY Oneonta, the CGP undergoes program review on a seven-year cycle and participates in the assessment planning and reporting process overseen by the College’s Academic Program Assessment Committee (APAC). Further, all CGP faculty participate fully in the life of the College including governance, and CGP students have access to all of the same programs and services as students on the main campus.

The College’s second off-campus location, at Mohawk Valley Community College (MVCC) offers an undergraduate program in education in Utica, New York, about two hours away from

Oneonta. Due to declining enrollments, and on the basis of a cost-benefit analysis, President Kleniewski and the MVCC president agreed to discontinue this program, effective at the end of the Spring 2013 term.

## **Distance Education**

SUNY Oneonta's distance education offerings operate according to the procedures and criteria delineated in its Distance Education Policy (Appendix 7.1), which went into effect during the Spring 2010 semester after approval by the College Senate and President Kleniewski. As these policies state: "Distance learning must adhere to existing policies of the State Education Department, Board of Trustees of the State University of New York and the College at Oneonta as well as conform to any negotiated agreements. The same academic standards for quality and other requirements for traditional courses apply to distance education as well."

Reflecting this statement, new course proposals for distance education must undergo the same curriculum approval process (see Chapter 6) as any other course, with faculty required to indicate on the [new course proposal form](#) whether the course will be offered in a distance learning format. A syllabus must accompany the proposal, specifying the topics and amount of time dedicated to each topic so that appropriate determination of credit hour assignments can be made. Further, the [new course proposal instructions](#) found on the College website state that faculty proposing courses to be offered through distance learning must "demonstrate training appropriate for intended delivery methods."

Overall, the College's distance education program is small compared to those at its peer institutions, for the most part limited to two online programs and a set of relatively few individual courses that are offered primarily over the summer to help students complete their general education requirements. The College's two online programs consist of a Master's Degree in Educational Technology, which is accredited by NCATE, and a Master's Degree in Dietetics, the dietetic internship component of which is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The College's Teaching, Learning, and Technology Center (TLTC) provides pedagogical support to faculty in delivering their online courses. This support includes just-in-time instruction on [the Angel learning-management system](#), consultation for distance learning best practices, integration of content into course spaces, advanced instructional design assistance, and an [Online Teaching Academy](#).

Milne Library supports distance learning by delivering online access to academic information found in over 200 databases (including over 100,000 e-books and 65,000 scholarly journals as well as numerous newspapers and magazines). Library services available to distance learners include end-user technical support for all library databases, Interlibrary Loan for access to books and articles not owned by the library, individual consultations with faculty members to assure library resources support the curricular needs of a particular course, and research support to distance learners through both email and telephone.

Technical support for faculty and students in this environment is provided by the College's Information Technology Services. The internal networking group offers support for the physical infrastructure and connectivity issues to all on-campus network ports as well as troubleshooting assistance for users connecting to services as needed. Technical support for all users is provided by the IT Help Desk, which addresses day-to-day assistance with questions about connectivity, user accounts, and access to systems.

In an attempt to evaluate SUNY Oneonta faculty members' experience with and perceptions of online teaching at the College, in Fall 2012 the Provost's Office administered a distance education survey to all faculty members (n=57) who had offered an online course within the past three years. Questions on the survey addressed issues such as training and experience in offering these courses, processes for assuring course quality and comparability to class-based courses, and satisfaction with the College's technology infrastructure and services.

Of the 57 faculty members who received the survey, 25 (44%) responded, and a [full report](#) of the results is available for review. Some notable results are as follows:

- 16% reported that distance education was part of their undergraduate or graduate training, and 92% indicated they had received training through SUNY Oneonta;
- Most respondents (48%) had received 8-16 hours of training in designing and delivering online courses, with 32% receiving more than 16 hours of training and 20% receiving less;
- 92% indicated they felt "very qualified" or "qualified" to teach online courses, while the remaining 8% (n=2) did not;
- 84% reported they evaluated their online courses "always" or "frequently," 12% said they did so "rarely," and 4% (n=1) reported "never" evaluating these courses;
- The vast majority of respondents reported they were at least "satisfied" with the College's support services for online courses; and
- Based on their perceptions of student satisfaction, 68% responded that students were at least "satisfied" with these support services (24% had no opinion).

A review of survey comments was very instructive, particularly with respect to the strategies faculty utilized to assure that online courses were appropriately rigorous. Overall, the comments reflected the strong belief that online courses were comparably demanding to traditional courses, although a good number of faculty pointed to the need to "do something extra" to make up for in-class time (e.g., adding reading and other types of assignments, requiring online discussion, holding online office hours, using Voice Thread). Similarly, faculty respondents generally indicated confidence in the academic integrity of their online courses, describing strategies they employed to reduce or prevent cheating (e.g., making assignments unique to the individual student, placing restrictions on testing time and using technology to enforce those restrictions, relying heavily on application and writing assignments).

Although the survey results were positive overall, they did corroborate concerns about SUNY Oneonta's approach to distance education that emerged during the self-study process. First, as mentioned earlier, the College's distance learning program is quite small compared to its peer institutions, involving relatively few programs, courses, and faculty members. Strategic



expansion in this area could be extremely beneficial to all concerned, given students' growing interest in distance education and the College's limited ability to accommodate many more on-campus students. Second, based on the survey results there is unevenness in the extent to which Oneonta faculty are trained and feel qualified to teach online courses, suggesting the need for increased faculty development in this regard. A logical resource to consider in both planning an expanded distance education program and providing more assistance and services to faculty and students is the [SUNY Learning Network \(SLN\)](#). SLN offers to member campuses support for the full range of online learning including training and helpdesk services.

As part of the new "Verification of Compliance with Accreditation-Relevant Federal Regulations" process initiated by MSCHE in November 2012, SUNY Oneonta provided a [comprehensive report](#) (Appendix 5.1) detailing its compliance with distance education requirements.

### **Contractual Relationships**

SUNY Oneonta has contractual relationships with affiliated providers, other institutions, and organizations that pertain to educational activities. The College's Business Office maintains contracts for guest speakers and consultants; internship agreements involving clinical liability; study-abroad exchange agreements; OAS agency accounts for faculty-led course trip expenditures; and the ANGEL learning-management system. Library databases are purchased both singly and via consortia arrangements. WALDO and SUNYConnect consortia purchases make up the largest portion of the College's databases. The contracts for these purchases are reviewed through the offices of the consortia itself. Other individual contracts are reviewed through the Business Office and then submitted to SUNY Administration for final approval.

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### **Assessment of Related Educational Activities**

Assessment of related educational programs and activities takes place through a variety of procedures, most of which fall under ongoing institutional policies or accreditation requirements. As stated above, the Cooperstown Graduate Program must adhere to the College's program review process and student learning assessment guidelines overseen by the Academic Program Assessment Committee (APAC), and the institution's two certificate programs must meet the same NCATE accreditation standards as other programs within the Department of Education, as must the online Master's degree program in Educational Technology. Further, all administrative units responsible for offering the array of programs and services included under this standard (e.g., CADE, EOP, Continuing Education and Summer Sessions) participate in the assessment planning and reporting processes overseen by the Institutional Assessment Committee (IAC). CADE routinely updates its placement instruments and procedures, with the most recent update of the instruments in 2010. Finally, both CADE and EOP have developed surveys of student perceptions of course effectiveness and services, and use those regularly to improve their programs.



## Relationship to Self-Study Special Emphases

**Teaching, Learning and Scholarship.** Most of the activities that fall under Standard 13 are closely linked to the College’s teaching and learning mission, although not in the traditional sense (i.e., offering lectures in classrooms to matriculated undergraduate students similar in background and ability). As has proved necessary for all institutions of higher education, SUNY Oneonta has spent considerable time and resources adapting to students’ wide-ranging needs and interests. These efforts have focused on assuring a high-quality educational experience for students of different entering aptitudes and abilities, in and outside the classroom, at different geographic locations, and even “virtually.” Although this task is certainly daunting, the present review confirms that the College has effectively accomplished it, in large part by fulfilling these functions in a manner that is consistent with institutional mission and that is guided by the same policies and procedures that apply to the implementation of other programs and services.

**Engagement.** Experiential learning, an important area of focus under Standard 13, is key to enhancing student engagement at both the undergraduate and graduate levels, and SUNY Oneonta provides multiple and varied opportunities for students to augment their in-class instruction with rich experiences outside the classroom. In addition to the activities described above (e.g., internships, prior learning assessments) Oneonta students can participate in [independent study](#) or work with faculty members as [teaching assistants](#). Another connection between engagement and this standard relates to the College’s certificate programs and the non-credit courses offered every semester. These forms of outreach are indicative of the institution’s strong ongoing commitment to the local and regional communities.

**Shared Stewardship.** Ensuring comparability between the College’s traditional, class-based course offerings and the related educational activities included under Standard 13 requires clearly stated policies and procedures capable of capturing the scope of those activities as well as vigilance by appropriate administrative offices in overseeing policy implementation. Equally important, faculty members must be knowledgeable and diligent when enacting these procedures and translating them into agreements with students. Although careful stewardship in these matters has always been essential, the heightened scrutiny by federal agencies (e.g., as reflected in the 2008 Higher Education Opportunity Act) means that institutions must be especially attentive to issues such as credit hour equivalencies – including those approved through transfer procedures – and distance education. On the basis of its recent completion of the “Verification of Compliance with Accreditation-Relevant Federal Regulations” process now required by MSCHE, SUNY Oneonta is confident that it is in full compliance with all requirements relevant to Standard 13.

### Recommendations:

- Conduct a comprehensive review of academic support programs in order to maximize their effectiveness in meeting student needs;
- Develop a strategic plan for the College’s distance education programs and courses; and
- Explore the feasibility of joining the SUNY Learning Network to support the College’s distance education offerings.

## Chapter 8: Institutional Assessment and Assessment of Student Learning (Standards 7 and 14)

SUNY Oneonta has well-established protocols for the assessment of institutional effectiveness and student learning, guided by an institutional assessment plan. Across different functional levels of the College, planning initiatives have reinforced the need for sound and ongoing assessment strategies, starting with the Strategic Plan 2010-15 and reflected in the assessment plans of academic programs and administrative units. Overall, the College has expended significant time and resources communicating to the campus community the importance of outcomes assessment as well as its expectations for the development and implementation of assessment plans, with a focus on supporting professional development activities likely to produce high quality plans. Further, the institution has emphasized the importance of using assessment data to feed back into the process and inform subsequent efforts.

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### Standard 7: Institutional Assessment

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

SUNY Oneonta is in compliance with Standard 7.

### Institutional Performance Indicators

As described in Chapter 3, SUNY Oneonta has developed a set of [performance indicators](#) intended to track the institution's progress on the six pillars of the Strategic Plan 2010-15. Those indicators are publicly accessible on the Strategic Planning Council website. Examples of the indicators being used for each pillar are as follows:

- Teaching, Learning and Scholarship – Retention and Graduation Rates, Student Selectivity, Faculty-Student Ratio, Relevant NSSE and SOS Items
- Student Engagement – NSSE Benchmark Scores, Relevant SOS Items, Number of Participants in LEAD Program
- Global Connectedness – Number of Study Abroad Sites and Student Participants
- Diversity – Percentage of Students and Faculty of Color and of International Students, Relevant NSSE and SOS Items
- Community Partnership – Number of Continuing Education Offerings and Enrollments, Total Service Learning Courses and Student Community Service Hours, Economic Impact of Community Service Activities, Relevant NSSE and SOS Items
- Sustainability – Campus Reserves, Cash Balance Threshold, Endowment and Net Assets

These indicators are updated on an annual basis by OIAE. Members of the President's Cabinet are responsible for monitoring those indicators pertinent to their division or office and recommending changes in programs and services as appropriate.

## **Institutional Assessment Plan: An Overview**

SUNY Oneonta's institutional assessment plan – [Analysis and Action Plan for Planning and Assessment at SUNY Oneonta](#) – was developed by the Associate Provost for Institutional Assessment and Effectiveness (APIAE) during the Spring and Fall 2008 semesters, endorsed by the College Senate in December 2008, and approved by the President's Cabinet in January 2009. This document was intended to serve as a comprehensive framework for: (1) promoting faculty- and staff-driven assessment processes targeting student learning and the effectiveness of administrative units; (2) providing professional development activities related to assessment; (3) offering incentive grants to advance existing assessment plans; (4) offering programming featuring assessment experts from other campuses; and (5) developing strategies for linking planning, assessment, and resource allocations.

### **Assessment of Administrative Units**

As recommended in the Analysis and Action Plan, in February 2009 the Institutional Assessment Committee (IAC) was created for the purposes of developing assessment plan guidelines and overseeing the implementation of those plans by the College's administrative units. IAC is comprised of two representatives from Academic Affairs, College Advancement, Finance and Administration, and Student Development, with one from each of these divisions selected by the College Senate and the other appointed by the appropriate vice president; in addition, there is a representative from the Senate's Faculty Committee on Administrative Review, and the APIAE serves in an *ex officio* capacity.

During the Spring 2009 semester, IAC spent a great deal of its time learning about assessment and began the process of creating guidelines for administrative units to follow in developing assessment plans. In November 2009, the President's Cabinet approved IAC's [Guidelines for Developing and Implementing Comprehensive Assessment Plans in Administrative Units](#), which instructs units to develop plans consisting of the following four components:

1. Setting Goals and Objectives
2. Activity Mapping (this component was made optional when IAC revised the guidelines in April 2011)
3. Creating an Action Plan (consisting of proposed activities, a timeline for completion, resources needed, responsible party, and expected outcomes)
4. Using Outcomes to Plan (i.e., closing the loop)

For the remainder of the 2009-10 academic year administrative units across the College worked to develop plans for submission to IAC for review and recommendations regarding approval to the appropriate vice president. This process was facilitated by the APIAE, who offered workshops throughout the year intended to help offices develop their plans. Plans were implemented for the first time in 2010-11, and in June 2011 units submitted their first assessment reports to IAC. As directed by IAC, these reports included a summary of actual outcomes compared to expected outcomes; overall conclusions regarding the unit's effectiveness during that year based on the assessment results; a "closing the loop" section detailing proposed changes indicated by the findings; and an updated assessment plan for the following year. IAC reviewed

these reports and updated plans and again provided recommendations to the vice presidents regarding approval or the need for revision. A second round of assessment reports was submitted in June 2012, with IAC once more providing review and feedback. Appendix 8.1 contains a copy of IAC's review form, which includes scores and comments for individual items as well as an overall summary recommendation of "1" (approve as is), "2" (approve but revise), or "3" (substantial revisions required).

The IAC guidelines reflect good assessment practice in that they:

- Call for the development of a mission, goals, and objectives that reflect institutional mission and planning initiatives;
- Require units to assess at least one-third of their objectives each year, so that all objectives are assessed in a three-year period;
- Strongly encourage participation by all unit members in the development and implementation of the assessment plan and "closing the loop" once data are attained;
- Encourage the use of varied assessment approaches and measures, qualitative and quantitative;
- Specify that units should include benchmarking data and direct assessment of student learning, as appropriate; and
- Provide detailed examples for units to follow in developing their plan.

Since the onset of this initiative, administrative units and offices have made remarkable progress in their assessment practices. As determined in Spring 2011 by the Middle States Working Group, approximately 90% of units have 2010-11 assessment plans and reports on file, complete with goals, objectives, action plans, actual outcomes, and a closing the loop narrative as well as updated plans for 2011-12. Further, the quality of the assessment processes in administrative units has been relatively good. To illustrate, as shown in the summary IAC review sheet for 2011-12 available for review in the Middle States Evaluation Team Room, of 49 plans/reports, 45% received the highest rating of "1," 47% received a "2," and only 8% received a "3."

IAC has also overseen a number of other valuable activities, including the development of an incentive grant program that provided funding for professional staff members to attend appropriate assessment conferences or for units to advance their assessment plans. For example, IAC awarded the Student Development Division funding to purchase the Council for Advancement of Standards (CAS) materials to guide the establishment of evaluative and benchmarking criteria in its units. Student Accounts was awarded funds to hire an external consultant who specialized in cross-training, a key objective of that unit's assessment plan. Several individuals applied for and received funding to attend events such as the Middle States/SCUP workshop "A Basic Toolbox for Assessing Institutional Effectiveness" and an assessment workshop sponsored by the National Association for Developmental Education. In addition, IAC has been vigilant in soliciting feedback from the campus community and making changes in the guidelines accordingly, as took place in April 2011 when it presented a new edition of that document.

Not surprisingly given the ambitious nature of IAC's agenda and the short time frame in which it was enacted, the process of assessing administrative units has been characterized by some

difficulties. Outside the Division of Student Development, which requires its offices to assess student learning, many units that have direct contact with students (e.g., as interns or employees) have been challenged in their efforts to conduct direct assessment of student learning outcomes, in large part because staff members lack expertise in this area or the number of students is too small to allow meaningful data collection and analysis. In addition, despite IAC's suggestion that administrative units utilize existing data sources in their assessment plans as much as possible (e.g., SOS and ACUI-EBI results, data from the *LGBT Friendly Campus Climate Index*), the inclusion of such information is uneven across the campus, indicating that this message and strategies for incorporating these data into assessment plans require better communication and training.

It is also the case that the requirement of assessment reporting on an annual basis has created more work for units because there are different reporting formats used across divisions and for different planning initiatives (e.g., annual reports, assessment reports, Strategic Plan for Equity and Inclusion). The development of a template that would enable units across the College to meet all reporting requirements in one document would generate significant time savings and boost morale considerably. Similarly, SUNY Oneonta is now at a point where it should consider the acquisition of assessment planning and reporting software (e.g., WEAVE, TaskStream), a step that would reflect the advances the College has made in its assessment processes as well as create new efficiencies for both administrative units and academic departments.

A more substantive challenge is the fact that, to this point, administrative units' assessment plans have focused to a large extent on operational objectives (i.e., day-to-day activities) as opposed to more strategic initiatives intended to advance their programs and services. This finding is not surprising given that operational activities are easier to quantify and document and that college-wide assessment of administrative units is still in its relative infancy. With those units becoming increasingly comfortable with the assessment process and scheduled to complete their first full assessment round in 2012-13, it is appropriate to encourage the development of objectives that are more strategic in nature. As such IAC and APIAE will sponsor workshops in Spring 2013 that focus on this issue.

All IAC plans, reports, and evaluations are available for review in the Middle States Evaluation Team Room.

### **Communication and Dissemination Processes**

As described earlier, the College's progress on its strategic plan performance indicators is publicly accessible on its website. In addition, during each academic year the Strategic Planning Council sub-group that developed the indicators presents the current report for review and discussion.

Other examples of college-wide access to assessment information include the posting of [divisional annual reports](#) on the college website. Similarly the [Middle States resources website](#) contains a wide array of institutional assessment data, including results from the 2008-09 Collegiate Learning Assessment (CLA); the 2003, 2008, and 2011 National Survey of Student

Engagement (NSSE); the 2003, 2006, 2009, and 2012 SUNY Student Opinion Survey (SOS); and the Campus Climate for Diversity Surveys for 2005 and 2009.

At the unit level, the IAC guidelines require units to disseminate and discuss assessment data each year as part of the closing the loop process. At the end of the 2011-12 academic year the President's Cabinet approved the inclusion of assessment plans and reports for academic programs and administrative units on the College's website. Because some individuals expressed concern over the sensitivity of this information – especially when performance on a particular objective or outcome could be traced to an individual faculty or staff member – assessment reports are on a password-protected site and therefore accessible only to members of the SUNY Oneonta campus community. As individuals become more comfortable regarding ongoing assessment processes and their benefits – as well as the assurance that assessment data will not be used in any punitive manner – it is likely that these concerns will dissipate and the public posting of assessment reports will take place.

### **Linking Planning, Assessment and Resource Allocation**

Chapter 3 provides detailed examples of how SUNY Oneonta has instituted processes strengthening linkages among planning, assessment and budgeting. Most notable is the development during 2011-12 of a new institutional [Strategic Allocation of Resources model](#) (StAR) allowing units to apply for funding that will advance existing planning efforts, with proposals required to include supporting data from department assessment plans or other relevant sources. Other campus-wide examples include the Vacancy Review Process and the new process for requesting tenure-track faculty lines, both of which require linkages to planning and assessment information in support of position requests.

Administrative units must also take resources into account when developing their assessment plans since the IAC guidelines specify that these plans should only include activities that can be implemented through existing funding sources or have been approved for additional funding by the vice president. This approach has been very effective in assuring that units do not develop assessment plans that cannot be implemented because of cost constraints.

### **Using Assessment to Improve Programs and Services**

A basic tenet of SUNY Oneonta's assessment program is that assessment activity that does not provide data that are useful and used is counter-productive and, in fact, a waste of precious time. This principle is perhaps best exemplified in the ongoing implementation of administrative units' assessment plans, since they are required in their annual assessment reports to demonstrate review and consideration of collected data, identification of strengths and weaknesses, plans for improving programs and services as appropriate, and changes to their assessment plans and strategies for the following year if necessary. Examples of closing the loop actions taken by administrative units in their assessment reports to this point are as follows:

- **Milne Library:** Extended 24-hour sessions an additional day during the final exam period for both semester after analyzing data obtained through a survey of SUNY libraries



- **College Registrar:** Based on information obtained through new scheduling software, met with academic deans to discuss strategies for reducing prime-time course offerings and identified additional spaces in non-academic buildings for course use
- **Budget Office** – Based on analysis of data yielded by internal reporting and projection methods, identified excess cash balances and worked with unit account managers to develop strategic spending plans for those balances
- **Sponsored Programs** – Used results of a customer service survey to improve strategies for communication to award recipients and between staff members
- **Athletics, Intramurals, & Recreation**–Made changes in its Academic Game Plan, a strategy for monitoring and improving athletes’ retention and graduation rates, based on feedback from coaches

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#### **Standard 14: Assessment of Student Learning**

*Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

SUNY Oneonta is in compliance with Standard 14.

Student learning is a fundamental component of SUNY Oneonta’s mission. Student learning outcomes at the institutional level are most clearly articulated and assessed within the context of the College’s General Education Program, as detailed in Chapter 6. Assessment of academic programs takes place primarily through two related processes, one focused on student learning outcomes and overseen by the Academic Program Assessment Committee (APAC) and a comprehensive program review process undertaken by most academic programs on a seven-year cycle.

#### **Academic Program Assessment Committee (APAC)**

Existing in various forms and using different titles going back to the 1990s, APAC was most recently reconfigured in 2009 as recommended by the College’s [Analysis and Action Plan for Planning and Assessment at SUNY Oneonta](#). APAC was charged at that time with developing assessment plan guidelines and overseeing the implementation of those plans by the College’s academic departments. APAC is comprised of three faculty members from each of the two academic divisions as approved by the College Senate; two additional members may be appointed by the Provost; the Associate Provost for Institutional Assessment and Effectiveness (APIAE) serves in an *ex officio* capacity.

During the Fall 2009 semester, APAC completed its [Guidelines for Academic Program Assessment at SUNY Oneonta: Developing Meaningful and Efficient Assessment of Student Learning](#) and presented it to the College Senate for review and discussion. In December 2009 President Kleniewski announced approval of the guidelines by the President’s Cabinet.



In designing these guidelines, APAC adhered to a basic principle that they would help ensure that “assessment of student learning is a faculty-driven process that assures students are engaged in meaningful educational experiences.” As such, the guidelines were intended to be flexible and respect disciplinary differences, at the same time reflecting good assessment practice. The guidelines describe a four-step process academic programs should follow:

1. Establishing program objectives
2. Curriculum mapping
3. Developing an action plan for collecting student learning data
4. Closing the loop

The APAC guidelines reflect good assessment practice in that they:

- Call for the development of a student learning outcomes that are consistent with the discipline at large as well as college learning goals;
- Require programs to assess at least one-third of their objectives each year, so that all objectives are assessed in a three-year period;
- Strongly encourage participation by all program faculty in the development and implementation of the assessment plan and “closing the loop” once data are attained;
- Encourage the use of varied assessment approaches and measures, qualitative and quantitative as well as course-embedded approaches as a way of assuring efficiencies and attaining authentic assessment data;
- Require the use of direct assessment measures and encourage the use of indirect measures;
- Specify that units should include benchmarking data as appropriate and available;
- Provide suggestions for linking assessment reporting to other documents such as Annual Reports and program reviews.

The guidelines also stipulated that academic programs could be waived from the APAC process, as approved by their academic dean, if they already had assessment plans in place that met the criteria established in the APAC guidelines. Three programs, each of which was accredited by an external agency, applied for and received such a waiver: the Division of Education (NCATE); the Division of Economics and Business (AACSB International), and the Dietetics M.S. program (ACEND). Despite this waiver, these programs are required to have their assessment materials on file and provide assessment data on an ongoing basis.

Working in consultation with the APIAE and academic deans, APAC established a two-year schedule that would allow academic programs to submit their plans in stages, with APAC reviewing each submission and providing feedback and recommendations to the deans regarding approval. Step 1 was due June 2010, Step 2 was due December 2010, and Steps 3 and 4 were due June 2011. For each of these steps the APIAE, along with APAC members, held multiple workshops intended to assist in plan development. In addition, APAC members and the APIAE were available to meet with departments and programs upon request. Also for each step, APAC developed and distributed the checklists that would be used in evaluating program submissions.

Over Summer 2011, APAC completed its reviews of assessment plans for all programs, and the first year of data collection began in 2011-12, with reports on those plans due to APAC in June 2012 for review and recommendation for approval to the academic deans. Appendix 8.2 contains a copy of APAC's review form, which includes scores and comments for individual items as well as an overall summary recommendation of "3" (meets expectations), "2" (approaches expectations), or "1" (resubmission required). As shown in the summary APAC review sheet for 2011-12 available for review in the Middle States Evaluation Team Room, academic programs' assessment plans/reports were of mixed quality; to be specific, of 27 plans/reports, 44% received the highest rating of "3," 26% received a "2," and 30% received a "1."

During the Spring 2012 semester, the Middle States Working Group assigned to Standard 14 reviewed submitted APAC plans, and reported that all plans included the following:

- A manageable number of student learning outcomes – most commonly between four and eight – to be assessed over a well-defined, three-year timetable;
- Clearly-delineated measures for each student learning outcome and, in most cases, multiple measures;
- A demonstrated connection between the data to be gathered and the student learning outcomes for the program; and
- The use of course-embedded data, in some instances supplemented by stand-alone exams, senior surveys, and other external, indirect measures.

The working group also observed that all assessment plans demonstrate that faculty members are discussing their student learning outcomes and the best ways to assess them. Strategies for assessment plan development vary, with some departments using committees and others working as a committee of the whole, but dissemination and discussion of plans at each stage is well documented.

Departments and programs have been less successful at connecting their department goals and student learning outcomes directly to the College's Mission Statement, with most (i.e., 71%) only doing so in a vague fashion. This issue clearly requires attention and improvement, and APAC may wish to consider strengthening its language to require such connections when it evaluates and revises its guidelines. This evaluation and revision process began in Fall 2012, and in January 2013 APAC developed and sent out a survey to department and program heads in order to obtain widespread feedback to be used in improving the assessment process.

In addition to providing invaluable service to academic programs through the development of its assessment plan guidelines, APAC has worked diligently in other ways to foster an emerging assessment culture at SUNY Oneonta. As one example, the committee has sponsored a number of workshops led by high-profile assessment experts (e.g., Dr. Candace Young at Truman State University, Dr. Kathleen Blake Yancey at Florida State University). APAC also developed an incentive grant program that provided funding for faculty to attend appropriate assessment conferences or for departments to advance their assessment plans. Some of the funded activities are as follows:

- Sending faculty members to assessment training workshops sponsored by national organizations (e.g., ACTFL, NCATE, CEC)
- Supporting travel by members of the Biology Department to Towson University to discuss the assessment strategies and measures used by Towson's biology faculty
- Sending faculty to assessment conferences and workshops including the IUPUI Assessment Institute, Texas A&M's Assessment Conference, and the Middle States/SCUP workshop "A Basic Toolbox for Assessing Institutional Effectiveness"
- Supporting the Division of Education in its efforts to develop a training module to improve the inter-rater reliability of student teacher evaluations
- Purchasing food for an English Department retreat to prepare faculty for general education assessment and program review
- Funding an initiative by the Division of Education to conduct a training session for adjunct faculty student teaching supervisors

Finally, several members of APAC have been instrumental in the College's ongoing participation in the [Wabash College Assessment Study 2010](#), which is run by Wabash College's Center of Inquiry. One of thirty institutions across the country selected to take part in the Wabash Study, SUNY Oneonta completed its second year of participation in the project in 2011-12, which focuses on the enhancement of assessment practices particularly with respect to student engagement, critical thinking, and student learning in the context of student development units. The Wabash Study is discussed in more detail below.

All APAC plans, reports, and evaluations are available for review in the Middle States Evaluation Team Room.

## **Program Review**

Most academic programs at SUNY Oneonta undergo comprehensive program review every seven years, and a [schedule](#) has been established for that process. Exceptions are made for programs with external accreditation, with those programs allowed to follow the same schedule as required by their accrediting body.

Reinstituted as a campus-wide requirement by SUNY System Administration in 2001, program review began in earnest at SUNY at that time, following guidelines and procedures developed by SUNY, including the stipulation that campuses had to send their program review reports to SUNY System. From 2001 through 2008-09, all academic programs at SUNY Oneonta completed the program review process, and a new schedule for the next round was established beginning 2009-10. In Spring 2010, the SUNY Board of Trustees rescinded many of its assessment requirements for SUNY campuses, although institutions still must undergo program review on a regular basis, and these reviews must include measures of student learning and a written report from two external reviewers who have evaluated the program's self study and conducted a campus site visit.

The program review process is outlined in some detail on the College's [assessment website](#). As indicated on that site, the self-study document resulting from this process must include the following components:

- The program’s faculty-prepared mission statement, goals, and student learning outcomes;
- The program’s procedures and plans for meeting its goals and student learning outcomes;
- The program’s processes for determining if the mission, goals, and student learning outcomes are being met; and
- The program’s response to the findings identified through the self-study process.

Further, academic programs are expected to incorporate their APAC assessment reports into their self study for program review and to use the program review process for both short- and long-term planning purposes. Major findings from this process are also now required when academic departments submit requests for new tenure-track faculty lines.

Assistance and support are available to academic programs through workshops offered annually or on request by the APIAE, and the OIAE frequently provides data to programs undergoing program review related to issues such as FTE, enrollment, and number of full- and part-time faculty. Programs are also encouraged to use the University Faculty Senate’s *Guide for the Evaluation of Undergraduate Academic Programs* for guidance in conducting program review.

All program review documents are available for review in the Middle States Evaluation Team Room.

### Articulation of Student Learning Outcomes

In Spring 2012 the Middle States Working Group administered a survey to academic programs to determine the extent to which faculty were including clear and measurable statements of student learning outcomes in their syllabi. As indicated below in Table 8.1, 83% of departments reported that most to all syllabi included student learning outcome statements, while 70% indicated that these statements were measurable in most to all syllabi. Clearly, the College needs to attend to this issue in order to ensure that all syllabi contain measurable student learning outcomes. Department chairs, with the support of academic deans, OIAE, and APAC should work with faculty until all courses meet this requirement.

*Table 8.1 Survey Results of Academic Programs – Inclusion of SLOs in Syllabi*

	<b>Programs Reporting Syllabi with SLOs</b>	<b>Programs Reporting Syllabi with Measurable SLOs</b>
All or Almost All (90% +)	15 (62.5%)	12 (50%)
Most (75% - 89%)	5 (20%)	5 (20%)
More than Half (50% - 74%)	1 (4.2%)	2 (8.3%)
Less than Half (25% - 49%)	3 (12.5%)	0
Few (24% or less)	0	5 (20%)

## Wabash Study 2010

In Summer 2010 SUNY Oneonta submitted a proposal to participate in the [Wabash Study 2010](#), conducted by Wabash College's Center of Inquiry, and was one of thirty colleges selected to take part. Now in its third year of participation, the College has expended significant effort and resources toward this project, and has used the experience in large part as a means of promoting assessment as professional development for faculty. Since the September 2010 kick-off of this project, which was attended by two administrators and three faculty members, SUNY Oneonta has sent faculty to two professional development workshops, and hosted a four-member team from the Center of Inquiry, including Center Director Charles Blaich, in April 2012. The primary purpose of this site visit was to meet with faculty and students and assist the College in developing strategies for improving its first-year students' engagement scores as measured on the NSSE. The [team report](#) has already had a significant impact in this regard, resulting in the first-ever Faculty Learning Communities to be held at Oneonta, described in some detail in Chapter 6.

Another important component of the College's Wabash Study proposal was the development of student learning outcome measures in the Student Development Division. This initiative has been completed successfully, with measures in place in all Student Development units. In addition, these units are required to assess and report upon at least one student learning outcome on an annual basis.

### Using Assessment Evidence to Document Student Learning

SUNY Oneonta uses both direct and indirect assessment data to reach conclusions about its effectiveness in stimulating student learning. Direct assessment data are derived in large part from the annual APAC reports academic programs submit at the end of each academic year. The following list contains examples of student learning results reported by academic programs in their 2011-12 assessment reports:

- **Art:** Assessments of students' critical thinking skills in Art History and Studio Art revealed that 25% of a sample of 215 students demonstrated an "accomplished" level of proficiency, as evaluated using a 4-point rubric.
- **Biology:** In assessing students' understanding of how genetic information is organized, faculty found that 41% of lower-division and 89% of upper-classmen met or exceeded expectations.
- **English:** Students' ability to employ the technical terminology of the discipline was found to vary across the nine courses in which this outcome was assessed, with the percentage of students meeting or exceeding standards ranging from 38.5% to 93.9%.
- **Environmental Sciences:** Although 100% of students met minimum performance standards for organizing data into electronic formats, 50% met standards for designing statistically sound studies around environmental themes.
- **Geography:** An overall test of 146 students enrolled in Geography 100 revealed that students were most likely to meet or exceed standards on items related to foundational knowledge of the Earth's physical systems or knowledge about the global dimensions of human systems. Students were less likely to perform well on items requiring a spatial

perspective of the world or reflecting knowledge of how to be good stewards of the natural environment.

A source of substantial direct assessment data is information obtained from the College’s accredited programs. Students in the Division of Education must pass three different parts of the New York State Teacher Certification Exam (NYSCTE) in order to become certified as teachers in their respective fields: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and a Content Specialty Test (CST). As demonstrated below in Table 8.2, SUNY Oneonta students do very well on the LAST and the ATS-W, with at least 99% passing rates. Performance on the CTS tests is more varied, ranging from highs of 98% for Mathematics to 91% for English Language Arts. Still, these results generally demonstrate that education students, taught by faculty from across the College, are doing well on state tests.

*Table 8.2 NYSCTE Results 2009 – 10*

<b>Exam</b>	<b>Passing Rate</b>
LAST (all students)	99%
ATS-W (elementary majors)	100%
ATS-W (adolescence majors)	99%
CST (multi-subject for elementary majors)	94%
CST (mathematics)	98%
CST (English Language Arts)	91%
CST (social studies)	92%

As another example, the Division of Economics and Business administers the ETS Major Field test in Business each semester, a measure that is employed to meet AACSB accreditation standards pertaining to assessment and assurance of learning. The Division also administers a locally-developed senior exam to prepare students for the ETS exam. Results from the ETS exam show that performance for SUNY Oneonta students on all indicators has been above national averages each semester since Spring 2007. Performance on other assessment instruments has also been favorable, with 90% of students in Fall 2010 exceeding or meeting expectations with respect to identifying, analyzing, and evaluating arguments on a critical thinking essay administered in law and management information systems. Economics and Business also places strong emphasis in its programs on ethical behavior, and analysis over a five-year period of feedback received from internship sponsors showed that 73% of students were judged to exhibit “excellent” ethical behavior; 26% were rated as demonstrating “good” ethical behavior.

Although academic programs employ a variety of indirect measures in assessing student learning (e.g., alumni and employee surveys, exit interviews with graduating students), the most cited and used institutional measure of this type is the National Survey of Student Engagement (NSSE). Administered every three years on average dating back to 2003, the NSSE consistently reveals a pattern that has attracted much attention and caused some concern among members of the campus community. Specifically, NSSE results indicate that SUNY Oneonta seniors’ engagement scores are significantly higher than those of students at comparable institutions on all five NSSE benchmarks (i.e., Level of Academic Challenge, Active and Collaborative

Learning, Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment). In contrast, results for first-year students on these measures consistently fall below those reported at similar colleges.

While the College is understandably proud of levels of engagement expressed by its seniors, the institution recognizes its obligation to engage all its students and the impact of such activity on retention and, ultimately, graduation. For these reasons, the campus readily made its NSSE findings a focal point of its Wabash Study participation and, as described above, has already taken concrete actions to address this issue. The NSSE will be administered once more in Spring 2014 in order to evaluate the impact of these actions.

### **Using Outcomes Assessment to Improve Teaching, Learning, and Programs**

Because of the APAC requirement that academic programs include in their annual assessment reports a discussion of their review of assessment data, conclusions, and intended changes in approach as needed, SUNY Oneonta is collecting and compiling a wealth of information on how programs are “closing the loop.” Examples of closing the loop actions taken by academic programs as reported in their 2011-12 assessment reports are as follows:

- **Biology:** Assessment data indicating that students were better at demonstrating knowledge than applying knowledge led faculty to provide more examples to students on both homework assignments and laboratory exercises.
- **Chemistry and Biochemistry:** Faculty decided to increase CHEM 398 from one to two credits so as to better prepare students to take the American Chemical Society’s Diagnostic Undergraduate Chemistry Knowledge exam, a major evaluative tool in the department’s assessment plan.
- **Economics and Business:** Differences in students’ performance on Senior Exam with respect to microeconomics and macroeconomics led the division to place more emphasis on microeconomics.
- **Human Ecology:** Because student performance on diversity items was inconsistent and not as strong as desired, faculty are deliberating about better ways to present this material to students. For example, instead of discussing diversity primarily in the context of policy, a more focused and deliberate presentation might be more effective.
- **Political Science:** Concerns about students’ ability to document sources adequately led faculty to consider adding a category in the department’s writing rubric that will directly evaluate this competency.

Other examples taken from outside the APAC reporting process exist, including an outstanding case study provided by the English Department in using assessment data to improve student learning. In 2009-10, English undertook an extensive review of COMP 100 Composition, with full-time faculty members evaluating student portfolios as the major assessment strategy. The primary outcome of this initial effort was the realization that the student learning objectives were inconsistent, which consequently led to inconsistency in assignments, grading, and value-added for the students across COMP 100 sections. Based on this review the Department’s Instruction Committee created a COMP 100 handbook in 2010-11 establishing expectations for the course in terms of both teaching and learning. After consulting with all participating part- and full-time



faculty as well as department heads in other disciplines, the Department finalized the handbook, which reflected a new emphasis on “argumentative and research-informed writing, and revision.”

The Division of Education has very well-defined mechanisms in place for assuring that assessment data are used to improve its programs. For this division data for all key assessments are collected each semester and entered into the Oneonta Assessment Stored Information System (OASIS) by the faculty member teaching the course housing the key assessment. In addition, the Division’s Assessment Coordinator transfers data from the NYSCTE database, and sends out a series of surveys to appropriate classes. The Division of Education Assessment Committee then analyzes this information, with each program being reviewed every 2-3 years, and completes a program evaluation report. These reports include the data analyses and recommendations for how the assessment results will be used for continuous improvement, which becomes documented as part of the Division’s Annual Report.

It is also noteworthy that the Middle States Working Group evaluating Standard 14 found in its review of APAC plans and reports that all academic programs at the College have processes in place for sharing, discussing, and responding to student learning data. A number of departments meet annually for this purpose in half-day or full-day retreats, including Chemistry and Biochemistry, the Cooperstown Graduate Program, Human Ecology, and Art. The College could effectively encourage academic departments to have meaningful, extended discussions of their assessment data by providing modest funding to support refreshments or meals at such gatherings.

### **Integrating Student Learning Assessment into Institutional Effectiveness Processes**

Currently there are a number of examples of how SUNY Oneonta is integrating student learning assessment results into its broader evaluation of institutional effectiveness, notably the incorporation of both direct measures (i.e., CLA results) and indirect measures (i.e., NSSE and SOS results) into its evaluation of the Strategic Plan 2010-15. Two new processes already discussed in other chapters deserve mention in this context. First, effective Spring 2012 academic programs are being required to include data from their most recent program review and APAC reports on student learning in their proposals for new tenure-track faculty lines. The second process is the implementation of the College’s new resource allocation model, which requires all units including academic departments when requesting funding related to the Strategic Plan to demonstrate linkages between their mission and college-wide mission and goals and provide assessment data in support of their proposal. Considered together, all of these developments represent a sea change in how SUNY Oneonta conducts its business, and have great potential for assuring that academic assessment – especially on student learning – becomes a fundamental basis for institutional decision-making.

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### **SUNY Oneonta’s Institutional and Student Learning Assessment Processes: Assessing the Assessment**

Since its Periodic Review Report in 2008, SUNY Oneonta has created and implemented a completely new assessment structure guided in large part by its Analysis and Action Plan for

Planning and Assessment document. Not even four years after the formal approval of that plan, the College has protocols in place that assure the collection of meaningful data by both academic departments and administrative offices. These unit-level assessments, in conjunction with the evaluation processes at the institutional level related to the Strategic Plan performance indicators and other college-wide assessment efforts, contribute to a robust, interlocking system for attaining useful information across the institution and using it to improve programs and services. It is also the case that assessment guidelines for both academic programs and administrative units call for evaluation of the assessment strategies and measures used each year as part of the closing the loop process, which means that “assessment of the assessment” is built into unit procedures and actions. Because administrative units are only finishing their first complete three-year round of assessment in 2012-13, with academic programs not scheduled to do so until 2013-14, a comprehensive summary of this evaluative information is not yet available. IAC, however, will make this issue a priority in Spring 2013 when it provides detailed direction to administrative units as they update their assessment plans for the next three-year round. APAC will take similar actions in Spring 2014 with respect to academic programs.

### **Relationship to Self-Study Special Emphases**

**Teaching, Learning, and Scholarship.** The effective and meaningful assessment of student learning and academic programs is central to SUNY Oneonta’s mission, and in the last four years the College has created new systems and continued existing processes for that purpose, accompanied by a significant allocation of resources targeted in particular toward support for professional development. As the APAC and program review reports indicate, the data yielded by these assessment efforts have an ongoing impact on student learning, teaching, courses, and academic programs. By requiring and focusing on student learning outcomes that are well articulated at all levels of the institution, the College helps assure that excellence in teaching, learning, and scholarship is perpetuated and advanced.

**Engagement.** The vast majority of information available to the College regarding student engagement has been obtained through its regular administration of the NSSE (i.e., three times in the last decade with another testing scheduled for Spring 2014). Indeed, it is because of these regular testings that the differences between first-year students and seniors described above became an identifiable pattern over time, and one the College recognized it had to examine in more detail and address. By focusing on this pattern so intently as part of the institution’s participation in the Wabash Study 2010, SUNY Oneonta is certain that first-year students’ relatively low engagement levels will be ameliorated. Further, the actions the College has taken in this regard – notably the offering of Faculty Learning Communities in Fall 2012 – will inevitably have positive and ongoing ramifications for SUNY Oneonta’s teaching and learning environment.

**Shared Stewardship.** As the above discussion clearly shows, the implementation of an effective assessment system at SUNY Oneonta is a prototype of shared stewardship. Starting with the development of the Analysis and Action Plan for Planning and Assessment and continuing with the development of assessment plan guidelines by IAC and APAC, the implementation of this system over the past four years has been successful only because the college administration worked so closely with faculty and staff and, in particular, the College

Senate. Appointment to APAC and IAC (as well as GEAC, discussed thoroughly in Chapter 6) is a shared responsibility by the Senate and administration, and chairs of these assessment committees report to the Senate on a regular basis with respect to major initiatives. Throughout all these processes, SUNY Oneonta has shown its commitment to developing assessment processes that are faculty- and staff-driven, which is indeed the only way to inculcate a sustainable assessment culture.

**Recommendations:**

- Ensure that academic assessment plans are more closely aligned with the College’s Mission Statement and Strategic Plan;
- Develop academic assessment plans that measure both direct and indirect measures of student learning and use the information to improve practice;
- Develop strategies for assuring that the program review process is more meaningful and useful to academic programs; and
- Create a comprehensive institution-wide initiative to address, analyze, and respond to assessment data.

## **Chapter 9: Conclusions and Recommendations**

Now in its 124<sup>th</sup> year, SUNY Oneonta has traversed through a number of discrete stages, from normal school and teaching training college to a charter member of the State University to New York and, ultimately, a highly selective comprehensive institution offering a distinctive blend of excellent liberal arts and professional programs. Although the past ten years have been a time of great forward progress in virtually every area of performance deemed essential to an institution of higher learning, the SUNY Oneonta community comprehends that long-term advancement will only come about through a steadfast and vigilant commitment to self-reflection, evaluation, and ongoing improvement.

It was in this spirit that the College approached reaffirmation of accreditation, seeing this process as an opportunity to conduct a systematic and straightforward analysis of the institution's current status, including areas of both strength and weakness, and to use that information to guide its course for the next five years. From the outset, there was a strong emphasis on the need for a participatory and inclusive approach, reflecting the assumption that widespread involvement by the campus community would be most likely to yield a valuable and valued self study. Fortunately, the community responded, with around 70 faculty and staff members making up the six working groups that produced the bulk of the work represented in this document. That work, and the conclusions and recommendations offered by those groups, will have a meaningful impact on the College's programs and services for years to come.

In concluding this report, it is important to make a final reference to the three themes that were integrated throughout the self-study process: Teaching, Learning and Scholarship; Engagement; and Shared Stewardship. In addition to directly reflecting the institution's Mission Statement, these concepts capture the essence of what SUNY Oneonta has been, is, and aspires to be. By infusing these themes into the charges to the working groups, the College learned a great deal about the degree to which these themes are truly incorporated into its programs and services, and can use that information to strengthen their presence as appropriate.

## **Summary of Recommendations**

### **Chapter 3: Planning and Resource Allocation**

- Develop an institutional planning map that clearly delineates all planning efforts and the relationships among them;
- Formalize periodic assessment of baseline resources for both academic and administrative departments, with essential components including alignment with the College's mission and strategic goals, and mechanisms for reallocating underutilized resources to institutional priorities; and
- Expand efforts at attaining external grants, especially those tied to undergraduate research.

#### **Chapter 4: Leadership, Collaboration and Institutional Integrity**

- Educate the campus more aggressively regarding the roles and charges of BAC and SPC, about the amount of funding allocated to advancing the strategic plan during each year of the plan, the process for seeking such funds, and the method by which decisions are made regarding disbursement of such funds.

#### **Chapter 5: Student Recruitment and Retention**

- Implement an institution-wide initiative to improve the academic engagement of first-year students;
- Evaluate SUNY Oneonta's additional general education requirements for the purpose of improving the College's overall "transfer friendliness;" and
- Develop a strategic plan to steer graduate programs during the next decade based on systematic marketing analysis.

#### **Chapter 6: Faculty and Academic Programs**

- Provide greater clarity in the expectations for teaching, research, and scholarship and assure more uniformity across academic programs in how faculty are evaluated in these areas;
- Review the College's Retention, Tenure, and Promotion policies and procedures, focusing on actions that would encourage and support promotion to full professor; and
- Establish a formal faculty development program.

#### **Chapter 7: Related Educational Activities**

- Conduct a comprehensive review of academic support programs in order to maximize their effectiveness in meeting student needs;
- Develop a strategic plan for the College's distance education programs and courses; and
- Explore the feasibility of joining the SUNY Learning Network to support the College's distance education offerings;

#### **Chapter 8: Institutional Assessment and Assessment of Student Learning**

- Ensure that academic assessment plans are more closely aligned with the College's Mission Statement and Strategic Plan;
- Develop academic assessment plans that measure both direct and indirect measures of student learning and use the information to improve practice;
- Develop strategies for assuring that the program review process is more meaningful and useful to academic programs; and
- Create a comprehensive institution-wide initiative to address, analyze, and respond to assessment data.

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## Appendix 2.1: Working Group Recommendations

### **Chapter 3: Planning and Resource Allocation**

- Ensure that college divisions have formal planning and assessment processes in place that align with the College's Strategic Plan and provide guidance for resource allocations for units at lower operational levels;
- Develop an institutional planning map that clearly delineates all planning efforts and the relationships among them;
- Sharpen and implement the new resource allocation model so as to assure the College's budgeting process is more formal, transparent, and inclusive;
- Institute periodic assessment of baseline resources for both academic and administrative departments, with essential components including resource alignment with the College's mission and strategic goals, consideration of resource issues identified in program and office, and mechanisms for reallocating underutilized resources to institutional priorities;
- Expand efforts at attaining external grants, especially those tied to undergraduate research;
- Develop a more regular and comprehensive review of campus staffing levels by unit/department; and
- Develop more rigorous methods for tracking and coordinating information related to the hiring and retention of ethnic minority and female employees.

### **Chapter 4: Leadership, Collaboration and Institutional Integrity**

- Educate the campus more aggressively regarding the roles and charges of BAC and SPC, about the amount of funding allocated to advancing the strategic plan during each year of the plan, the process for seeking such funds, and the method by which decisions are made regarding disbursement of such funds;
- Disseminate updates on the progress on the Strategic Plan more frequently to the campus community and at least annually to external constituents;
- Address the lack of administrative support in Academic Affairs as quickly as possible;
- Implement the reorganization of Academic Affairs as quickly as is feasible so that the number of academic divisions is specified and searches conducted for deans to lead those divisions;
- Encourage more systematic evaluation by all college governance groups and offer support and assistance upon request;
- Offer training workshops on diversity that are widely available to members of the campus community and strongly encourage participation; and
- Develop policies intended to guide the effective use of social media

### **Chapter 5: Student Recruitment and Retention**

- Implement an institution-wide initiative to improve the academic engagement of first-year students;
- Evaluate SUNY Oneonta's additional general education requirements for the purpose of improving the College's overall "transfer friendliness;" and
- Develop a strategic plan to significantly grow graduate student enrollment during the next decade based on systematic marketing analysis.



## **Chapter 6: Faculty and Academic Programs**

- Develop greater support for those faculty, particularly adjuncts as appropriate, who teach first-year students to promote higher student engagement;
- Develop a long-term plan to assure that the College makes steady progress in hiring and retaining full-time faculty;
- Provide greater clarity in the expectations for teaching, research, and scholarship and assure more uniformity across academic programs in how faculty are evaluated in these areas;
- Review the College's Retention, Tenure, and Promotion policies and procedures, focusing on actions that would encourage and support promotion to full professor;
- Develop and communicate more clearly articulated policies regarding teaching loads and course releases;
- Develop and support more consistent methods of evaluating adjunct faculty across the College;
- Create mechanisms that foster better management of internship programs to promote workload equity across departments and programs;
- Establish more transparent and widely available application processes for access to professional development funds;
- Explore the feasibility of converting part-time faculty lines dedicated to introductory classes to one-year lecturer positions;
- Address the issue of faculty workload as it includes assessment of student learning in order to assure that responsibility for assessment is distributed more evenly across faculty.
- Provide adequate funding and personnel to develop and maintain high quality graduate programs in areas that are likely to attract students;
- Explore the feasibility of renumbering courses so that a 100- to 400-leveling system is utilized;
- Finalize plans for implementing a Center for Teaching Excellence;
- Develop a systematic way to assess Information Management and determine if the Collegiate Learning Assessment should be used in the future to assess Critical Thinking;
- Develop a structure similar to College Curriculum Committee for review and approval of general education courses and review the College's approach to its General Education Program; and
- Explore the feasibility of providing stipends to part-time faculty for the administrative work they must do when participating in the assessment of student learning.

## **Chapter 7: Related Educational Activities**

- Conduct a comprehensive review of resource allocations to academic support programs in order to assure their adequacy;
- Expand and strengthen the College's distance education program;
- Explore the feasibility of joining the SUNY Learning Network to support the College's distance education offerings;
- Consider the use of an instrument such as the SLOAN-C Quality Scorecard for the Administration of Online Education Programs in order to recommend improvements in SUNY Oneonta's current online programs and courses;
- Strengthen the process of approving and monitoring continuing education courses so that all of these courses are meeting the same standards as for-credit courses; and
- Strengthen the evaluation and documentation of contractors' performance, especially as it relates to students' educational experiences

## Chapter 8: Institutional Assessment and Assessment of Student Learning

- Create an environment that further supports and fosters formal planning and assessment processes that align with the College's Strategic Plan and resource allocation;
- Disseminate administrative unit and academic department program assessment plans and reports to improve future performance and assure institutional renewal;
- Develop an institution-wide template for integrating programs' and units' annual reports, assessment reports, and reports on other planning initiatives as appropriate;
- Focus on planning and assessment processes that are strategic as opposed to operational in nature;
- Create a uniform template across divisions that all administrative units can use to produce annual reports on all their activities and accomplishments;
- Acquire assessment software that both academic programs and administrative units can use and that enables the linking of planning and assessment at different institutional levels;
- Ensure that academic assessment plans are more closely aligned with the College's Mission Statement and Strategic Plan;
- Develop academic assessment plans that sharpen and implement both direct and indirect measures of student learning;
- Develop strategies for assuring that the program review process is more meaningful and useful to academic programs;
- Create a comprehensive institution-wide initiative to address the NSSE findings;
- Update the *Analysis and Action Plan for Planning and Assessment* that will guide the campus's efforts in this area over the next 4-5 years; and
- Complete the first assessment rounds by administrative units (in 2013) and academic departments (in 2014), making sure that "assessment of the assessment" is a major focus and is used to revise assessment guidelines for the next round.

## Appendix 2.2: Middle States Evaluation Team Room Resources

Resource	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14
Academic Affairs Consultant's Report		X	X	X	X					X	X	X		
Academic Program Program Reviews										X	X			X
Analysis and Action Plan for Planning and Assessment (IAP)		X					X							X
APAC Guidelines											X			X
APAC Plans, Reports, Evaluations											X			X
CADE Report, 2011								X	X				X	
CADE Report, 2012								X	X				X	
Campus Climate Survey Results 2006						X		X	X	X				
Campus Climate Survey Results 2009						X		X	X	X				
Campus and Fire Safety Report									X					
Carnegie Proposal	X							X	X		X			
College Handbook				X	X	X				X			X	
College Portrait						X		X						X
College Senate By-Laws				X						X				
CLA Report 2009											X	X		X
CLA Report 2012											X	X		X
Committee on Instruction Proposal Regarding a Center for Faculty Excellence										X				

Note: Resources with electronic links indicated can also be accessed on the college website.

Resource	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14
Course Syllabi (samples)						X					X			
<a href="#">Distance Education Survey Results</a>										X	X		X	
<a href="#">Distance Learning Policy</a>										X	X		X	
Exit Interview/Mentor Program Survey Results					X					X				
<a href="#">Facilities Master Plan</a>		X	X								X			
Faculty Activity Reports (samples)										X				
<a href="#">General Degree Requirements</a>								X			X			
GE Assessment Reports, 2010-12												X		X
<a href="#">General Education Reporting Forms</a>												X		X
GE Assessment Results, 2009-12												X		X
<a href="#">Graduate College Catalog</a>						X		X	X		X			
<a href="#">IAC Guidelines</a>							X							
IAC Plans, Reports, Evaluations							X							
<a href="#">Information Technology Services Workgroup Report</a>		X	X								X		X	
<a href="#">Institutional Performance Indicators</a>	X	X	X				X							

Note: Resources with electronic links indicated can also be accessed on the college website.

Resource	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14
Milne Library Annual Report 2011-12			X								X			
NSSE Results 2011							X	X	X	X	X			X
New Student Orientation Survey									X					
New Student Six Week Survey									X					
OSTF Final Report	X	X	X	X	X									
PCOD Working Group Report				X		X			X	X				
Responsible Conduct in Research Policy										X				
Self-Study Design	X	X		X										
Strategic Action Plan on Equity, Diversity, and Inclusion				X		X			X	X				
Student Association Constitution				X										
Student Code of Conduct				X										
Student Development SLO Reports							X	X	X					X
Student Opinion Survey Results 2012							X	X	X	X	X			
Student Perception of Instruction (SPI) Form										X				
SUNY Board of Trustees Policies				X										

Note: Resources with electronic links indicated can also be accessed on the college website.

Resource	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8	St. 9	St. 10	St. 11	St. 12	St. 13	St. 14
Undergraduate College Catalog						X		X	X		X			
UUP Collective Bargaining Agreement				X						X				
University Faculty Senate's Guide for the Evaluation of Undergraduate Academic Programs														X
Wabash Study Team Report								X		X				X

Note: Resources with electronic links indicated can also be accessed on the college website.

## Appendix 3.1: SUNY Scorecard for Oneonta Campus



### SUNY Scorecard: A Competitive SUNY, including 2010-11 Report Card Data for Campus: Oneonta

	University					Campus*	
	Targets		2008-09	2009-10	2010-11	2010-11	
	3 Year	5 Year					
<b>To Learn</b>							
SUNY Success	First Time-Full Time Bachelor's Degree	94.7%	95.9%	88%	n/a	92%	95%
	Transfer Bachelor's Degree	88.8%	90.0%	76%	n/a	86%	92%
	First Time-Full Time Associate's Degree	66.3%	67.3%	55%	n/a	64%	
	Transfer Associate's Degree	74.3%	75.3%	75%	n/a	72%	
Graduation Rates	First Time-Full Time Bachelor's Degree	67.2%	68.4%	62%	63%	65%	67%
	Transfer Bachelor's Degree	62.5%	63.7%	61%	62%	60%	65%
	First Time-Full Time Associate's Degree	24.6%	25.6%	23%	23%	23%	
	Transfer Associate's Degree	23.0%	24.0%	24%	25%	21%	
Retention Rates	First Time-Full Time Bachelor's Degree	88.0%	89.0%	83%	84%	84%	86%
	Transfer Bachelor's Degree	83.0%	84.0%	77%	77%	78%	82%
	First Time-Full Time Associate's Degree	62.0%	63.0%	61%	63%	61%	
	Transfer Associate's Degree	56.0%	57.0%	56%	56%	56%	
Credits Earned at Graduation	First Time-Full Time Bachelor's Degree	131.9	130.7	133	133	134	130
	Transfer Bachelor's Degree	132.5	131.3	135	135	135	133
	First Time-Full Time Associate's Degree	68.3	67.5	70	74	70	
	Transfer Associate's Degree	69.5	68.7	71	76	71	
Student/Faculty Ratios (FTE)	State-Operated Campuses	18.6	19.0	15.6	15.8	18.1	18.0
	Community Colleges	26.5	27.0	20.5	22.1	24.1	
Students engaged in Internships and cooperative education	Internships			WIP		18,334	503
	Cooperative Education			WIP		1,223	
Course Sections Available Online	Fully or Partially Online Courses	13.5%	TBD	WIP		5,639	
	Total Course Sections					103,045	1,624
Recruitment and Enrollment of students from historically underrepresented and/or economically disadvantaged populations	Application of students from historically underrepresented populations	44,100	44,300	39,000	40,000	38,000	3,201
	Total Applications	162,700	158,000	143,000	133,000	121,000	9,198
	Enrollment of students from historically underrepresented populations	25.0%	26.5%	22,000	23,000	25,882	190
	Enrollment of students from economically disadvantaged populations	40.0%	40.5%			50,485	484
	Total Enrollment	127,330	128,040	122,000	128,000	128,000	1,662
STEM Graduates	STEM Degrees Granted	14,390	15,740	9,940	10,640	12,063	140
	Total Degrees						1,442
	% of total degrees	13.5%	13.5%	12%	12%	13%	10%
<b>To Search</b>							
Research expenditures	Total	18%(1,109MM)	28%(1,201MM)	849,961,000	891,200,000	940,516,702	5,888,543
	Doctoral Campuses	19%(988MM)	29%(1,074MM)	720,332,000	767,003,000	830,494,209	
Research expenditures, per Tenure or Tenure-Track Faculty	Total	12%(156K)	18%(166K)	126,000	132,000	141,000	27,012
	Doctoral Campuses	17%(352K)	23%(370K)	255,000	273,000	301,000	
Number of Licenses Executed		77%(78)	109%(92)	49	46	37	
Number of Faculty and Students Participating on Sponsored Grants	Faculty	18%(4,790)	28%(5,190)	3,920	4,170	4,058	23
	Students	18%(6,200)	28%(6,730)	5,290	5,290	5,257	107
	Total Faculty and Students	18%(10,990)	28%(11,920)	9,210	9,460	9,315	130





**SUNY Scorecard: A Competitive SUNY, including 2010-11 Report Card Data for Campus: Oneonta**

	University			Campus*	
	Targets		2008-09	2009-10	2010-11
	3 Year	5 Year			2010-11
<b>To Serve</b>					
Graduates employed in NYS			WIP		
Median income of graduates employed in NYS			WIP		
Graduates in support of NYS workforce needs					
<b>Annual Projections and Degrees Granted by Occupational Code</b>					
Management	Not in Need		11,018	11,743	12,530
Business and Financial Operations	49%(5,200)	54%(5,740)	3,951	4,317	4,718
Computer and Mathematical	65%(3,740)	70%(4,030)	2,198	2,281	2,571
Architecture and Engineering	10% inc engineering (1,050)	10% inc engineering (1,150)	2,025	2,272	2,548
Life, Physical, and Social Science	10% inc technicians (660)	15% inc technicians (690)	11,007	11,665	11,832
Community and Social Services	28%(1,410)	33%(1,660)	1,197	1,136	1,139
Legal	35%(860)	40%(980)	659	695	731
Education, Training, and Library	65%(11,400)	70%(12,270)	10,564	10,393	10,446
Arts, Design, Entertainment, Sports, and Media	Not in Need		8,911	9,313	9,631
Healthcare Practitioners and Technical	56%(8,290)	61%(9,030)	7,220	7,614	7,525
Healthcare Support	34%(950)	39%(1,090)	532	520	659
Protective Service	Not in need of postsecondary training occupations		2,619	3,011	3,152
Food Preparation and Serving Related Occupations	Not in need of postsecondary training occupations		203	228	254
Building and Grounds Cleaning and Maintenance	Not in need of postsecondary training occupations		38	36	45
Personal Care and Service	44%(660)	49%(760)	561	604	594
Sales and Related Occupations	72%(1,940)	77%(2,070)	1,643	1,742	1,806
Office and Administrative Support	Not in Need		1,339	1,435	1,566
Farming, Fishing, and Forestry	Not in need of postsecondary training occupations		226	242	270
Construction and Extraction	Not in need of postsecondary training occupations		414	427	482
Installation, Maintenance, and Repair	48%(1,180)	58%(1,420)	749	876	919
Production	76%(400)	79%(420)	332	430	385
Transportation and Material Moving	Not in Need		77	76	70
Affordability / Comparative debt obligations upon graduation	State-Operated Campuses 3.0%	5.0%	WIP	20,920	22,575
	Community Colleges 6.0%	10.0%	WIP	WIP	WIP
System Energy Consumption	BTU/sf -9.0%	-27.0%	140,565	134,941	137,795
Purchasing Power	OTPS Expenditures MW/BE: 20%	MW/BE: 22%	2,848,451,000	2,868,152,000	3,007,531,391
	NYS Vendor Utilization: 80% of contracts >\$100K.	NYS Vendor Utilization: 82% of contracts >\$100K.			
Medical Students (In-State)			81%	82%	77%



**SUNY Scorecard: A Competitive SUNY, including 2010-11 Report Card Data for Campus: Oneonta**

		University			Campus*		
		Targets		2008-09	2009-10	2010-11	
		3 Year	5 Year			2010-11	
<b>Students and Faculty</b>							
Student Diversity	Total Students			439,500	461,400	471,188	5,989
	White Non-Hispanic			286,800	289,100	295,967	4,904
	All Minorities			90,600	95,600	100,388	630
	Black Non-Hispanic			39,200	41,200	41,709	164
	Hispanic			29,400	31,400	35,331	379
	Asian/Pacific Islander			19,700	20,700	21,283	76
	Native American/Alaskan			2,200	2,400	2,065	11
	Non-Resident Alien			18,200	18,800	20,080	109
	Unknown			44,000	56,000	50,627	285
	Total Students			100%	100%	100%	100%
	White Non-Hispanic	62%	58%	65%	63%	63%	82%
	All Minorities	33%	44%	21%	21%	21%	11%
	Black Non-Hispanic	13%	18%	9%	9%	9%	3%
	Hispanic	13%	18%	7%	7%	7%	6%
	Asian/Pacific Islander	6%	8%	4%	4%	5%	1%
	Native American/Alaskan	1%	1%	1%	1%	0%	0.2%
	Non-Resident Alien			4%	4%	4%	2%
	Unknown			10%	12%	11%	5%
Average time to degree	Firsttime Bachelor's	4.3	4.2	4.5	4.5	4.4	4.1
	Firsttime Associate's	3.2	3.1	4.6	4.7	3.3	
<b>Time to employment upon graduation</b>				WIP			
International Students	Headcount	13%	27%	18,200	18,800	20,080	109
	Percentage			4%	4%	4%	2%
Faculty and Staff Diversity	Total Employees			85,800	87,900	86,355	1,118
	White Non-Hispanic			68,600	70,500	68,894	1,029
	All Minorities			13,300	14,100	14,039	66
	Black Non-Hispanic			6,900	7,000	6,902	24
	Hispanic			3,000	3,100	3,011	17
	Asian/Pacific Islander			3,200	3,600	3,731	23
	Native American/Alaskan			300	300	276	2
	Two or More Races			-	100	119	
	Non-Resident Alien			3,900	3,300	3,422	23
	Unknown			-	-	-	
	Total Employees			100%	100%	100%	100%
	White Non-Hispanic	69%	58%	80%	80%	80%	92%
	All Minorities	30%	44%	16%	16%	16%	6%
	Black Non-Hispanic	13%	18%	8%	8%	8%	2%
	Hispanic	11%	18%	3%	4%	3%	2%
	Asian/Pacific Islander	6%	8%	4%	4%	4%	2%
	Native American/Alaskan	0.65%	1.00%	0.30%	0.30%	0.32%	0.2%
	Two or More Races			0%	0.10%	0.14%	
	Non-Resident Alien			4%	4%	4%	2.1%
	Unknown			0%			
Tenure / Tenure Track Faculty (FTE)	State-Operated Campuses	65%	65%	64%	64%	66%	67%
	Community Colleges	48%	47%	54%	53%	51%	



**SUNY Scorecard: A Competitive SUNY, including 2010-11 Report Card Data for Campus: Oneonta**

	University					Campus*	
	Targets		2008-09	2009-10	2010-11	2010-11	
	3 Year	5 Year					
<b>Financial Health</b>							
Fully loaded cost per student FTE - State-Operated	Total		20,390	20,260	20,762	14,824	
	Instructional		18,640	18,530	19,002	14,434	
	Instruction - Direct		10,290	10,140	10,475	6,664	
	Instruction - Administrative/Support		6,400	6,400	6,466	5,999	
	Instruction - Capital expenditure		1,950	2,000	2,061	1,770	
Research and Public Services		1,740	1,720	1,760	390		
Fully loaded cost per student FTE - Community Colleges	Total		8,800	8,430	8,975		
	Instructional		8,770	8,400	8,950		
	Instruction - Direct		4,360	4,230	4,368		
	Instruction - Administrative/Support		4,120	3,990	4,169		
	Instruction - Capital expenditure		290	180	412		
Research and Public Services		30	30	25			
Public Support per Student FTE	State-Operated Campuses		12,570	11,830	11,945	8,069	
	Community Colleges		5,180	4,750	5,013		
	Community Colleges - State Support		2,770	2,520	2,582		
	Community Colleges - Local Share		2,420	2,230	2,431		
Funds Raised in Support of SUNY Campuses		333,849,800	403,958,300	232,821,000	309,325,300	252,179,587	2,590,993
Alumni giving rate	State-Operated Campuses	12%	13%	8%	7%	7%	10%
	Community Colleges	6%	7%	1%	1%	1%	

\*NOTE: Campus level information is collected by a variety of offices throughout SUNY and then reported to the Office of Strategic Planning and Accountability. We encourage you to discuss any questions related to campus level data with the corresponding office on your campus.



**SUNY Scorecard: A Competitive New York, including 2010-11 Report Card Data for Campus: Oneonta**

	University			Campus	
	Targets		2008-09	2009-10	2010-11
	3 Year	5 Year			
<b>SUNY and the Entrepreneurial Century</b>					
Research expenditures by region	18%(1,109MM)	28%(1,201MM)	849,962,000	891,199,000	940,517,000
Capital	19%(422.9MM)	28%(452.6MM)	294,137,000	294,724,000	354,308,000
Central NY	14%(70.4MM)	25%(77.7MM)	53,700,000	59,673,000	61,956,000
Finger Lakes	17%(6.9MM)	24%(7.3MM)	5,790,000	5,847,000	5,871,000
Long Island	11%(207.4MM)	17%(218.8MM)	177,513,000	203,319,000	197,211,000
Mid-Hudson	5%(7.2MM)	11%(7.6MM)	7,689,000	7,182,000	6,838,000
Mohawk Valley	7%(6.7MM)	11%(9.0MM)	5,902,000	7,593,000	8,100,000
New York City	23%(79.0MM)	32%(84.8MM)	51,738,000	56,941,000	64,232,000
North Country	12%(12.5MM)	19%(13.3MM)	11,252,000	10,982,000	11,131,000
Southern Tier	20%(64.0MM)	35%(60.7MM)	39,843,000	43,848,000	44,910,000
Western NY	23%(240.4MM)	37%(268.8MM)	202,398,000	201,090,000	195,958,000
Jobs Created through sponsored programs using STAR Metrics	18%(7,260)	28%(7,880)	5,360	6,130	6,150
Number of invention disclosures	10%(341)	20%(412)	321	260	290
SUNY's entrepreneurial support of New York firms - No. of NY firms who say	decline to set target		WIP		
<b>SUNY and the Seamless Education Pipeline</b>					
SUNY Urban/Rural Teaching Corps	10	17			2
SUNY WORKS	50	64			9
Number of New York sites qualifying for membership in the Strive National	7	10			3
Number of students receiving college-level credits in Early Colleges High			193	192	964
<b>SUNY and a Healthier New York</b>					
<b>Top Line Metric: Development of the SUNY Institute for Health Policy and</b>					
The Right Professionals in the Right Places			WIP		
Needs Analysis			WIP		
Producing more well-trained Health Professionals			WIP		
The SUNY Wellness Network			WIP		
Identify wellness issues by executing a behavioral risk factor surveillance			WIP		
Number of tobacco free campuses			WIP		
Develop the SUNY Scale			WIP		
External Funding for the four SUNY REACH pillars	16,000,000	20,000,000	WIP		
External Funding to Expand SUNY's Health Policy Impact			4,637,500	4,932,000	5,152,800
<b>SUNY and an Energy-Smart New York</b>					
Energy-Smart Invention Disclosures	58%(30)	168%(51)	32	37	19
Energy-Smart Research	23%(37.7MM)	33%(40.8MM)	23,524,400	42,722,000	30,678,000
System Energy Consumption			140,565	134,572	137,795
BTUs/ OGSF			61.97	59.08	62.00
MMBTUs/ AAFTE	-9%	-27%	9,6569	9,2170	9,3604
System carbon footprint (MTCO2E)			4,2519	4,0942	4,2335
Emissions per OGSF (KG/OGSF)					
Emissions per AAFTE (MTON/AAFTE)					
Emissions (?) - "not tempered by ogsf"	-9%	-27%			
SUNY renewable energy production/utilization (kWh)			546,286	546,286	2,323,376
Produced			39,523,786	40,780,786	342,506,612
Utilized					5,131,244



**SUNY Scorecard: A Competitive New York, including 2010-11 Report Card Data for  
Campus: Oneonta**

	University			Campus			
	Targets		2008-09	2009-10	2010-11	2010-11	
	3 Year	5 Year					
<b>SUNY and the Vibrant Community</b>							
National Recognition of Campus Community Service	Carnegie Elective Classifications for Community Engagement (2010)		1	5	5		
	President's Higher Education Community Service Honor Roll		19	19	16	1	
	President's Honor Roll, with Distinction		3	2	4		
Campus Commitment to Service Learning Plans			WIP				
Campus Commitment to a Signature Community Engagement Projects			WIP				
Quantifying the Impact of Volunteerism performed by students, faculty and staff			WIP				
SUNY Passport: Increase SUNY's partnerships with arts, cultural and			0	0	75		
<b>SUNY and the World</b>							
Students enrolled in foreign language courses	11%	12%	n/a	44,970	42,870	670	
	Introductory Undergraduate		n/a	39,500	38,000	523	
	Advanced Undergraduate		n/a	4,900	4,510	142	
	Postgrad Total		n/a	540	370	5	
Prestigious externally Awarded International Scholarships for SUNY Students	111	135	42	64	76	3	
Enrollment in Education Abroad	14.65%	15.00%		WIP	4,140	73	
International Students	Headcount		21,910	24,640	18,200	18,800	20,080
	Total Headcount						
	Percentage				4%	4%	4%
Harnessing the Impact of International Students	496,664,000	558,616,000	378,952,000	406,802,000	434,868,000	3,518	
Building a Global Faculty Talent Pool: number of International Fellowships for	38	46	18	19	26	2	
Economic Impact of International Activity	18%(45.1MM)	28%(48.9MM)	42,515,000	31,219,000	38,224,000		

\*NOTE: Campus level information is collected by a variety of offices throughout SUNY and then reported to the Office of Strategic Planning and Accountability. We encourage you to discuss any questions related to campus level data with the corresponding office on your campus.

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
	6.3		Steer campus planning and resource management to promote the effective use of the College's resources.	VP for Finance and Administration		
		a.	Create Budget Advisory Committee and campus review of proposed budget.	VP for Finance and Administration	Complete	Sep-11
		b.	Budget Advisory Committee will recommend a strategic budget allocation model.	VP for Finance and Administration	A model was recommended by the Budget Advisory Committee (BAC) and approved by Cabinet.	Jan-12
		c.	Budget Advisory Committee will recommend benchmarks for strategic spending and cash reserves.	VP for Finance and Administration	The BAC has been using SUNY benchmarks and will finalize Oneonta strategic spending and cash reserves in fall 2012.	Dec-12
		d.	Implement the StAR model.	VP for Finance and Administration	The Strategic Allocation of Resources (StAR model) was developed by the BAC, approved by Cabinet, and rolled out fall 2012.	On-going
		e.	Adopt academic department OTPS allocation model.	VP for Finance and Administration	Model was presented to the BAC and Department Chairs and is nearly complete.	Nov-12

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
TEACHING, LEARNING, AND SCHOLARSHIP						
1.0			Promote a learning-centered environment that facilitates excellence in teaching, research, and creative activity.			
	1.1		Provide professional development opportunities for faculty and staff to achieve higher levels of learning and development.	Provost		
		a.		Provost	A team of faculty and staff attended the First Year Experience conference and held a teaching workshop.	May-12
		b.		Provost	Faculty Learning Communities have been organized to provide professional development for faculty.	On-going
		c.		Provost	Day-long workshops on enhancing teaching skills are being held every semester.	On-going
	1.2		Expand the number of service learning courses and service learning opportunities.	Provost	A Service Learning Coordinator was appointed.	Dec-13
	1.3		Increase the number of students participating in undergraduate research and externally funded grant dollars spent on undergraduate research projects.	Provost and VP for College Advancement	A record number of students(216) participated and presented 122 projects with 60 faculty sponsors at the 2012 Student Research Day. \$47,750 was awarded to students and faculty for research. Cross-divisional implementation will continue for this permanent program.	On-going
	1.4		Complete Academic Master Plan to guide departmental/school planning.	Provost	Phase I is complete. Phase II starts in December 2012.	Phase I Dec-12, Phase II May-14, Phase III Dec-16



### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
	1.5		Complete five Dean searches	Provost	The 4 searches are in process. The final search will start in fall 2013.	4 searches by July -13 and the 5th by December-14
	1.6		Explore the need for an establishment of a center that enhances and supports the campus culture of teaching, learning, research, and scholarship.	Provost		On hold until Dean searches are complete and will resume July 1, 2013
	1.7		Recast the Honors Program to attract and retain academically talented students.	Provost		On hold until Dean searches are complete and will resume July 1, 2013
<b>STUDENT ENGAGEMENT</b>						
2.0			Engage students as active participants in their cognitive, personal, and professional growth by promoting opportunities with articulated learning outcomes.			
	2.1		Design activities to enhance advising and mentoring programs.	VP for Student Development		
		a.	Improve academic advising and mentoring through the implementation of Degree Works and associated training of faculty and staff.	VP for Student Development	Building the structure for our curriculum in Degree Works is nearing completion. Training of faculty/staff to begin in spring 2013. Full implementation is anticipated by December 2013.	Dec-13
		b.	Implement alumni mentoring of students through campus programs and the alumni on-line community.	VP for College Advancement	9,321 alumni are registered through the on-line community as members. 39 alumni are active in campus programs.	On-going

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
	2.2		Increase participation of students in civic, service, leadership, and stewardship activities.	Provost and VP for Student Development		
		a.	Form cross-divisional working group to assess current status & propose new action.	Provost and VP for Student Development	The committee's final report 1) defined civic, service, leadership and service engagement opportunities, 2) identified benchmarks/metrics for tracking engagement, and 3) made recommendations for enhancing student engagement. Actions taken since committee report: Wendy Mitteager 2 year half time appointment in the Center for Social Responsibility and Community (CSRC) to enhance service learning courses, and approved hiring a full-time 10 month leadership coordinator/student activities associate to enhance student engagement/leadership.	Dec-12
<b>GLOBAL CONNECTEDNESS</b>						
3.0			Promote increased cultural understanding by enhancing opportunities for greater interaction			
	3.1		Enhance coordination of global educational activities for faculty, staff, and students.	Provost	In progress under the leadership of the Global Connectedness Committee Chair Tracy Allen	On-going
		a.	Review and revise policies and procedures related to faculty-led international courses.	Provost and VP for Finance and Administration	Working group reviewed policies, made recommendations; sent policies to College Senate, and are now awaiting its response.	Dec-12
		b.	Review scope and purpose of the Office International Education.	Provost	Reviewed with (a) above; recommendations sent to College Senate	Dec-12
	3.2		Expand service-learning, internships, and scholarship opportunities in other countries and with international organizations by engaging and supporting faculty and staff.	Provost and VP for College Advancement	Grants and gifts will be raised through the 125th Anniversary Campaign to provide financial support. College Advancement will continue to work with faculty for fellowships and awards.	2014 and On-going

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
	3.3		Develop incentives to encourage student engagement in global, international, and study-abroad programs.	Provost and VP for College Advancement	The College at Oneonta Foundation 30th Annual Scholarship was endowed and will be awarded to a student studying abroad in 2012-13. The Faculty-Led Campus Course Policy is in development.	Dec-12 and On-going
	3.4		Increase opportunities to study foreign languages and cultures.	Provost	On hold until the Director of International Education is appointed.	Hold
<b>DIVERSITY</b>						
4.0			<b>Demonstrate a strong and public commitment to a diverse and inclusive campus community.</b>			
	4.1		Increase recruitment and retention of underrepresented students.	VP for Student Development	Cabinet approved a three-year pilot: for senior search, multicultural recruitment callers, on-site expansion, and multicultural publication for admitted students. Cabinet also allocated an additional \$350,000/year to student scholarships that support diversity. Progress on recruitment and retention for underrepresented to be reported.	Dec 1, 2011 and progress report to be provided in June-13
	4.2		Increase recruitment, hiring, and retention of underrepresented faculty and staff.	Provost, VPs & Senior Executive Employee Services Officer		
		a.	Department chair training	Provost & Senior Executive Employee Services Officer	An outside presenter will be obtained spring 2013 to provide a professional opportunity for department chairs on ways to enhance recruitment, hiring, and retention of underrepresented faculty.	On-going
		b.	Provide incentives for increasing faculty and staff diversity.	Provost & Senior Executive Employee Services Officer	Dissertation fellow program established 2011; new tenure-track faculty applications require a plan for increasing applicants from underrepresented groups. A second position was added in 2012.	On-going

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
		c.	Create post doctoral diversity positions	Provost & Senior Executive Employee Services Officer	A pilot post-doctorate position was created.	Created May-12 On-going
	4.3		Promote a safe and welcoming campus environment.	VP for Student Development		
		a.	Implement the anti-bias campaign. (bold campaign)	VP for Student Development and Director of Office of Equity and Inclusion	Bold campaign launched.	Sep-12
	4.4		Foster a campus climate that values diversity.	Cabinet		
		a.	Reorganize the President's Council on Diversity, defining roles and membership.	President & Senior Executive Employee Services Officer	Completed - The President formed a working group to develop a proposed charge and structure for PCOD. Report was submitted on August 2012, shared with the wider College community in fall 2012, implemented, and PCOD was formed.	Dec-12
		b.	Assess needs for campus administrative support related to diversity and inclusion.	President	The President's Council on Diversity will conduct the assessment and provide recommendations to the president by April 15, 2013.	Apr-13
		c.	Implement ADL training campus-wide.	VP for Student Development	The Anti Defamation League program budget approved and implemented. Mary Bonderoff and Theresa Russo have been named co-coordinators for campus-wide ADL training. Bi-annual progress reports will be provided on number of students and employees trained.	May 1, 2012 and On-going
		d.	Recognize the 20th anniversary of the Black List.	Senior Assistant to the President	A successful recognition event was held. It included a full day of events which were well received and attended.	Sep-12
<b>COMMUNITY PARTNERSHIP</b>						
5.0			Create and enhance partnerships that are mutually beneficial to the campus and community.			

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
	5.1		Develop training and certification programs in partnership with local non-profit and for-profit organizations. (Graduate Studies and Continuing Education)	Provost	Springbrook MS in Education program Pursuing training opportunity for A.O. Fox Hospital for organizational leadership.	May-12
	5.2		Increase coordination of College services with community needs, and community services with College needs.	Senior Assistant to the President		
		a.	Assess community needs to determine how the college can help meet them.	Senior Assistant to the President	Cabinet reviewed options for collaboration with the City of Oneonta and Otsego County on 7/24/2012.	Completed July -12
					A graduate program needs assessment was conducted as part of the academic affairs consultant's review.	Completed April-12.
					An inventory is being assembled to determine the current contributions from the college to the community.	Scheduled for completion by March-13.
					The college is collaborating with the Small Business Development Center (SBDC) to offer training to the small business community, to provide student internships, and training for faculty, staff, and students.	Scheduled for completion by March-13.
	5.3		Develop additional experiential learning opportunities with external partners, including internships and service-learning projects.	Provost and VP for Student Development	The pilot internship Coordinator position was implemented as a pilot in January 2012 as well as the Service Learning Coordinator was appointed.	Jan-12
	5.4		Enhance the engagement of alumni and friends of the College in mutually beneficial endeavors.	VP for College Advancement and Student Development		

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

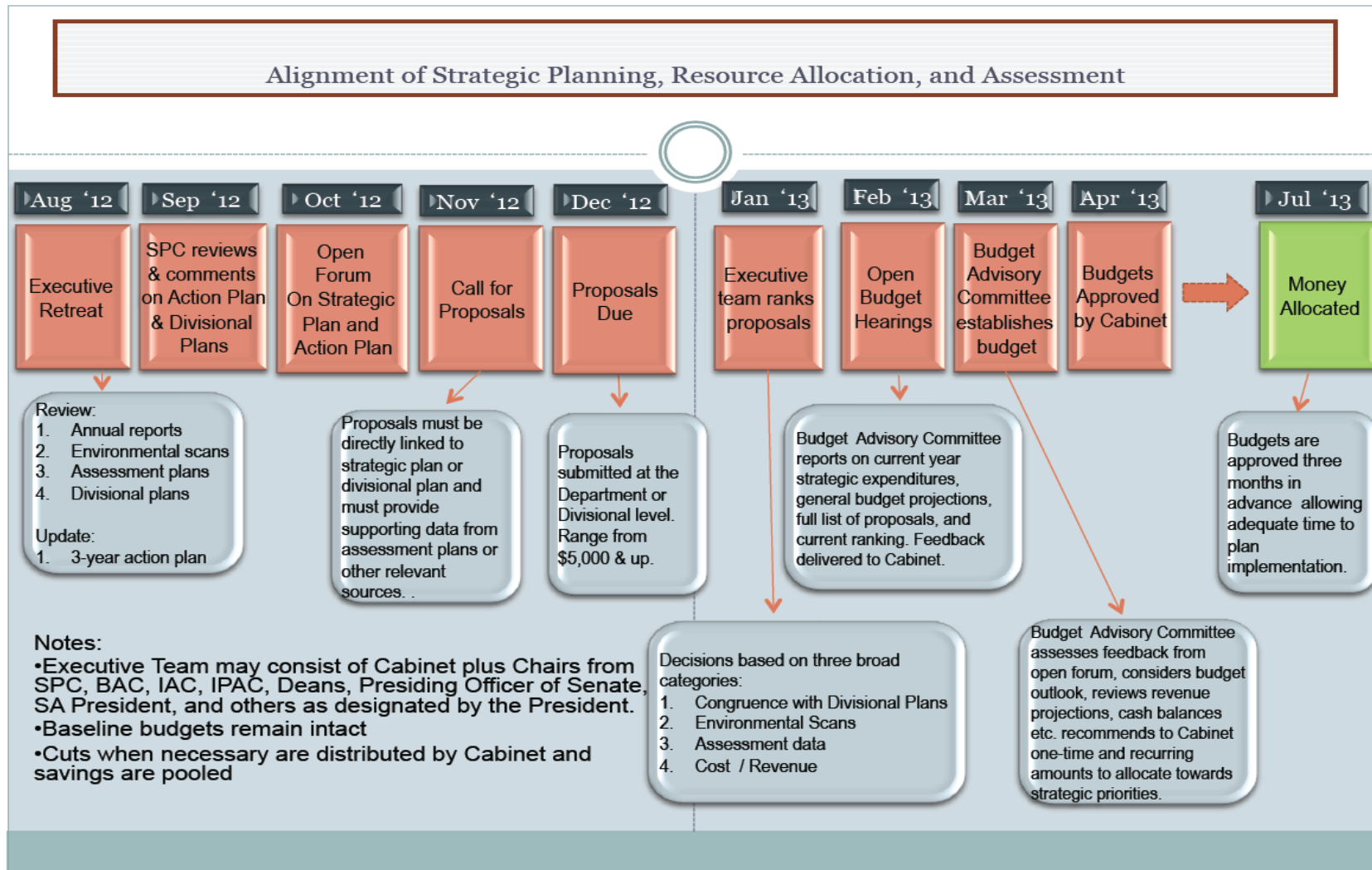
SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
		a.	Initiate a cross-divisional internship initiative for students focused on alumni mentoring.	VP for College Advancement and Student Development	Completed in April 2011 and repeated in a similar format in November 2011	Apr-11
		b.	Continue the cross-divisional internship initiative for students and implement alumni mentoring.	VP for College Advancement and Student Development	In process as demonstrated by the Distinguished Alumni Series, "Backpacks to Briefcases," collaboration with academic departments and Career Development, promotion of NACELINK, and electronic communications between students and alumni through the online community.	On-going
		c.	Initiate a collaborative program between Alumni Affairs and Career Development to engage regional alumni, faculty, and students in a formal internship program.	VP for College Advancement and Student Development	Support in the form of alumni contacts, events and electronic communications will be provided to the Career Development Office and the Internship Coordinator. An internship fair is planned in NYC on January 11, 2013. The Office of Alumni Affairs has a new staff position, Coordinator of Alumni Career Programs, which will work in partnership with the Career Development Center.	Dec-13
<b>SUSTAINABILITY</b>						
6.0			Promote individual and collective responsibility for the continued well-being of the College, community, and environment by encouraging educational initiatives, environmental protections, and fiscal responsibility.			
	6.1		Coordinate campus-wide stewardship and sustainability priorities in educational programs, management, and operations.	VP for Finance and Administration		

### Appendix 3.2: SUNY Oneonta Strategic Planning Implementation Action Plan

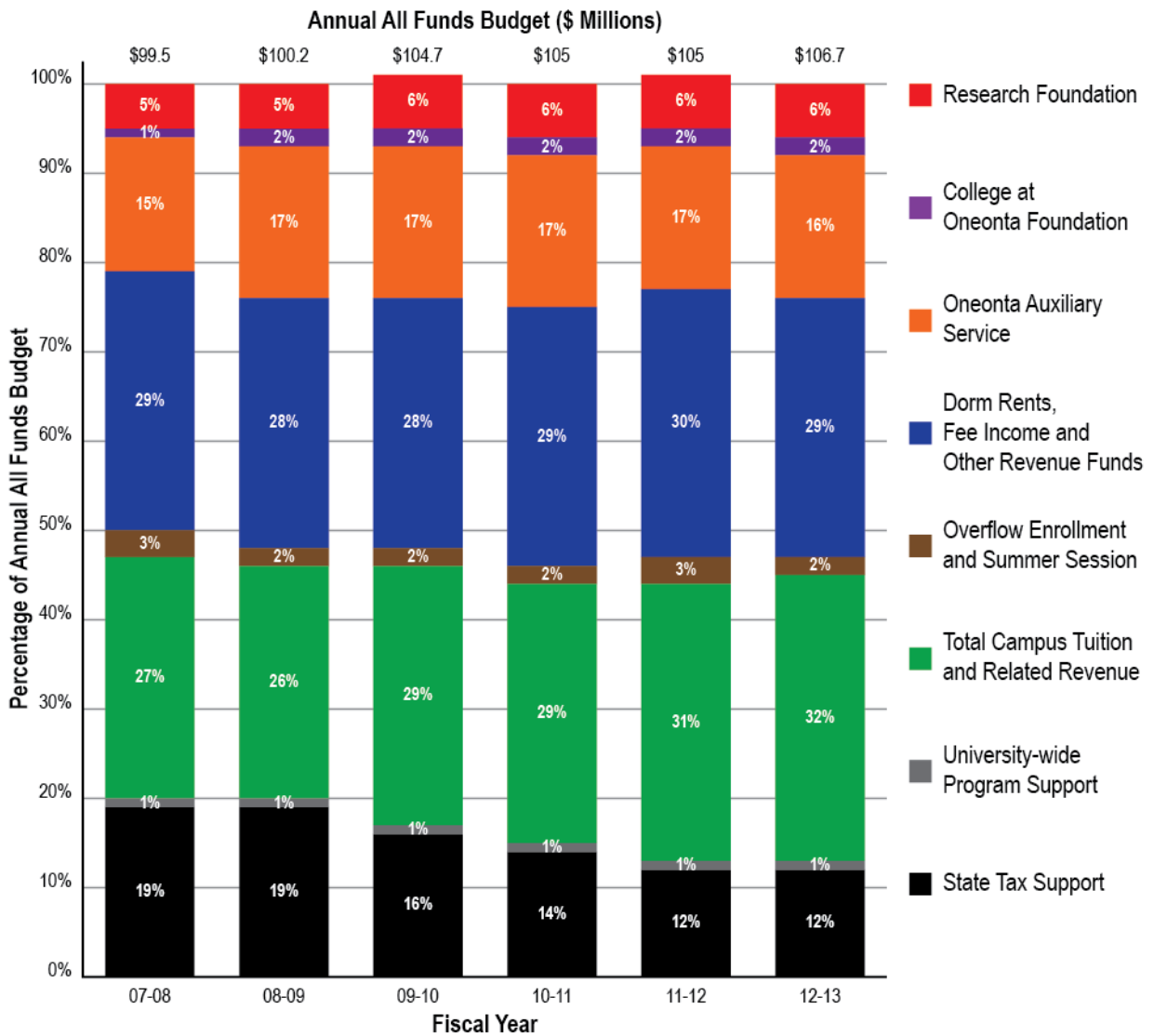
SUNY Oneonta Goal	Objective	Proposed Actions	Description	Responsible Officer and Notes	Progress	Completion Date
		a.	Develop a Proposal on Greening the Educational Experience	VP for Finance and Administration	The Provost asked a group of interested faculty to research and suggest ways we might place greater academic emphasis on sustainability. The group produced "Greening the Educational Experience," which expresses its vision and includes several recommendations.	Mar-11
		b.	Formalize stewardship of campus sustainability.	VP for Finance and Administration	The President's Advisory Council on Sustainability (PACS) was created.	May-11
		c.	Make decision regarding whether or not to create a Sustainability Coordinator position	VP for Finance and Administration	PACS submitted a report to Cabinet which was approved. The Sustainability Coordinator was appointed in October 2012..	Apr-12
		d.	Explore possibility of a Gen Ed requirement for sustainability	Provost	PACS has been charged by the Provost to explore a requirement.	Dec-12
		e.	Develop a sustainability communications plan	VP for Finance and Administration	PACS has been asked to develop a communications plan.	May-13
	6.2		Develop sustainability initiatives for the campus in coordination with local, regional, and SUNY systems.	VP for Finance and Administration		
		a.	Implement STARS as an assessment tool with the goal of a bronze rating (AASHE).	VP for Finance and Administration	Chair of PACS is working with the Sustainability Coordinator to complete the assessment.	Jan-13
		b.	Evaluate AASHE and ACUPCC models.	VP for Finance and Administration	AASHE (STARS) adopted; ACUPCC found not feasible for our campus	12-May
		c.	Develop a comprehensive recycling program.	VP for Finance and Administration	Sustainability Coordinator is actively pursuing and will bring recommendations to Cabinet.	May-13
		d.	Identify and adopt best practices for operations.	VP for Finance and Administration	Sustainability Coordinator is meeting with the Maintenance Operations Center to become familiar with current practice.	May-14



## Appendix 3.3: Strategic Allocation of Resources (StAR) Model

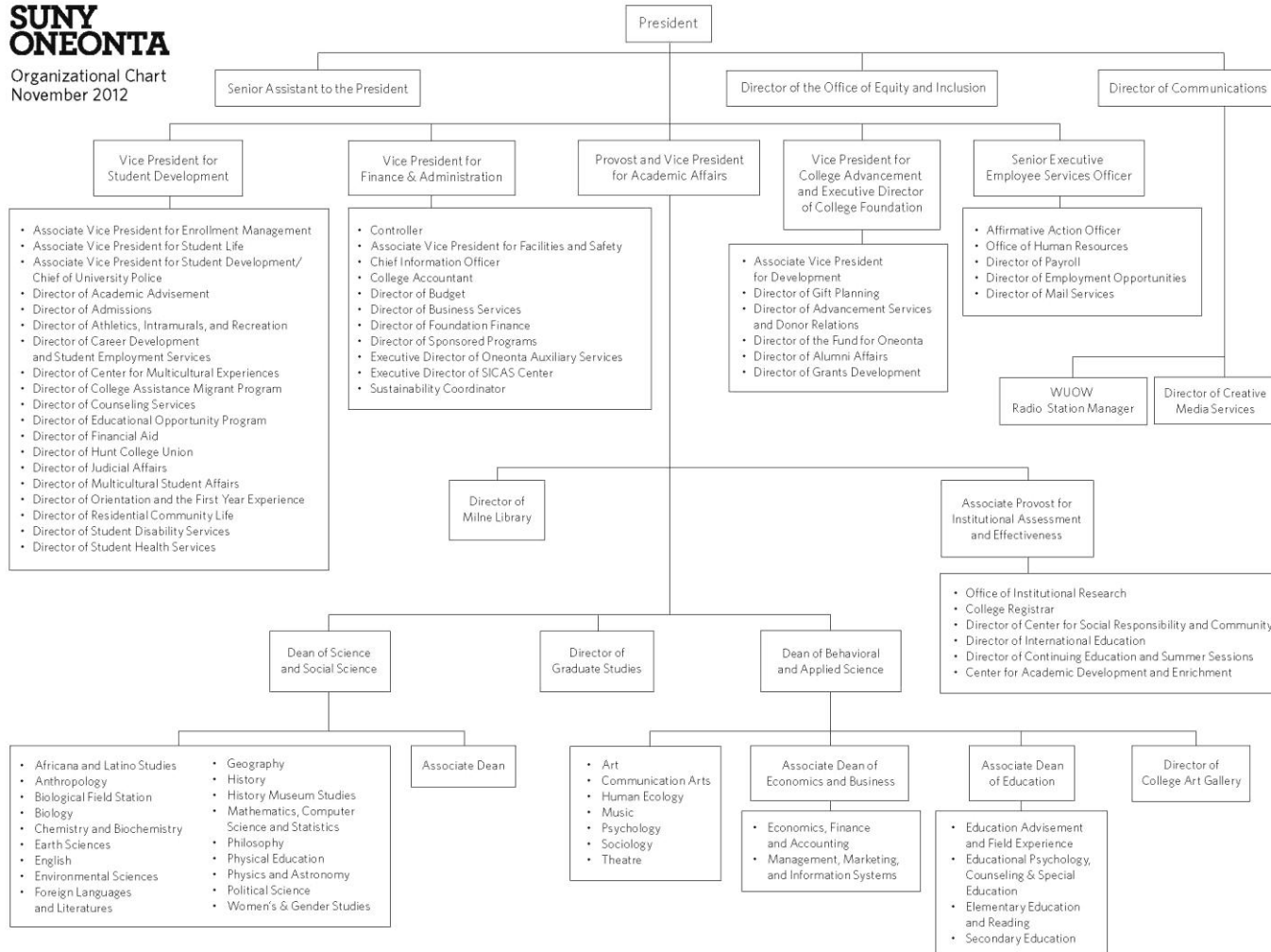


## Appendix 3.4: All Funds Budget, 2007 – 2013



# Appendix 4.1: College Organizational Chart

**SUNY  
ONEONTA**  
Organizational Chart  
November 2012



## Appendix 5.1: Verification of Compliance Report<sup>1</sup>

As requested by the Middle States Commission on Higher Education in November 2012, the State University of New York College at Oneonta (SUNY Oneonta) submits the present document as part of the decennial Reaffirmation of Accreditation process. Specifically, this report confirms the College's compliance in four key areas specified in the Higher Education Opportunity Act:

- I. Distance or Correspondence Education
- II. Transfer of Credit
- III. Title IV Cohort Default Rate
- IV. Credit Hour

With respect to organization, this report responds directly to MSCHE's *Initial Implementation for 2013* guidelines distributed in December 2012, with the responses corresponding to the specific items included in those guidelines. As appropriate, this report cites relevant corroborating materials, with hard copy materials included in attached appendices and electronic resources referenced using internet addresses.

### Areas of Compliance

#### I. Distance or Correspondence Education<sup>2</sup>

- A. Written description of the method(s) used to ensure student identity verification in distance or correspondence education courses.

*Distance education courses at SUNY Oneonta, which fall under the institution's [Distance Learning Policy](#), are offered utilizing the [Angel learning management system](#). Course registration automatically produces a Banner record of enrollment in the selected course, and the Angel course rosters are populated with student login information derived from the Banner record. Access to course materials within Angel is controlled by the login/ password authentication provided by the student when accessing the Angel system either through direct login or through indirect login using the college portal.*

*In order to have a computer account object in Banner, students must be enrolled at SUNY Oneonta, a process that is managed by the Admissions Office. All students are assigned a unique SUNY Oneonta computer account that is generated using the first four letters of their last name, their first and middle initial (if they have both), and the last two numbers of their social security number. The system first verifies that the same combination does not already exist, and if it does the system changes the digits at the end until uniqueness is accomplished. This computer account is part of the user object in Banner, and is transferred into the College's Active Directory system to support central authentication of users for all subsidiary systems including Angel.*

- B. Written procedure regarding the protection of student privacy in the implementation of such methods.

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<sup>1</sup> This draft does not include appendices – the [complete report](#) can be accessed online.

<sup>2</sup> Since SUNY Oneonta does not offer correspondence education programs, this response is specific to distance education.

*Student records privacy within Angel as well as SUNY Oneonta's traditional format classes is governed by the institution's [FERPA policy](#). Further, access to Angel spaces by anyone other than the instructor of record must be authorized by the College President or the College's Information Security Officer. These processes are described in SUNY Oneonta's [Acceptable Use Policy](#).*

*An additional resource relevant to this item is the College's [Information Technology Security Program](#), a comprehensive document that delineates the multiple strategies employed by Information Technology Services in protecting institutional information from "unauthorized access, destruction, modification or disclosure."*

- C. Written procedure for notifying students about projected additional charges associated with such verification.

*Since SUNY Oneonta does not impose additional charges related to identity verification, this item is not applicable.*

- D. Written procedure indicating the office(s) responsible for the consistent application of student identity verification procedures.

*As indicated in the materials referenced above in IA-B, the College's Information Technology Services unit is primarily responsible for student verification procedures related to distance education.*

## **II. Transfer of Credit**

- A. Written policies and procedures for making decisions about the transfer of credits earned at other institutions, including all modes of delivery.

*An extensive compilation of SUNY Oneonta's policies and procedures related to transfer credit is found in its [Transfer Credit Manual \(Attachment A\)](#). This manual is a comprehensive technical and policy resource, covering a wide range of topics such as BANNER access and screens, credit hour parameters, pre-matriculation transfer credit (e.g., AP, CLEP), and course equivalencies. Other important topics include international credit evaluation and assignment of general education attributes (especially for the SUNY-wide General Education Program).*

*Other relevant documents are specific to Study Abroad transfer credit ([Attachment B](#)) and to students' receiving [Prior Approval for Transfer Credit](#).*

*Although the College makes no distinctions with respect to mode of course delivery in its acceptance of pre-matriculation credit, there are restrictions in this regard post-matriculation for specific academic programs:*

- *Courses in the Division of Economics and Business, the Department of Communication Studies, and the Department of Mathematics, Computer Science and Statistics may not be taken online; and*
- *Elementary Education majors may take a maximum of two courses online.*

*These restrictions are noted prominently in appropriate policy documents (e.g., the [Prior Approval for Transfer Credit](#) document cited above).*

- B. Public disclosure of the policy for transfer of credit (i.e., on the institution's website and in other relevant publications).

*SUNY Oneonta's transfer policies are widely disseminated and accessible in a far-ranging variety of hard copy and electronic resources. Listed below are examples of these resources and the topics they address:*

- *Pre- and Post-Matriculation Credit Policies (College Catalog)*
- *General Information for Transfer Students (Admissions Website)*
- *Prior Approval Procedures (Advisement Website)*
- *Requesting Transfer Credit Re-Evaluation (Advisement Website)*

- C. Procedures that indicate the office(s) responsible for the final determination of the acceptance or denial of transfer credit.

*As the resources listed under Item IIB above suggest, the office that is ultimately responsible for approving transfer credit will vary depending on the specific request (e.g., Admissions oversees pre-matriculation transfer credit, while Advisement is responsible for this process post-matriculation). All policies and procedures relevant to transfer credit clearly specify which office makes the final determination.*

- D. A published and accessible list of institutions with which the institution has established an articulation agreement.

*The Admissions website includes a [list of such institutions](#). This site also includes links to the specific articulation agreements themselves.*

### **III. Title IV Cohort Default Rate**

- A. Formal documentation from the U.S. Department of Education regarding the institution's cohort default rate for the past three years.

*As found on the National Student Loan Data System website, SUNY Oneonta's default rates for the three most recently-posted years (2008, 2009, 2010) are depicted in the following screenshot:*

**School Default Rates 2-Year  
FY 2010, 2009, and 2008**

Record 1 of 1

OPE ID	School	Type	Control	PRGMS	FY2010	FY2009	FY2008	
002847	SUNY College at Oneonta Ravine Parkway Oneonta NY 13820-4015	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	4.6	4.3	2.6
					No. in Default	69	60	34
					No. in Repay	1483	1392	1305
					Enrollment figures	6684	6737	6675
					Percentage Calculation	22.2	20.7	19.6

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2008 CDR Year will use 2006-2007 enrollment).

Current Date : 01/09/2013

B. External audits of federal programs (A-133) for the past three years.

*As part of the SUNY System, SUNY Oneonta does not complete annual audits at the campus level. Rather, New York State conducts a single audit for all state agencies, which includes the individual SUNY campuses. Each year, the SUNY audit focuses on a small number of randomly-selected campuses, and Oneonta has not been included in these audits in recent years.*

*The following reports are available for review:*

- [\*State of New York Single Audit Report 2009\*](#)
- [\*State of New York Single Audit Report 2010\*](#)
- [\*State of New York Single Audit Report 2011\*](#)

C. Relevant correspondence from U.S. Department of Education, and institutional responses, if appropriate.

*This item is not applicable since SUNY Oneonta has never undergone the Title IV program review process or been asked to respond to issues raised by the Department of Education.*

D. Reports on compliance from U.S. Department of Education in regard to the cohort default rate.

*Since SUNY Oneonta's default rates are well below the national average, the institution has never been required to implement a default reduction plan. As such, this item is not applicable.*



#### IV. Credit Hour

- A. Written policies and procedures for credit hour assignment covering all types of courses, disciplines, programs, degree levels, formats, and modalities of instruction.

*As a SUNY institution, SUNY Oneonta adheres to all SUNY-wide policies, including those related to the assignment of credit hours. SUNY's [Credit/Contact Hour Policy](#), modeled after the Carnegie unit system, clearly establishes the parameters that must be followed in the development and scheduling of all graduate and undergraduate courses, regardless of modality of instruction.*

*Locally, SUNY Oneonta has established its own policies and procedures for credit hour assignment, which are included in the College Handbook. There is a [Definition of Semester Hours](#), which specifies the necessary number of hours for lecture, labs, and internships/independent studies. Further, [procedures for proposing a new course and for revising existing courses](#) require faculty to provide evidence that the requested credit hour assignment is appropriate (see further discussion of this process below in Item IVB).*

*Finally, the College has developed policies specific to its [distance education programs and offerings](#), with these policies including the following statement: "The same academic standards for quality and other requirements for traditional courses apply to distance education as well." As such, distance education courses must go through approval processes identical to those of traditional class-based courses and meet the same evaluative criteria, including those relevant to credit hour assignment (this process is discussed in detail below in Item IVB).*

- B. Evidence that the institution's credit hour policies and procedures are applied consistently across the full range of institutional offerings. Please note that if the state in which the institutions is licensed has credit hour regulations that are consistent with the federal credit hour definition, documentation of compliance with those state regulations may be sufficient evidence of compliance with the federal requirements. Other evidence could include: documentation from recent academic program reviews, new course or program approvals; documentation for registration and catalog software or systems; calendars, schedules, and course matrices; course syllabi; documentation of adherence to credit hour requirements, consistent with federal regulations, from a system, or disciplinary organization; etc.

*Although the majority of courses offered each semester at SUNY Oneonta are scheduled on specific days and times – which makes it easy to confirm that these courses are meeting appropriate credit hour standards – the full range of institutional offerings includes courses that do not meet on specific days and times (e.g., internships, independent studies, individual course enrollments, teaching assistantships). In order to assure adherence to credit hour standards for these courses, the College has developed guidelines (found in the College Handbook) and forms that: 1) state the number of hours of student participation required that is equivocal to one semester hour; and 2) require the faculty member to specify the number of credit hours to be granted and expectations of students in terms of work and outcomes. As detailed below, the forms must be submitted a priori and approved by appropriate college officials. The College Handbook information and corresponding form for these credit-bearing experiences are available as follows:*

- **Internships**
  - *Handbook Information*
  - *Form*
- **Independent Study**
  - *Handbook Information*
  - *Form*
- **Individual Course Enrollments**
  - *Handbook Information*
  - *Form*
- **Teaching Assistantships**
  - *Handbook Information*
  - *Form*

*A key factor to verifying that the College's credit hour policies and procedures are applied consistently is assuring full adherence to clearly-delineated processes for developing and approving new courses. Departments seeking approval for a new course must have support from the department chair, who submits a **Proposal for a New Course** to the appropriate academic dean for review. This form requires detailed information, including the number of credit hours for the course, as well as a syllabus. Once the course is endorsed by the dean it is submitted to the College Curriculum Committee (CCC) and reviewed by the Course Review Sub-Committee. Assuming that group approves the course, the course is sent back for final action to the dean, who notifies the department and the College Registrar. The College Registrar has responsibility for entering the course into Banner's Course Master File, which contains the number of approved credit hours for all college courses; this information is useful in verifying the accuracy of credit hour assignment during the course scheduling process each semester. A very similar process is followed when departments request **changes to existing courses**, with the College Registrar ultimately responsible for revising the Course Master File as necessary with respect to approved changes in course attributes, including credit hour assignment.*

- C. A description and evidence of the processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.

*Verification that credit hour policies and procedures are being consistently and appropriately applied takes place every term as part of the course scheduling process. Ultimately, department chairpersons, academic deans, and the College Registrar are responsible for course scheduling, a process that begins when academic departments enter their proposed course schedule into Banner. Once all schedules have been entered, the deans and department chairs can produce several reports to determine that appropriate and accurate course scheduling has taken place. Especially important is the report that lists all scheduled courses within each discipline, including the days and times the courses meet, and the number of credit hours to be granted.*

*Further, the Associate College Registrar, who is responsible for semester course scheduling, runs this same report at the culmination of course scheduling for all departments and reviews the report carefully to ensure that course scheduling is accurate and appropriate. Any discrepancies are referred to departments for correction before the final schedule is posted.*

*Finally, there is a slightly different process followed for the scheduling of summer courses, since these classes are overseen by the College's Office of Continuing Education and Summer*

***Sessions. During the fall semester, this office's director solicits from academic departments proposed courses to be offered during the next summer term. This individual ultimately develops a course schedule, and is responsible for assuring that all courses to be offered during the truncated summer term meet appropriate credit hour standards. Any discrepancies are referred to the dean and department for correction before being added to the final summer schedule.***

- D. A list of the courses and programs that do not adhere to the federal definition of "credit hour" or its equivalent as specified in the MSCHE Credit Hour Policy (for example, online or hybrid, laboratory, studio, clinical, internship, independent study, and accelerated format) and evidence that such variations in credit hour assignment conform to commonly accepted practice in higher education.

***As demonstrated above in items IV A-C, at present SUNY Oneonta's courses and programs are in full compliance with the federal definition of credit hour. As such, this item is Not Applicable.***

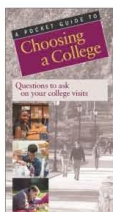
## Appendix 5.2: NSSE Summary Report

### The Student Experience in Brief: SUNY College at Oneonta



Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and their families key questions to ask during campus visits.



The following responses were provided by 812 randomly selected SUNY Oneonta students on the 2011 NSSE survey.

#### Academic Challenge

##### To what degree is studying and spending time on academic work emphasized?

79% of FY students felt that this institution placed substantial emphasis on academics.<sup>1</sup>

##### Do faculty hold students to high standards?

50% of FY students frequently worked harder than they thought they could to meet faculty expectations.<sup>2</sup>

##### How much time do students spend on homework each week?

35% of FY students spent more than 15 hours per week preparing for class. 17% spent 5 hours or less.

##### What types of thinking do assignments require?

First-year students reported substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 78%
- Analyzing basic elements of an idea or theory: 80%
- Synthesizing and organizing ideas: 63%
- Making judgments about value of information: 68%
- Applying theories or concepts: 71%

##### How much writing is expected?

6% of FY students wrote more than 10 papers between 5 and 19 pages and 9% wrote at least one paper more than 20 pages in length.

##### How much reading is expected during the school year?

27% of FY students read more than 10 assigned books and packs of course readings. 16% read fewer than 5.

##### Do exams require students to do their best work?

44% of FY students reported that their exams strongly challenged them to do their best work.<sup>3</sup>

#### Active Learning

##### How often are topics from class discussed outside of the classroom?

54% of FY students frequently discussed readings or ideas from coursework outside of class.

##### Do students work together on projects – inside and outside of class?

35% of FY students frequently worked with other students on projects in class, 42% worked with peers on assignments outside of class.

##### How often do students make class presentations?

21% of FY students reported that they made frequent presentations in class.

##### How many students participate in community-based projects in regular courses?

9% of FY students frequently participated in service-learning or community-based projects during a given year. 66% never took part in such activities.

##### How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 59% of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

##### Do students have opportunities to tutor or teach other students?

27% of seniors frequently assisted their fellow students by tutoring or teaching.

#### Student-Faculty Interaction

##### Are faculty members accessible and supportive?

41% of FY students said their faculty were available, helpful and sympathetic.

##### How many students work on research projects with faculty?

By their senior year, 22% of students had done research with a faculty member.

##### Do students receive prompt feedback on academic performance?

45% of FY students indicated that they frequently received prompt verbal or written feedback from faculty members.

Note: FY= First-year

**NSSE 2011 Benchmark Comparisons  
Detailed Statistics and Effect Sizes <sup>a</sup>  
SUNY College at Oneonta**

**Seniors**

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
				5th	25th	50th	75th	95th				
SUNY Oneonta (N = 452)	58.5	13.9	.7	37	48	58	69	81				
Mid East Public	56.7	14.2	.1	33	47	57	67	79	21,658	1.8	.008	.13
Carnegie Class	58.4	14.2	.2	34	49	58	69	81	6,236	.1	.861	.01
NSSE 2011	57.4	14.2	.0	33	48	58	67	80	241,219	1.2	.081	.08
Top 50%	60.5	13.6	.1	37	51	61	70	82	71,304	-1.9	.002	-.14
Top 10%	64.1	13.0	.1	42	56	65	73	84	481	-5.5	.000	-.42
SUNY Oneonta (N = 492)	55.3	17.7	.8	29	43	52	67	86				
Mid East Public	50.1	17.4	.1	24	38	48	62	81	23,277	5.2	.000	.30
Carnegie Class	53.5	18.1	.2	24	43	52	67	86	6,555	1.8	.032	.10
NSSE 2011	51.3	17.7	.0	24	38	52	62	81	254,937	4.0	.000	.23
Top 50%	56.2	17.1	.1	29	43	57	67	86	68,012	-.9	.243	-.05
Top 10%	60.1	17.8	.2	33	48	62	71	90	13,338	-4.8	.000	-.27
SUNY Oneonta (N = 457)	47.3	21.6	1.0	17	33	44	61	89				
Mid East Public	42.2	21.7	.1	11	28	39	56	83	21,867	5.2	.000	.24
Carnegie Class	44.5	21.5	.3	17	28	40	61	83	6,274	2.8	.007	.13
NSSE 2011	41.9	21.2	.0	11	28	39	56	83	243,227	5.4	.000	.25
Top 50%	49.4	21.7	.1	17	33	50	67	89	51,308	-2.0	.046	-.09
Top 10%	56.0	22.5	.3	22	39	56	72	94	8,498	-8.6	.000	-.38
SUNY Oneonta (N = 441)	44.5	16.6	.8	17	33	44	55	73				
Mid East Public	41.9	18.2	.1	14	28	42	54	73	462	2.6	.001	.14
Carnegie Class	41.7	18.7	.2	13	28	42	55	73	530	2.8	.001	.15
NSSE 2011	40.4	18.2	.0	12	27	39	53	72	442	4.1	.000	.22
Top 50%	46.7	17.8	.1	17	34	47	59	76	445	-2.2	.006	-.12
Top 10%	55.3	16.6	.2	26	44	56	67	82	11,649	-10.9	.000	-.65
SUNY Oneonta (N = 421)	62.9	17.8	.9	33	50	64	75	94				
Mid East Public	57.0	19.4	.1	25	44	58	69	89	441	6.0	.000	.31
Carnegie Class	60.8	19.5	.3	28	47	61	75	94	500	2.2	.016	.11
NSSE 2011	59.1	19.5	.0	25	47	58	72	92	422	3.8	.000	.20
Top 50%	64.9	18.9	.1	33	53	67	78	97	64,845	-2.0	.034	-.10
Top 10%	68.7	18.6	.2	36	56	69	83	100	11,544	-5.8	.000	-.31



**How often do students talk with advisors or faculty members about their career plans?**

90% of seniors at least occasionally discussed career plans with faculty.\* 10% never talked with faculty members about career plans.

**Do students and faculty members work together on committees and projects outside of course work?**

41% of FY students at least occasionally spent time with faculty members on activities other than coursework.



**What types of honors courses, learning communities, and other distinctive programs are offered?**

During their first year, 8% of students participated in a learning community. By their senior year, 23% of students had taken an independent study class.

**How often do students interact with peers with different social, political, or religious views?**

54% of FY students said they frequently had serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

**How often do students interact with peers from different racial or ethnic backgrounds?**

44% of FY students frequently had serious conversations with those of a different race.

**How many students study in other countries?**

By their senior year, 10% of students had studied abroad.

**Do students participate in activities that enhance their spirituality?**

10% of FY students frequently engaged in spiritually enhancing activities such as worship, meditation, or prayer.

**What percentage of students participate in community service?**

By the time they were seniors, 68% of students had participated in community service or volunteer work.

## Supportive Campus Environment

**How well do students get along with other students?**

60% of FY students reported that their peers were friendly, supportive, and helped them feel as if they belonged.

**Are students satisfied with their overall educational experience?**

90% of FY students reported a favorable image of this institution; 85% of seniors would have chosen this school again if they could start their college career over.

**How much time do students devote to co-curricular activities?**

14% of FY students spent more than 15 hours a week participating in co-curricular activities. 17% spent no time participating in co-curricular activities.

**How well do students get along with administrators and staff?**

30% of FY students found the administrative personnel and offices helpful, considerate, and flexible.

**To what extent does the school help students deal with their academic and social needs?**

78% of FY students felt that this institution had a substantial commitment to their academic success. 59% felt well-supported by the institution regarding their social needs.

*A Pocket Guide to Choosing a College* is available at [nsse.iub.edu/html/pocket\\_guide.cfm](http://nsse.iub.edu/html/pocket_guide.cfm)

**Notes:**

1. "Substantial" emphasis is defined by combining the responses of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses of "Very often" and "Often."
3. "Strongly challenge" is defined by combining responses of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2011



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**First Year Students**

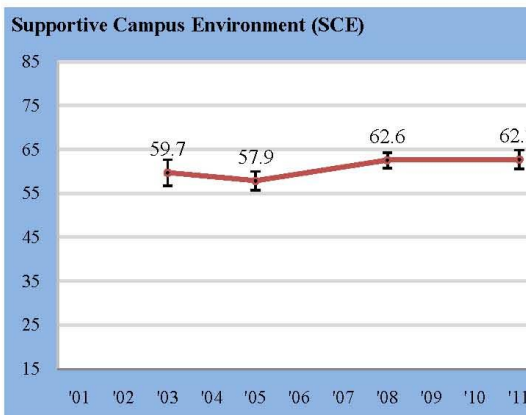
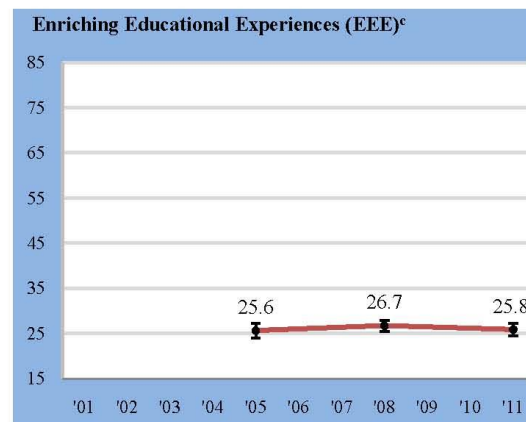
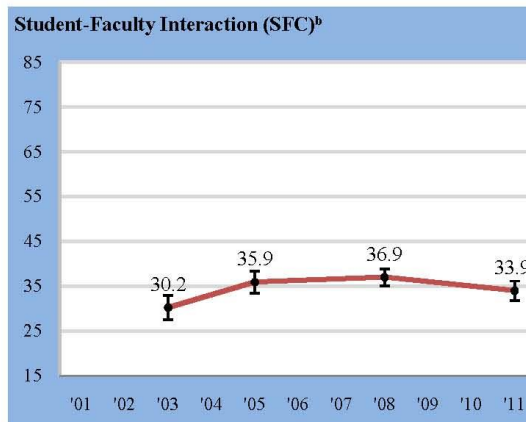
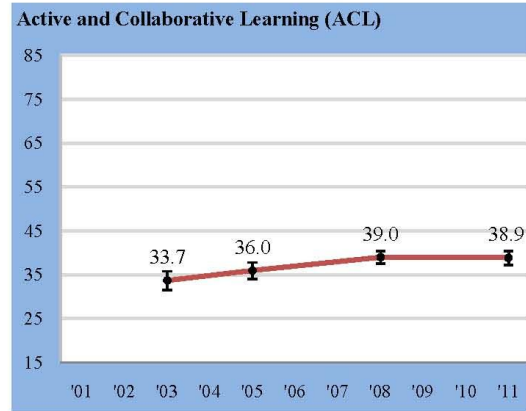
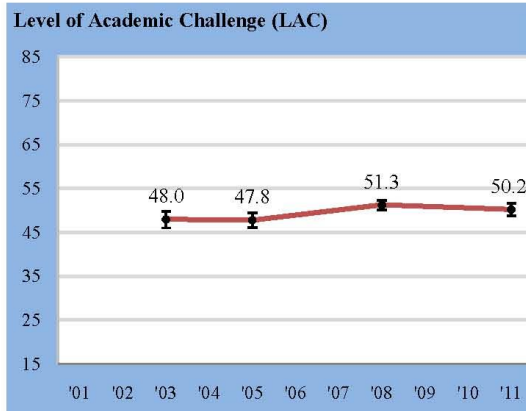
		2003	2005	2008	2011
<b>Level of Academic Challenge</b>					
	<b>LAC</b>	<b>48.0</b>	<b>47.8</b>	<b>51.3</b>	<b>50.2</b>
	N	142	244	412	281
	<i>SD</i>	11.5	13.4	11.7	12.5
	<i>SEM</i>	.97	.86	.57	.75
	Upper	49.9	49.5	52.4	51.7
	Lower	46.1	46.1	50.1	48.8
<b>Active &amp; Collaborative Learning</b>					
	<b>ACL</b>	<b>33.7</b>	<b>36.0</b>	<b>39.0</b>	<b>38.9</b>
	N	142	283	466	317
	<i>SD</i>	13.0	16.2	15.5	14.4
	<i>SEM</i>	1.09	.96	.72	.81
	Upper	35.8	37.9	40.4	40.4
	Lower	31.6	34.1	37.6	37.3
<b>Student Faculty Interaction</b>					
	<b>SFC</b>	<b>30.2</b>	<b>35.9</b>	<b>36.9</b>	<b>33.9</b>
	N	142	255	432	293
	<i>SD</i>	16.5	20.3	19.8	19.2
	<i>SEM</i>	1.38	1.27	.95	1.12
	Upper	32.9	38.4	38.8	36.1
	Lower	27.5	33.4	35.1	31.7
<b>Enriching Educational Experiences</b>					
	<b>EEE</b>	<b>-</b>	<b>25.6</b>	<b>26.7</b>	<b>25.8</b>
	N	-	231	390	275
	<i>SD</i>	-	12.4	12.4	12.0
	<i>SEM</i>	-	.81	.63	.72
	Upper	-	27.2	27.9	27.3
	Lower	-	24.0	25.5	24.4
<b>Supportive Campus Environment</b>					
	<b>SCE</b>	<b>59.7</b>	<b>57.9</b>	<b>62.6</b>	<b>62.7</b>
	N	140	228	382	262
	<i>SD</i>	18.0	16.5	17.9	17.8
	<i>SEM</i>	1.52	1.09	.91	1.10
	Upper	62.7	60.0	64.3	64.9
	Lower	56.7	55.7	60.8	60.6

Note:

<sup>a</sup> N=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence intervals.



First-Year Students



Notes:

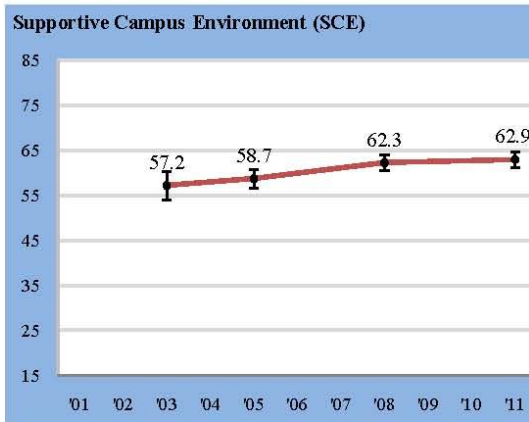
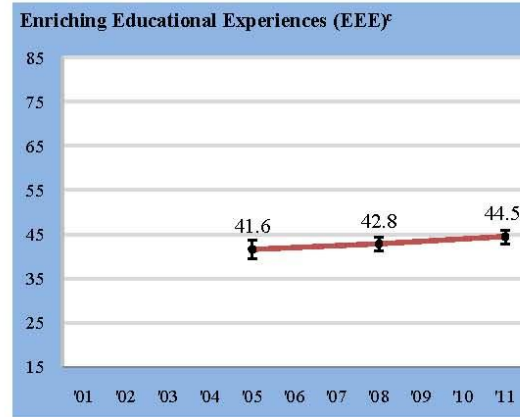
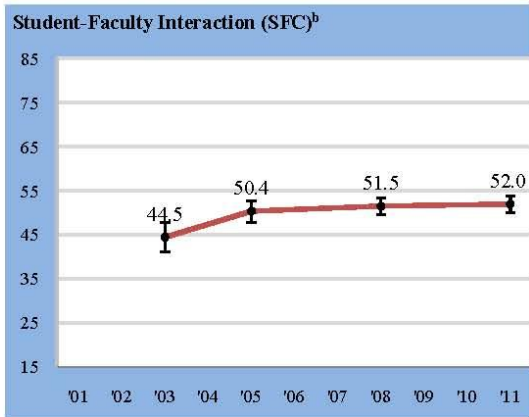
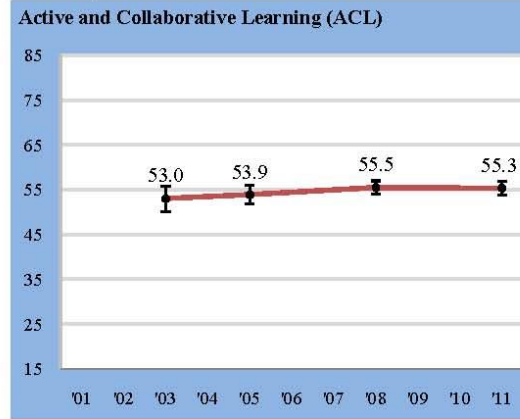
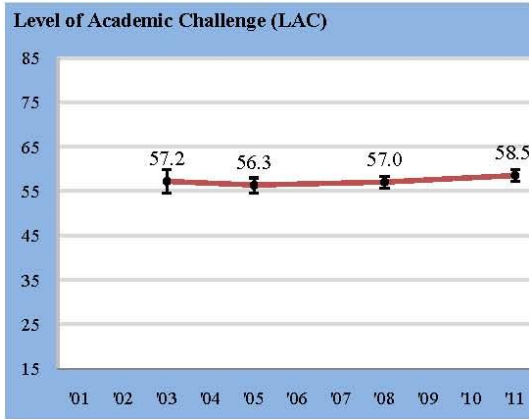
- Recalculated benchmark scores are charted for all years of participation since 2001. See page 5 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. [nsse.iub.edu/pdf/MYDAG.pdf](http://nsse.iub.edu/pdf/MYDAG.pdf)
- For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 5.
- 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

**Seniors**

		<b>2003</b>	<b>2005</b>	<b>2008</b>	<b>2011</b>
<b>Level of Academic Challenge</b>					
	<b>LAC</b>	<b>57.2</b>	<b>56.3</b>	<b>57.0</b>	<b>58.5</b>
	N	132	293	521	452
	<i>SD</i>	15.4	14.6	14.9	13.9
	<i>SEM</i>	1.34	.85	.65	.66
	Upper	59.8	58.0	58.3	59.8
	Lower	54.6	54.7	55.8	57.2
<b>Active &amp; Collaborate Learning</b>					
	<b>ACL</b>	<b>53.0</b>	<b>53.9</b>	<b>55.5</b>	<b>55.3</b>
	N	132	307	577	492
	<i>SD</i>	17.0	18.7	18.6	17.7
	<i>SEM</i>	1.48	1.07	.78	.80
	Upper	55.9	55.9	57.0	56.9
	Lower	50.1	51.8	54.0	53.7
<b>Student-Faculty Interaction</b>					
	<b>SFC</b>	<b>44.5</b>	<b>50.4</b>	<b>51.5</b>	<b>52.0</b>
	N	132	299	538	468
	<i>SD</i>	19.9	21.3	21.6	21.6
	<i>SEM</i>	1.73	1.23	.93	1.00
	Upper	47.9	52.8	53.3	53.9
	Lower	41.1	47.9	49.7	50.0
<b>Enriching Educational Experiences</b>					
	<b>EEE</b>	-	<b>41.6</b>	<b>42.8</b>	<b>44.5</b>
	N	-	278	500	441
	<i>SD</i>	-	17.7	16.9	16.6
	<i>SEM</i>	-	1.06	.76	.79
	Upper	-	43.7	44.3	46.0
	Lower	-	39.5	41.3	42.9
<b>Supportive Campus Environment</b>					
	<b>SCE</b>	<b>57.2</b>	<b>58.7</b>	<b>62.3</b>	<b>62.9</b>
	N	132	272	492	421
	<i>SD</i>	18.3	17.3	19.1	17.8
	<i>SEM</i>	1.59	1.05	.86	.87
	Upper	60.3	60.8	64.0	64.6
	Lower	54.1	56.7	60.6	61.2

<sup>a</sup> N=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors (2003~2011)



Notes:

- Recalculated benchmark scores are charted for all years of participation since 2001. See page 7 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. [nsse.iub.edu/pdf/MYDAG.pdf](http://nsse.iub.edu/pdf/MYDAG.pdf)
- For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 7.
- 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

**Level of Academic Challenge (LAC) Items**

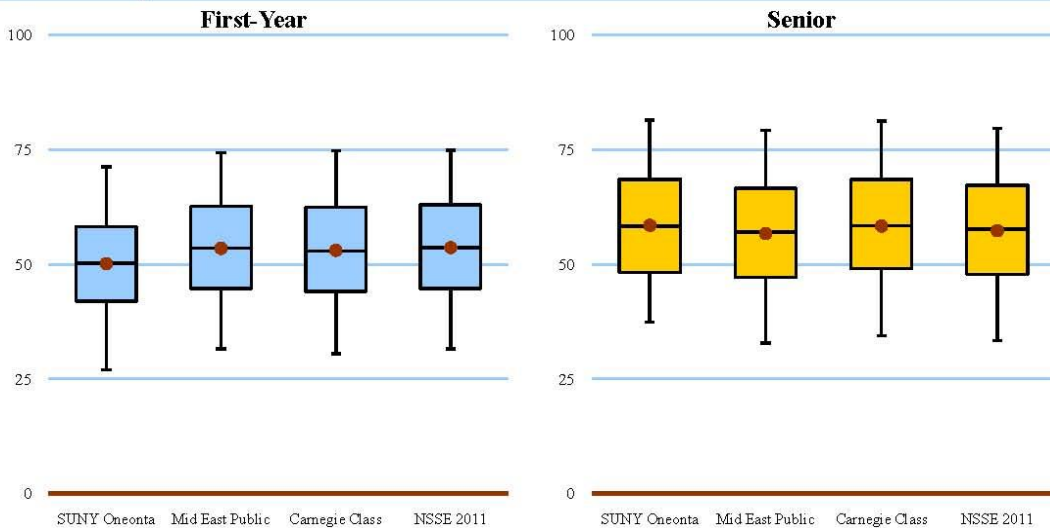
1. Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
2. Number of assigned textbooks, books, or book-length packs of course readings
3. Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
4. Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
5. Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
6. Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
7. Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
8. Working harder than you thought you could to meet an instructor's standards or expectations
9. Campus environment emphasizes: Spending significant amount of time studying and on academic work

**Mean Comparisons**

Class	SUNY Oneonta		Mid East Public			Carnegie Class			NSSE 2011	
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	50.2	53.5	***	-.25	53.1	***	-.21	53.7	***	-.26
Senior	58.5	56.7	***	.13	58.4		.01	57.4		.08

\* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

**Distributions of Student Benchmark Scores**



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

**Active and Collaborative Learning (ACL) Items**

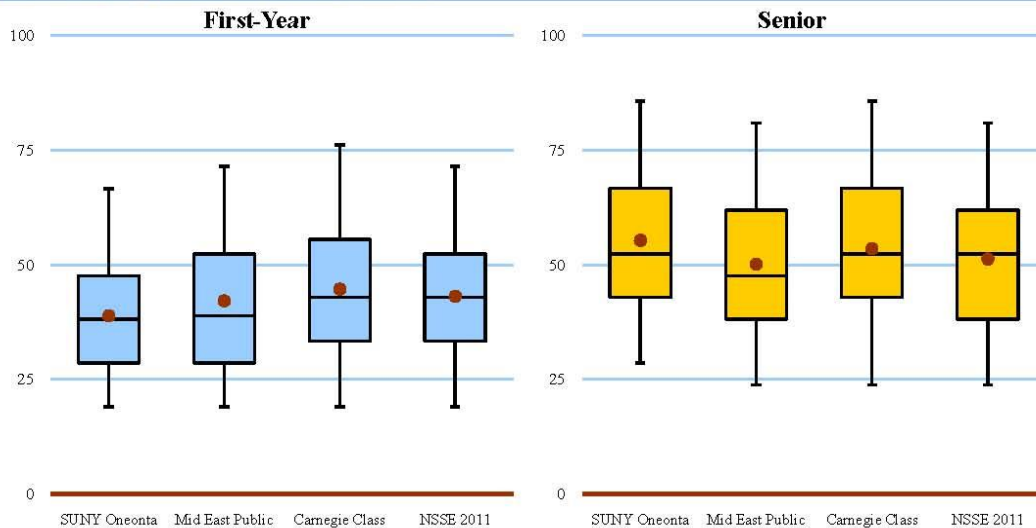
1. Asked questions in class or contributed to class discussions
2. Made a class presentation
3. Worked with other students on projects **during class**
4. Worked with classmates **outside of class** to prepare class assignments
5. Tutored or taught other students (paid or voluntary)
6. Participated in a community-based project (e.g., service learning) as part of a regular course
7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

**Mean Comparisons**

Class	SUNY Oneonta	Mid East Public			Carnegie Class			NSSE 2011		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<b>First-Year</b>	<b>38.9</b>	42.1	****	-.19	44.7	****	-.35	43.2	****	-.25
<b>Senior</b>	<b>55.3</b>	50.1	****	.30	53.5	*	.10	51.3	****	.23

\* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

**Distributions of Student Benchmark Scores**



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

**Student-Faculty Interaction (SFI) Items**

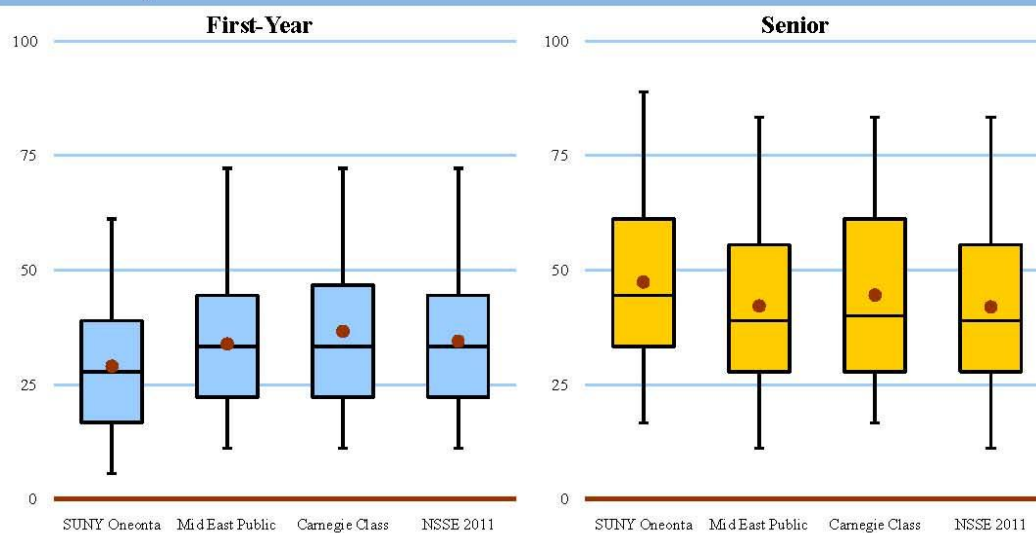
1. Discussed grades or assignments with an instructor
2. Talked about career plans with a faculty member or advisor
3. Discussed ideas from your readings or classes with faculty members outside of class
4. Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
5. Received prompt written or oral feedback from faculty on your academic performance
6. Worked on a research project with a faculty member outside of course or program requirements

**Mean Comparisons**

Class	SUNY Oneonta	Mid East Public	Effect Size <sup>c</sup>	Carnegie Class	Effect Size <sup>c</sup>	NSSE 2011		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup> Sig <sup>b</sup>		Mean <sup>a</sup> Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
<b>First-Year</b>	<b>29.0</b>	33.9 ****	-.26	36.6 ****	-.40	34.4	****	-.29
<b>Senior</b>	<b>47.3</b>	42.2 ****	.24	44.5 **	.13	41.9	****	.25

\* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

**Distributions of Student Benchmark Scores**



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.



**Enriching Educational Experiences (EEE) Items**

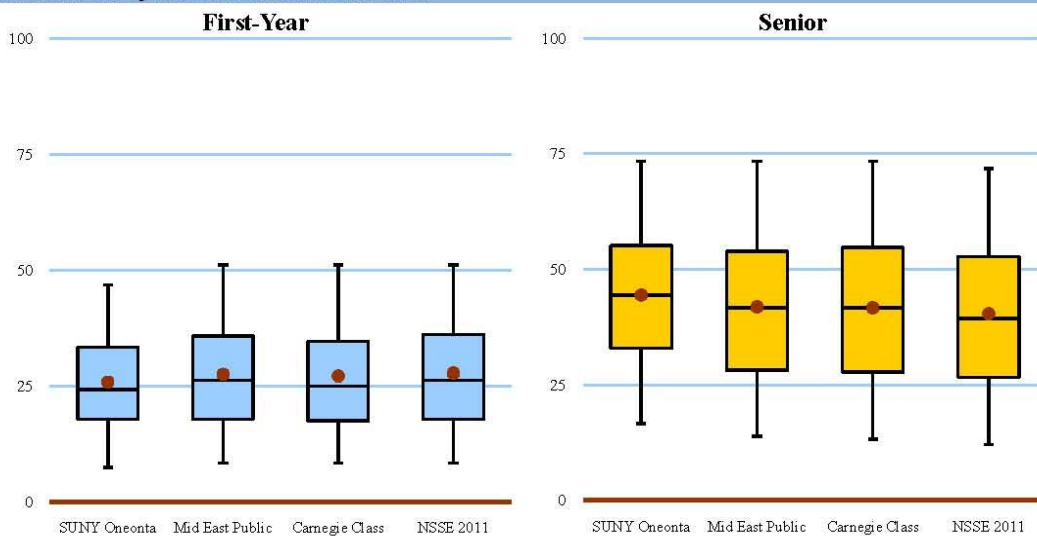
1. Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
2. Practicum, internship, field experience, co-op experience, or clinical assignment
3. Community service or volunteer work
4. Foreign language coursework and study abroad
5. Independent study or self-designed major
6. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
7. Serious conversations with students of different religious beliefs, political opinions, or personal values
8. Serious conversations with students of a different race or ethnicity than your own
9. Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
10. Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
11. Participate in a learning community or some other formal program where groups of students take two or more classes together

**Mean Comparisons**

Class	SUNY Oneonta	Mid East Public	Carnegie Class			NSSE 2011			
	Mean <sup>a</sup>	Mean <sup>a</sup> Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<b>First-Year</b>	<b>25.8</b>	27.5 *	-.13	27.2		-.10	27.8	***	-.14
<b>Senior</b>	<b>44.5</b>	41.9 ***	.14	41.7	****	.15	40.4	****	.22

\* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

**Distributions of Student Benchmark Scores**



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.



**Supportive Campus Environment (SCE) Items**

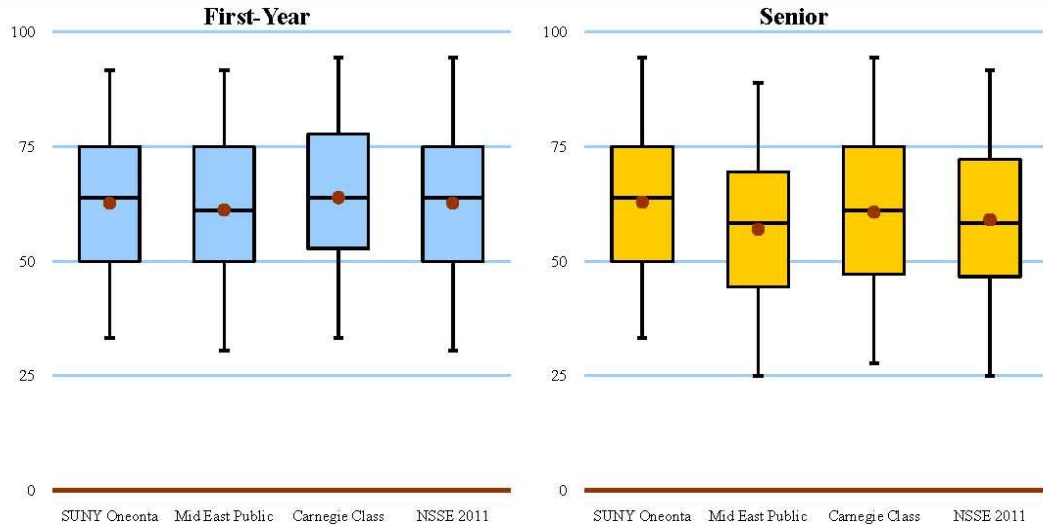
1. Campus environment provides the support you need to help you succeed academically
2. Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
3. Campus environment provides the support you need to thrive socially
4. Quality of relationships with other students
5. Quality of relationships with faculty members
6. Quality of relationships with administrative personnel and offices

**Mean Comparisons**

Class	SUNY Oneonta	Mid East Public	Effect Size <sup>c</sup>	Carnegie Class	Effect Size <sup>c</sup>	NSSE 2011		
	Mean <sup>a</sup>	Mean <sup>a</sup> Sig <sup>b</sup>		Mean <sup>a</sup> Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	62.7	61.2	.08	63.9	-.06	62.7		.00
Senior	62.9	57.0 ****	.31	60.8 *	.11	59.1	****	.20

\* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

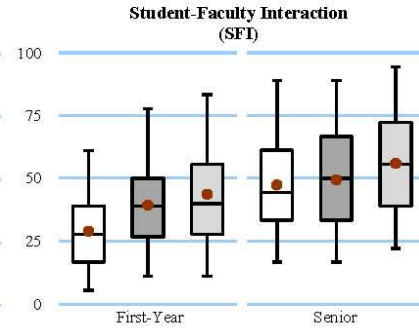
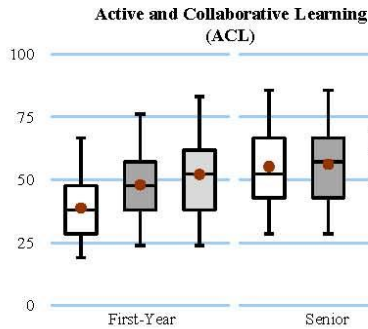
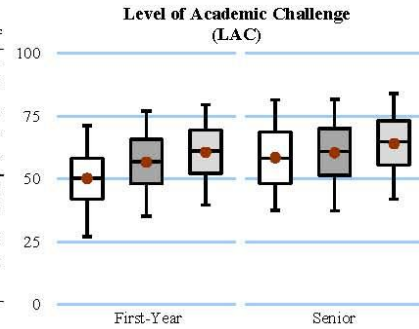
**Distributions of Student Benchmark Scores**



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Mean Comparisons

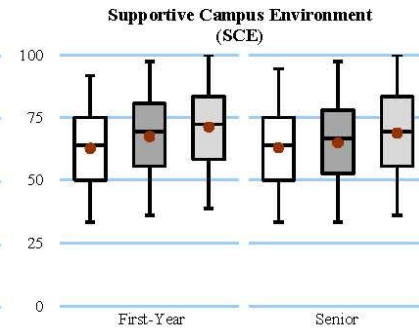
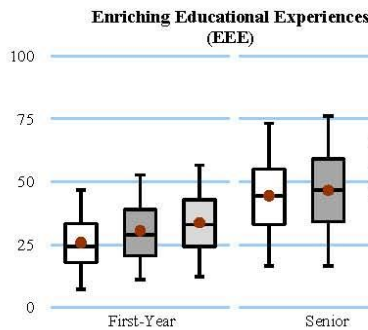
	SUNY Oneonta	NSSE 2011 Top 50%			NSSE 2011 Top 10%			
		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect size <sup>c</sup>
First-Year	LAC	50.2	56.7	***	-.50	60.6	***	-.84
	ACL	38.9	48.0	***	-.54	52.1	***	-.75
	SFI	29.0	39.3	***	-.54	43.7	***	-.69
	EEE	25.8	30.5	***	-.35	33.7	***	-.57
	SCE	62.7	67.4	***	-.25	71.2	***	-.47
Senior	LAC	58.5	60.5	**	-.14	64.1	***	-.42
	ACL	55.3	56.2		-.05	60.1	***	-.27
	SFI	47.3	49.4	*	-.09	56.0	***	-.38
	EEE	44.5	46.7	**	-.12	55.3	***	-.65
	SCE	62.9	64.9	*	-.10	68.7	***	-.31



Legend

- SUNY Oneonta
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2011 institutions on a particular benchmark.



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

<sup>a</sup> Weighted by gender and enroll. status (and by inst. size for comp. groups).

<sup>b</sup> \* p < .05 \*\* p < .01 \*\*\* p < .001 (2-tailed).

<sup>c</sup> Mean diff. divided by the pooled standard dev.

**First-Year Students**

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
				5th	25th	50th	75th	95th				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
SUNY Oneonta (N = 281)	50.2	12.5	.7	27	42	50	58	71				
Mid East Public	53.5	13.1	.1	32	45	54	63	74	18,060	-3.3	.000	-.25
Carnegie Class	53.1	13.4	.2	31	44	53	62	75	5,746	-2.9	.000	-.21
NSSE 2011	53.7	13.3	.0	32	45	54	63	75	200,601	-3.5	.000	-.26
Top 50%	56.7	12.9	.0	35	48	57	66	77	73,495	-6.5	.000	-.50
Top 10%	60.6	12.4	.1	40	52	61	69	80	11,169	-10.4	.000	-.84
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
SUNY Oneonta (N = 317)	38.9	14.4	.8	19	29	38	48	67				
Mid East Public	42.1	16.7	.1	19	29	39	52	71	331	-3.2	.000	-.19
Carnegie Class	44.7	16.9	.2	19	33	43	56	76	366	-5.8	.000	-.35
NSSE 2011	43.2	16.9	.0	19	33	43	52	71	318	-4.3	.000	-.25
Top 50%	48.0	16.8	.1	24	38	48	57	76	321	-9.1	.000	-.54
Top 10%	52.1	17.9	.2	24	38	52	62	83	343	-13.3	.000	-.75
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
SUNY Oneonta (N = 286)	29.0	16.8	1.0	6	17	28	39	61				
Mid East Public	33.9	18.8	.1	11	22	33	44	72	18,242	-4.9	.000	-.26
Carnegie Class	36.6	19.0	.3	11	22	33	47	72	323	-7.6	.000	-.40
NSSE 2011	34.4	18.6	.0	11	22	33	44	72	202,933	-5.5	.000	-.29
Top 50%	39.3	19.3	.1	11	27	39	50	78	289	-10.4	.000	-.54
Top 10%	43.7	21.3	.2	11	28	40	56	83	313	-14.7	.000	-.69
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
SUNY Oneonta (N = 275)	25.8	12.0	.7	7	18	24	33	47				
Mid East Public	27.5	13.5	.1	8	18	26	36	51	285	-1.7	.021	-.13
Carnegie Class	27.2	13.6	.2	8	17	25	35	51	311	-1.3	.078	-.10
NSSE 2011	27.8	13.5	.0	8	18	26	36	51	275	-1.9	.008	-.14
Top 50%	30.5	13.3	.0	11	21	29	39	53	276	-4.7	.000	-.35
Top 10%	33.7	13.9	.1	12	24	33	43	57	288	-7.9	.000	-.57
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
SUNY Oneonta (N = 262)	62.7	17.8	1.1	33	50	64	75	92				
Mid East Public	61.2	18.7	.1	31	50	61	75	92	17,241	1.5	.193	.08
Carnegie Class	63.9	18.6	.3	33	53	64	78	94	5,477	-1.2	.328	-.06
NSSE 2011	62.7	19.0	.0	31	50	64	75	94	190,495	0	.999	.00
Top 50%	67.4	18.4	.1	36	56	69	81	97	60,894	-4.6	.000	-.25
Top 10%	71.2	18.0	.2	39	58	72	83	100	11,156	-8.5	.000	-.47

## Appendix 6.1: General Education Assessment Schedule

### **2009-10 and 2012-13**

- Mathematics (M2)
- Natural Science (N2/NL2)
- Social Science (S2)
- Information Management (IM)

### **2010-11 and 2013-14**

- The Arts (AA2)
- Basic Communication (BC2)
- Humanities (AH2)
- Oral Communication Skills (OS2)
- Written Communication Skills (WS2)

### **2011-12 and 2014-15**

- American History (HA2)
- Foreign Language (FL2)
- Other World Civilizations (HO2)
- Western Civilization (HW2)
- Critical Thinking (CT)

Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
	HO2	POLS	HO21	40				
	HO2	ALS	HO21	8	12.5	25	12.5	12.5
	HO2	ALS/POLS	HO21	16	25	17.5	43.75	18.75

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2012	HW2	HIST	HW21	31	29	52	16	3
			HW22	31	10	26	58	6
	HW2	HIST	HW21	40	8	27	3	2
			HW22	40	4	31	3	2
	HW2	HIST	HW21	44	10	60	30	5
			HW22	44	5	67	23	5
	HW2	HIST	HW21	43	94	4	2	0
			HW22	43	94	2	4	0
	HW2	POLS	HW21	20	5	35	25	35
			HW22	20	40	10	20	30

Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Fall 2009	S2	PSYC	S21	53	38	34	21	7
			S22	53	11	53	11	25
Fall 2009	S2	HECO	S21	34	76	17	0	6
			S22	34	63	30	2	5
Fall 2009	S2	EPSY	S21	30	97	0	0	3
			S22	30	83	17	0	0
Spring 2010	S2	ECON	S21	48	31	35	19	15
			S22	48	33	38	23	6
Spring 2010	S2	PSYC	S21	55	56	44	0	0
			S22	55	56	44	0	0
Spring 2010	S2	ECON	S21	38	21	34	29	16
			S22	38	42	18	32	8
Spring 2010	S2	EPSY	S21	20	35	45	10	10
			S22	20	50	35	5	10
Fall 2009	S2	ANTH	S21	25	64	24	4	8
			S22	25	72	20	8	0
Spring 2010	S2	POLS	S21	45	58	31	0	11
			S22	45	58	31	0	11
Spring 2010	S2	POLS	S21	52	62	33	2	3
			S22	52	62	33	2	3
Fall 2009	S2	ANTH	S21	42	79	19	2	0
			S22	42	79	19	2	0
Fall 2009	S2	GEOG	S21	N/R	50	29	16	5
			S22	N/R	50	29	16	5
Fall 2009	S2	POLS	S21	39	69	21	0	10
			S22	39	28	28	26	18
Spring 2010	N2/NL2	PHYS	N2/NL21	21	90	10	0	0
			N2/NL22	21	90	10	0	0
Spring 2010	N2/NL2	BIOL	N2/NL21	27	61	24	10	5
			N2/NL22	27	53	23	10	14
Spring 2010	N2/NL2	ANTH	N2/NL21	99	59	24	12	5
			N2/NL22	99	59	24	12	5
Fall 2009	N2/NL2	METR	N2/NL21	23	44	44	12	0
			N2/NL22	23	70	26	4	0
Spring 2010	N2/NL2	BIOL	N2/NL21	26	96	4	0	0
			N2/NL22	26	96	4	0	0

Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2011	AA2	THTR	AA21	8	100	0	0	0
Spring 2011	AA2	THTR	AA21	15	?	?	?	?
Spring 2011	AA2	MUSIC	AA21	55	40	50	8	2
Fall 2011	AA2	THTR	AA21	62	69	20	3	8
Fall 2011	AA2	ARTS	AA21	18	89	5.5		5.5

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2011	AH2	ALIT	AH21	10	?	?	?	?
Spring 2011	AH2	ALS	AH21	?	?	?	?	?
Spring 2011	AH2	ANTH	AH21	37	83	14	3	0
Spring 2011	AH2	LITR	AH21	34	24	44	20	12
Spring 2011	AH2	PHIL	AH21	27	11.1	29.62	59.25	0

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2011	BC2	COMP	BC21	26	46	35	4	15
			BS22	26	15	54	19	12
			BC23	26	46	27	12	15
Spring 2011	BC2	COMP	BC21	25	28	32	40	0
			BC22	25	52	32	16	0
			BC23	25	36	44	20	0
Spring 2011	BC2	COMP	BC21	23	37	50	13	0
			BC22	23	40	48	12	0
			BC23	23	30.5	56.5	11	2
Spring 2011	BC2	COMP	BC21	25	44	24	24	8
			BC22	25	65	35	0	0
			BC23	25	52	48	0	0
Spring 2011	BC2	COMP	BC21	10	51.66	23.33	10	15
			BC22	10	60	13.33	10	16.66
			BC23	10	50	22.5	10	17.5



Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2011	BC2	COMP	BC21	26	50	40	5	5
			BC22	26	30	50	15	5
			BC23	26	55	35	8	2
Spring 2011	BC2	COMP	BC21	25	24	76	0	0
			BC22	25	16	72	12	0
			BC23	25	20	72	8	0
Spring 2011	BC2	COMP	BC21	20	65	16.67	3.33	15
			BC22	20	58.33	21.67	1.67	18.33
			BC23	20	58.75	17.5	3.75	20
Spring 2011	BC2	COMP	BC21	14	36	57	7	0
			BC22	14	21	79	0	0
			BC23	14	36	57	7	0
Spring 2011	BC2	COMP	BC21	23	20	60	15	5
			BC22	23	20	40	30	10
			BC23	23	30	40	20	10
Spring 2011	BC2	COMP	BC21	23	78	17	5	0
			BC22	23	70	26	4	0
			BC23	23	65	26	8	0
Spring 2011	BC2	COMP	BC21	25	20	32	36	12
			BC22	25	32	52	8	8
			BC23	25	40	20	20	20
Spring 2011	BC2	COMP	BC21	24	29	50	20.8	0
			BC22	24	62	37	1	0
			BC23	24	33	33	17	17
<b>Semester/Year</b>	<b>Attribute</b>	<b>Dept.</b>	<b>Outcome</b>	<b># of Students</b>	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Not Meeting</b>
Spring 2011	OS2	COMM	OS21	24	34	48	18	0
Spring 2011	OS2	COMM	OS21	23	88	12	0	0
Spring 2011	OS2	COMM	OS21	24	92	8	0	0
Spring 2011	OS2	COMM	OS21	21	50	40	10	0
Spring 2011	OS2	COMM	OS21	24	46	44	10	0

Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2011	WS2	COMP	WS21	25	24	56	12	8
Spring 2011	WS2	EDUC	WS21	22	95	0	5	0
Spring 2011	WS2	COMP	WS21	25	20	80	0	0
Spring 2011	WS2	EDUC	WS21	24	86	14	0	0
Spring 2011	WS2	ENVS	WS21	12	33	42	17	8
Spring 2011	WS2	GEOL	WS21	47	53.2	29.8	12.8	4.3
Spring 2011	WS2	MCOM	WS21	19	15.7	73.7	5.3	5.3
Spring 2011	WS2	METR	WS21	23	61	22	13	4
Spring 2011	WS2	MGMT	WS21	28	21	50	25	4
Spring 2011	WS2	PHIL	WS21	28	39	29	27	5
Spring 2011	WS2	PHIL	WS21	17	24	46	29	0
Spring 2011	WS2	SOCL	WS21	9	33	66	0	0
Spring 2011	WS2	COMP	WS21	5	0	100	0	0
Spring 2011	WS2	PSYC	WS21	21	24	43	33	0

Appendix 6.2: General Education Assessment Results 2009 - 2012

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2012	FL2	Foreign Lang	FL21	3/1 auditor	75	25/auditor	0	0
			FL22	3/1 auditor	75	25/auditor	0	0
	FL2	Foreign Lang	FL21	16	12.5	56.25	18.75	12.5
			FL22	16	18.75	62.5	18.75	0
	FL2	Foreign Lang	FL21	18	50	27.77	16.67	5.55
			FL22	18	33.33	27.78	38.89	0

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2012	HA2	HIST	HA21		20	36	28	17
			HA22		20	36	28	17
			HA23		32	38	25	5
	HA2	HIST	HA21	31	80.6	12.9	3.25	3.25
			HA22	31	80.6	12.9	3.25	3.25
			HA23	31	80.6	12.9	3.25	3.25
	HA2	HIST	HA21	45	16	81	3	0
			HA22	45	16	81	3	0
			HA23	45	16	81	3	0
	HA2	HIST	HA21	46	67	19	13	0
			HA22	46	41	30	15	13
			HA23	46	59	22	17	2
	HA2	HIST	HA21	47	44	44	7	5
			HA22	47	44	44	7	5
			HA23	47	44	44	7	5

Semester/Year	Attribute	Dept.	Outcome	# of Students	Exceeding	Meeting	Approaching	Not Meeting
Spring 2012	H02	HIST	HO21	21	20	40	40	0
	H02	ALS	HO21	33	64	30	0.03	0.03
	H02	HIST	HO21	25				
	H02	WLIT	HO21	46	40.2	44.55	13.02	2.17
	H02	ALS	HO21	23	9	66	10	10
	H02	ALS	HO21	31	25.8	51.2	9.6	12.8

## Appendix 6.3: SUNY Oneonta General Education Assessment Plan

### **Introduction and Background**

From 2002 through 2010, SUNY Oneonta participated fully in the SUNY System's general education assessment process, as guided and overseen by the SUNY-wide General Education Assessment Review Group (GEAR). In fact, until 2010 SUNY Oneonta far exceeded GEAR's assessment requirements, being one of only a few institutions that on an annual basis assessed all ten Knowledge and Skill areas and two Competencies making up the SUNY General Education Requirement.

The following listing summarizes the history of SUNY Oneonta's general education assessment plan and revisions to it:

- Development of original plan and approval by GEAR in 2002
- Decision in 2005 to use the SUNY rubrics to assess Critical Thinking [Reasoning], Mathematics, and Basic Communication [Written], based on new requirements introduced by SUNY's Strengthened Campus-Based Assessment (SCBA) initiative
- Substitution of the Collegiate Learning Assessment (CLA) in 2008 for the SUNY rubrics in the assessment of Critical Thinking [Reasoning]
- Changes as recommended by the College's General Education Assessment Committee (GEAC) to the assessment schedule for the SUNY general education outcomes in 2010 so that each attribute area need only be assessed once every three years
- Changes as recommended by GEAC to the assessment planning/reporting form in 2010-11 intended to assure the assessment process was more "faculty owned" and likely to lead to improvements in courses and instruction
- Recommendation by GEAC that the CLA be used in 2011-12 to assess Critical Thinking [Reasoning]

SUNY Oneonta's College Senate reviewed and approved the campus' original general education assessment plan as well as the revisions made to the plan. With its formation in Spring 2010, GEAC is the campus body responsible for overseeing the general education assessment process.

In March 2010, the SUNY Board of Trustees passed a resolution on student learning outcomes assessment that replaced all earlier such resolutions and essentially ended the SUNY Assessment Initiative that was implemented in 2001. Specific outcomes of this action included the dissolution of GEAR. While the resolution made it clear that institutions were expected to continue assessing student learning in both general education and academic programs in ways that "meet or exceed" the requirements of the Middle States Commission on Higher Education and appropriate programmatic accreditation bodies, specific SUNY-based requirements related to the form of general education assessment were eliminated, with one exception: The focus of general education assessment must remain the student learning outcomes that make up the SUNY General Education Requirement (GER).

As a result of the March 2010 Board of Trustees resolution and, specifically, the dissolution of GEAR, SUNY campuses have considerably more autonomy to determine the structure and content of their general education assessment plans. GEAC has carefully reviewed the College's existing plan and has a number of revisions to recommend, in order to assure that SUNY Oneonta continues to meet Middle States assessment standards and that the assessment of student learning remains a faculty-driven process. These revisions are described below, organized using the "good practice" evaluative criteria developed by GEAR and following the format of the campus' earlier general education assessment plans.

**1. The objectives for student learning in General Education relate directly to the student learning outcomes defined in the *Implementation Guidelines* of the Provost's Advisory Task Force on General Education.**

GEAC has no changes to recommend with respect to this criterion. The College's *Undergraduate Catalog* and website provide a clear statement of SUNY General Education student learning outcomes and demonstrate how these outcomes map to SUNY Oneonta's undergraduate degree requirements. Every general education course has a detailed syllabus with stated goals and objectives of expected student learning (knowledge, skills, and competencies).

**2. Programmatic activities intended to accomplish the campus' objectives for student learning in General Education are described.**

GEAC has no changes to recommend with respect to this criterion. Procedures for having courses added to and deleted from the SUNY GER are well publicized to faculty. Throughout the academic year, the College submits additions and deletions to SUNY System Administration in the course listing for the SUNY GER for SUNY approval.

**3. The measures developed to assess student learning are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the objectives.**

- The measures directly measure student learning and have reasonable face validity.

GEAC has no changes to recommend in this regard at this time. SUNY Oneonta relies heavily on a course-embedded approach to general education assessment, with individual faculty extensively involved in the choice of measures administered to students as part of the students' course enrollment. The only exception involves Critical Thinking, which since 2008-09 has been assessed outside the classroom context using the Collegiate Learning Assessment (CLA). In addition, at present the College's General Education Assessment Committee (GEAC) is considering the possibility of assessing Information Management outside the context of the classroom and will make a recommendation in this regard to the College Senate during the 2011-12 academic year.

- The measures are reliable, particularly with respect to inter-observer reliability.

GEAC recommends that faculty members using non-objective assessment measures be encouraged to have scoring rubrics in place for evaluating student performance on those measures and provide those rubrics when they submit their assessment plans/reports. In addition, whenever possible faculty should have a subset of student artifacts evaluated by a second reviewer. When such an arrangement is not possible, faculty should share their scoring rubrics with other faculty teaching in the department for the purpose of review and discussion.

- The plan includes appropriate externally referenced measures for the learning outcomes in Mathematics, Basic Communication [Written] and Critical Thinking [Reasoning].

Based on input from the Mathematics and English departments, which are responsible for the Mathematics and Basic Communication [Written] learning outcomes, respectively. GEAC

recommends that both departments continue to use the SUNY rubrics that were developed as part of now-defunct Strengthened Campus-Based Assessment (SCBA).

With respect to Critical Thinking [Reasoning], GEAC recommended in Spring 2011 to the College Senate that the College administer the Collegiate Learning Assessment (CLA) during the 2011-12 academic year. This recommendation was based on the fact that it would be useful to examine similarities and differences between students' performance on the CLA from its last administration in 2008-09. In addition, because the College participates in the nationwide Voluntary System of Accountability (VSA) initiative, it is obligated to administer a standardized test such as the CLA every three years. Using the CLA as a measure of Critical Thinking [Reasoning] for the general education program therefore serves two very different purposes. GEAC also recommended that the 2011-12 results be reviewed very carefully and presented to the campus for discussion. At that point, GEAC will make a recommendation regarding the CLA's continued use for the purpose of assessing Critical Thinking [Reasoning]. The College Senate approved these recommendations in Spring 2011.

- The data to be collected will be representative.

GEAC has no changes to recommend in this regard. At present, sampling for general education assessment is overseen by the Office of Institutional Assessment & Effectiveness (OIAE). For each student learning outcome area other than Critical Thinking [Reasoning], SUNY Oneonta assesses approximately 20% of the students enrolled in courses for that area, with course sections selected randomly by OIAE. For Critical Thinking [Reasoning], the College must comply with rigorous sampling procedures in the selection of student participants that are a condition of participation in the CLA. These procedures help assure comparability between students who participate in the CLA and the rest of the student body.

- The plan includes, if the campus opts to use a value-added approach, an adequate description of when measures will be administered and how problems common to pre-and post-testing will be addressed.

GEAC has no changes to recommend with respect to this criterion. At present, SUNY Oneonta does not utilize a value-added methodology for assessing any of the student learning outcome areas except for Critical Thinking [Reasoning]. The CLA is a value-added instrument which compares first-year and graduating student cohorts, which avoids problems associated with pre-and post-testing.

**4. The plan proposes standards to which student performance relative to the learning outcomes in the objectives can be compared.**

GEAC recommends no changes with respect to this criterion. Consistent with the course-embedded nature of SUNY Oneonta's assessment process and recognizing the importance of faculty participation in this process, individual faculty members determine on an *a priori* basis for their assessment measures what constitutes exceeding, meeting, approaching, and not meeting standards. Subsequent to the assessment, they report these figures back to OIAE, which monitors the process and has responsibility for compiling and aggregating the assessment data each year and preparing an overall report organized by student learning outcome area.

- 5. The anticipated results of the assessment are able to affirm the degree to which the learning objectives have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning.**

GEAC recommends no changes with respect to this criterion. By having *a priori* standards in place, faculty members can determine upon grading the assessment artifacts the extent to which students in their course have (or have not) met expectations. In addition, as described above, OIAE receives this information, compiles and aggregates it, and provides an overall report to GEAC and to faculty teaching in the specific student learning outcome areas.

- 6. The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures.**

GEAC recommends no changes with respect to this criterion. SUNY Oneonta's College Senate must approve any substantive changes in general education assessment, and approved the institution's original General Education Assessment Plan and the use of the CLA to assess Critical Thinking [Reasoning].

- 7. The plan describes a reasonable schedule for assessing all general education outcomes.**

GEAC recommends no changes with respect to this criterion. As recommended by GEAC and approved by the College Senate during the 2009-10 academic year, SUNY Oneonta assesses a third of its general education student learning outcomes each year, so that every three years the College completes a full round of general education assessment.

- 8. The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community.**

GEAC recommends no changes with respect to this criterion. GEAC has institutional responsibility for monitoring the general education assessment process and recommending changes as appropriate to the College Senate. In the past two years, examples of improvements to the process include implementation of a more reasonable assessment schedule, the development and utilization of assessment planning/reporting forms that place emphasis on the use of assessment results to improve courses and instruction, and the continued use of the CLA to assess Critical Thinking [Reasoning].

As described above, each year OIAE compiles and aggregates all general education assessment data from the previous year. In October, as part of the College's "Life of the Mind" event, GEAC sponsors roundtables devoted to the different general education outcome areas that were assessed in the preceding year, and invites all faculty who taught in those areas to attend the roundtables and discuss the assessment results as well as the assessment process more generally. In addition to receiving their own assessment results prior to the "Life of the Mind" event, faculty also are given an overall summary of assessment data (without information linking these results to specific faculty members/courses) at that event for discussion purposes. They can also compare their own results with those obtained by other faculty members.

It should also be noted that individual programs hold "closing the loop" sessions using general education assessment data. In particular, for student learning outcome areas that for the most part reside in a single academic department (e.g., English, Mathematics, History), there has been ongoing attention to "closing the loop." As one example, following completion of the BC2



assessment for 2009-10, the English Department Assessment Committee led a discussion of the results of the assessment and decided that the COMP 100 classes needed to be more consistent in their approach to writing. After several discussions, it was determined that the course should focus more concretely on argumentative writing, with at least one paper having a research component (as required by the attribute). After this decision was made, the English Department Instruction Committee created a new handbook for COMP 100 instructors as well as a means of assessing the course by collecting 3 portfolios from each instructor that represent students in the A or B range, the C range, and the D or E range. This new assessment to COMP 100 was implemented Fall 2011.

# Appendix 7.1: Distance Learning Policy

## **Distance Learning Policy Effective Spring 2010**

### **Definitions**

Distance learning is defined as instruction between a teacher and students when they are separated by physical distance and communication is accomplished by one or more technological media (American Association of University Professors, 2007; Oregon Network for Education, 2000).

Distance learning programs are degree, certificate, and minor programs in which course work in the program is available to students in technologically-based formats.

Distance learning courses are classes, taught for credit or otherwise, required for a program in which students are separated, in the majority or entirety of the course, by time and/or space from the instructor and/or the campus from which the course originates. Modes of instruction and communication are by technological means, now known or hereafter developed. The policies and procedures outlined here will apply regardless of the format or method of distance learning.

The role of distance learning at the State University of New York – College at Oneonta is one that is connected to the mission of the College, and involves providing access to quality educational opportunities that extend beyond traditional offerings. Distance learning (DL) courses are to be directed to special populations. The predominant use of DL courses has been for our own students in the summer to allow them to complete general education requirements or, in a few cases, courses that enroll heavily during the year. Courses offered during the year should be for cohorts of students who will find it difficult or impossible to attend on campus. (An example is graduate courses.)

*Distance learning courses and programs should not reduce students' access to on-campus programs or faculty.* The use of distance learning technology should be to enhance students' access to campus programs.

### **Institutional Governance & Policy Review**

Any changes to this policy may be recommended to the administration by the College Senate. This policy, and any subsequent amendments, will be published and distributed to all concerned at the College (e.g., inclusion in the Faculty Handbook).

A comprehensive review of the distance learning policy and process should be conducted on a regular basis by the College Senate. An important component of the review process should involve policy planning, which includes anticipation of upcoming needs of students and faculty, as well as consideration of growth and development issues (e.g., how to mediate growth).

### **Application & Purpose**

Distance learning must adhere to existing policies of the State Education Department, Board of Trustees of the State University of New York and the College at Oneonta as well as conform to any negotiated agreements. The same academic standards for quality and other requirements for traditional courses apply to distance education as well. As an

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instructional activity, faculty and academic departments maintain primary responsibility for determining the policies and practices of the College with respect to distance learning. It is further affirmed that faculty and academic departments retain the primary role in the development, provision, and control of distance learning courses and programs.

Consistent with the College's Comprehensive Plan, the primary purposes of distance learning options and the development of guidelines in this document are:

1) *Academic quality* – Institutional support of distance learning options works towards the particular goal of promoting “*an environment that encourages exploration of new and existing technologies to enhance teaching, learning, and research*” (SUNY-Oneonta, 2006). This document makes clear the extension of educational quality standards to distance learning.

2) *Quality of Campus Life* – although distance learning options involve separation by time and/or space from the instructor and/or campus, such endeavors extend the resources of the College to create a supportive teaching and learning environment on the campus and off, especially in

pursuit of the goal of continuing “to provide faculty, students, and staff access to contemporary technology and effective training opportunities in the applications of technology” (SUNY Oneonta, 2006). This document works to ensure that all parties involved have those resources available to them.

Though the technologies used to deliver distance education may change frequently, these applications, goals, and responsibilities remain, and this document will continue to provide general guidance on various issues involved in the offering of distance learning courses.

### **Accreditation and Program Approval Issues**

All programs must comply with SED Guidelines pertaining to program registration. For example, any programs in which more than 50% of coursework is offered online must seek SED approval.

Directors of accredited programs are expected to ensure that quality assurance requirements of accrediting agencies' standards are met. This includes mission appropriateness, resource commitment, assessment, learning outcomes, and matters of course equivalency.

### **Course Design & Development**

The instructional design of the course is the responsibility of the faculty member. In general, faculty should use institutionally supported technologies for developing and delivering distance learning courses. Resources are available on campus for faculty who

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seek guidance in developing distance learning courses. Faculty who are developing their first distance learning course must contact the Information Technology Help Desk, who will connect the instructor with the appropriate academic technology support personnel.

A distance learning course will follow existing prerequisites restrictions and procedures for pre-enrollment and enrollment. Because distance learning media vary in delivery and technical sophistication and because students must assume much greater independent responsibility, special restrictions such as technical skills, equipment, cohort requirements, and other expectations could be required as conditions of enrollment in a course or programs. These requirements should be clearly communicated to prospective students.

### **Training**

Any faculty member teaching a distance learning course must have completed College-approved training prior to offering the course. Consult your academic dean for further information

### **Course Approval & Implementation**

All courses to be offered in a DL format must be submitted through the existing College course approval process.

Effective Spring 2010 – any existing course in which at least one section will be offered in a DL format requires a course change approval form to be submitted to the department chair and then to the academic dean for approval. Any new course in which at least one section will be offered in a DL format requires a New Course Proposal Form, indicating all methods of course delivery.

Academic departments will engage in due diligence to determine resource requirements of a DL course in advance of submitting course approval or course change forms. To ensure sufficient technology hardware, software, and support, the academic dean will communicate the needs of approved DL courses to the campus sources of technical support for DL. The original course approval or course change form should detail these needs.

The offering of distance learning courses will correspond with the Academic Calendar in all respects including beginning and ending dates, final examination schedule, submission deadline for final grades and other existing policies. Exceptions must be approved by the department chair and academic dean and communicated by the dean to the College Registrar (fall and spring terms) or Associate Provost for Academic Support (winter and summer terms).

When submitting schedules to the Registrar or to Summer Sessions, departments must clearly indicate which courses will be delivered in a distance learning format.

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### **Assessment**

Distance learning courses are expected to produce the same learning outcomes as comparable classroom-based courses. These learning outcomes are clearly identified in terms of knowledge, skills, or credentials in course and program materials. The means chosen for assessing student learning are appropriate to the content, learning design, technologies and characteristics of the learners.

### **Teaching Appointments**

Teaching distance learning courses will be considered in a manner equivalent to traditional courses in the processes of reappointment, promotion, tenure, and discretionary salary decisions.

### **Workload & Compensation**

It is required that a course be fully developed before being implemented. Based on the exceptional involvement in preparation required for distance learning course development, this may be appropriate justification for a course load reduction, per policy in the College Faculty Handbook. Therefore, faculty members teaching a distance learning course for the first time may be provided a course load reduction to properly develop the course. If a course load reduction is not available, the instructor can alternatively be financially compensated for an overload or through a technology grant or fellowship.

### **Office Hours/Faculty Presence**

A faculty member teaching a distance learning course shall conduct the normally expected total number of office hours. Faculty presence is an integral component of quality instruction, as well as a leading indicator of student satisfaction. Faculty will make clear to students the days or times that students can expect that the instructor will be active or present in the course.

### **Intellectual Property & Copyright**

Regarding intellectual property and copyright for distance learning course materials, the definitions, guidelines, and policies of the Board of Trustees of the State University of New York shall be followed.

The College policies applicable to faculty-authored materials in traditional classroom instruction should apply equally to distance learning formats. These policies include: a) Faculty ownership of scholarly/aesthetic works, including lecture, course handouts and syllabi and b) Faculty control of methods of presentation and selection of course materials.

Faculty members are cautioned to comply with all copyright regulations in developing materials to be published in any DL format or delivery mode.

Distance learning courses will be archived in electronic format for at least one year following their completion. Faculty can request access to these archived formats (for

## Appendix 7.1: Distance Learning Policy

courses for which the faculty member is the instructor of record) at anytime through the Information Technology Help Desk.

SED, SUNY and College policies governing record keeping and access to the archives of courses apply to the digital archives of courses.

Faculty members should be involved in the oversight of distance education courses to the same extent as in other courses with regard to factors such as course development and approval, selection of qualified faculty to teach, pedagogical recommendation about appropriate class size, and oversight of final course offerings by the appropriate faculty, department, and dean to ensure conformity with previously established procedures and policies of course quality and relevance to programs.

### **Protection of Course Materials**

Course materials for DL courses are subject to the State Education Department, SUNY, and College's record keeping and review policies. The College will not use instructors' DL materials for subsequent or derivative uses.

### **Course Completion**

Existing College policies concerning deadlines for course completion, submitting grades, and incompletes shall apply to distance learning courses.

### **Evaluation**

DL courses will be evaluated using a College-approved form that includes questions that are appropriate to the delivery modality.

### **Student Issues & Services**

Services for students taking distance learning courses will be provided according to the policies and procedures of the offices and facilities providing those services. These services include, but are not limited to, academic advisement, bookstore, disability services, enrollment/registration, financial aid, library, technical help, and tutoring. Faculty are required to apprise students of available services. It is expected that personnel in these services will make appropriate and reasonable efforts, within the limits of available staff and resources to accommodate distance learning students as is done for on-campus students.

### **Academic Integrity**

Students are expected to comply with current College policy on Academic Integrity. Faculty are encouraged to familiarize their students with the policy and the concept of academic integrity.

### **Training**

It is important to ensure that students understand how the course interface works so that the technology does not present students with unnecessary barriers to learning. Therefore, instructors teaching distance learning courses should provide their students with an orientation, either in person or through the distance learning format, to the particular interface being used.

## Appendix 7.1: Distance Learning Policy

### **Transfer Credit**

For current students, credits from distance learning courses transferring into an Oneonta degree program are subject to prior-approval by the department chair or associate dean of the program and administered by the Academic Advisement Center.

Receipt of DL transfer credits from other institutions will be judged for acceptance according to existing policies pertaining to transfer courses and credits.

### **Institutional Support for Technology**

It is important that the institution demonstrates a commitment to ongoing technical support for both faculty and students. It is expected that the institution will work to maintain technical and service reliability, to keep pace with technological and pedagogical advancements, to provide timely notification of such changes, and to continue to provide various means of support as technology and learning modes change.

### **Technical Support**

SUNY Oneonta is responsible for the technological delivery of distance learning courses. This support is considered part of the usual and customary equipment and resources available to support all faculty teaching. This includes ensuring, as part of the course change or new course approval process, that:

Distance learning courses should not drain campus resources and not deter students from coming to campus.

Basic and necessary technology and equipment are identified and in place to develop and teach distance learning courses, from instructor's assigned workspace.

Resources for distance learning represent the current state-of-the-art technology available, contingent upon available funding.

The College provides appropriate and timely training and technical support for faculty members.

Continued technical and curricular training courses for potential users will be available as new technologies become available.

The College will provide appropriate forms of assistance and support personnel to faculty members to develop distance learning courses.

*Recommended by the Policy on Distance Learning and approved by the College Senate, January 2009. Approved with revisions by the Council of Deans, June 2009. Approved by the President, October, 2009.*



## Appendix 8.1: IAC Checklist/Comment Sheet for Revised Assessment Plans

Unit Name: \_\_\_\_\_

Scoring Guide: 1=Meets Guidelines; 2=Developing; 3=Undeveloped; N/A=Not Applicable

Item from Guidelines	Score	Comments
<b>I. Action Plan from Previous Year</b>		
Actual outcomes provided for all expected outcomes		
Quality of reported outcomes		
[General Section Score; Other reviewer comments]		
<b>II. Closing the Loop on Previous Year Action Plan</b>		
Assessment feeds directly back to unit objectives and activities		
Revision or elimination of objectives considered		
Conclusions made based on comparisons of expected and actual outcomes		
Recommendations for change made and/or carry-over of objectives based on conclusions		
Relationship of resources and outcomes assessed		
Identify new outcome measures, as appropriate, for next round		
[General Section Score; Other reviewer comments]		

Item from Guidelines	Score	Comments
<b>III. Action Plan for Upcoming Year</b>		
Good assessment methods identified		
Specific expected outcome and process measures linked to each objective		
Attitudinal measures (e.g. satisfaction) for internal and external constituents used (as appropriate)		
Timeline established		
Staff assigned for implementation		
Comparisons made to similar units, certifications or related organizations (if applicable)		
SUNY-wide measures included (if applicable)		
[General Section Score; Other reviewer comments]		

**IAC Summary Recommendation**

1. Plan can be implemented meaningfully as is, with no substantial revisions recommended.
2. Plan would yield useful information but revisions are recommended.
3. Plan in its present form would yield minimal information, and substantial revisions are recommended.

## Appendix 8.2: APAC Checklist for Reviewing Program Assessment Reports

### Comment Sheet

Program: \_\_\_\_\_

Scoring: 3 = meets expectations

2 = approaches expectations: no resubmission needed. Approval recommended after addressing suggested changes

1 = does not meet expectations: resubmission required

Item from APAC Guidelines for Programmatic Assessment	Score	Comments from APAC
<b>Context</b>		
The report includes a summary of the plan, including a list of all SLOs along with the timetable for when each SLO is to be assessed. The report shows how APAC feedback, if any, has been used and notes any changes that have been made in the plan from its original completion to the current time.		
<b>Current Year Reporting</b>		
The report notes how each SLO is measured—within a course or courses, or using an external measure—and describes how the specific assignments, items within assignments, or other measures are used.		
The performance criteria are clearly defined. For example, definitions are given for terms such as “exceeding expectations,” “meeting expectations,” and “approaching expectations,” using language that allows a reader unfamiliar with the discipline to understand the expectations for acceptable performance.		
The summary chart provided is complete and includes the total number of students evaluated. The accompanying narrative notes trends or variations in performance as applicable.		
Data is of sufficient quality and comparability to allow for meaningful discussion of results.		
Results are measured against external benchmarks, if appropriate.		

Item from APAC Guidelines for Programmatic Assessment	Score	Comments from APAC
Student perceptions—based on interview or survey results—are discussed if used.		
Evidence is provided that data were used to inform reflection on the program, including discussion(s) by faculty. “Next steps” are noted. Evidence might include influence on curricular decisions, program design, or budget requests. Language must clearly indicate where decisions were influenced by data (even if no change occurred).		
<b>Overall Evaluation</b>		