

**Campus Response - Mission Review II**  
**SUNY Cortland**  
**November 2004**

**Campus Role/Distinctiveness**

1. ***Based on the current MOU, in no more than a paragraph or two, update the central and distinctive elements of your campus mission and your institutional aspirations. Please be sure to highlight outstanding programs and/or initiatives/services that play an important role in defining the institution, and expand the description of your unique role within SUNY.***

SUNY Cortland's current Mission Statement includes the following elements as central to its mission: Strength in teacher education; high-quality programs in the arts, humanities, and sciences; excellence in teaching, scholarship, and service to the community; commitment to international education; and, producing good citizens with a strong social conscience who seek to "make a difference" in the world. The College also offers nationally recognized majors in physical education and recreation and leisure studies, and has achieved national prominence in Division III athletics, with an emphasis as appropriate on the scholar-athlete. At present the College fields 25 intercollegiate athletic teams, with more than 725 students as active participants. An additional distinct feature is SUNY Cortland's commitment to and reputation in outdoor education, enhanced by its three field campuses, including the historic Huntington Outdoor Education Center at Raquette Lake in the Adirondacks. The College is pleased to report that the Huntington Outdoor Education Center has just been registered as a national historic landmark.

Designated by the State University as a comprehensive college of arts and sciences, SUNY Cortland consists of three schools: Arts and Sciences; Education (formed in Summer 2003); and, Professional Studies. The School of Arts and Sciences has evidenced significant advances in the past four years in programs and enrollment, due in large part to the acquisition of a \$1.75 million Title III grant. This grant also brought about the infusion of new pedagogies across all three schools, including learning communities and the use of new technology. Even more recently, the College has strongly stressed service learning in its curricular programs, with a focus on civic engagement, as it has played an active role in the American Democracy Project. There have also been concerted efforts made in the establishment of relationships with international universities, including Anadolu University in Turkey and the University of Omsk in Russia. Much of this activity has taken place in the context of SUNY-wide efforts to strengthen associations with colleges and universities abroad.

2. ***What institutions, in terms of overall characteristics, do you regard as your current and aspirational peers (see Appendix C-1)? In updating/developing your list of peers, we ask that you emphasize extra-SUNY (i.e., national) peers and describe the methodology and criteria you used to identify your peers.***

Current peer institutions are much the same as was the case during Mission Review I, and include the university colleges at Brockport, Oneonta, and Oswego; University of Idaho, University of Western Kentucky, Florida State University and several colleges within the Pennsylvania State system (East Stroudsburg, California, Edinboro, Millersville, and Shippensburg Colleges.) Of these institutions, the following appear on the peer institution listing provided by System Administration for Mission Review II: East Stroudsburg, California, Edinboro, and Millersville in the Pennsylvania State system.

According to additional information provided by System Administration, SUNY Cortland compares quite favorably with the peer institution listing in terms of SAT scores, with only Millersville University and the College of Saint Rose reporting higher average scores.

In addition, according to the National Postsecondary Education Cooperative (NPEC) IPEDS Data Feedback Report for 2004, the following colleges compare favorably with SUNY Cortland: Fayetteville State University, Frostburg State University, Florida Gulf Coast University, The College of New Jersey, and Truman State University. Interestingly, the latter two institutions were previously reported in Mission Review I as aspirational peers.

SUNY Cortland regards the following institutions to be aspirational peers: University of Wisconsin-Eau Claire, University of North Carolina-Asheville, and California State University-Stanislaus. Criteria used to identify these schools include enrollment, SAT scores, similarity in type of institution (comprehensive, Masters I), IPEDS 2004 data, graduation rates, budget, quality of students, fundraising efforts and research/sponsored programs.

**3. *Describe the impact of your institution on the local, regional, and state economy. In addition to completing the Economic Impact Table (see Appendix C-2), please describe the campus' economic impact in a brief narrative.***

As demonstrated by information provided by SUNY System Administration, SUNY Cortland employed 1,078 individuals during 2002-03, making it by far the largest employer in the county. In addition, the College's consistent increases in enrollment since 1996 have generated steady revenue growth across that time.

Further, SUNY Cortland regularly conducts studies on its economic impact on the local and regional economy, with recent studies completed in 1995 and 2002. The 2002 study revealed that the College infuses \$100.9 million directly into the regional economy, with an overall impact of \$181.7 million on Central New York. This impact is accounted for primarily through expenditures by the College's students, who contribute \$58.3 million, and employees, who contribute \$27.5 million.

With respect to the local economy, SUNY Cortland (including ASC) contributes \$10.4 million in direct spending, including utility payments for gas, electric, and sewage. This local spending generates \$18.8 million for the Central New York economy.

Finally, although it is too early to determine the impact of the College's new \$18 million Stadium Complex on the local and regional economies, preliminary indications are quite positive. Already, this facility has attracted the 2002 Empire State Games and the Senior Games on two different occasions. In addition, two new motel chains have moved into the area (Hampton Inn, Country Inn and Suites) subsequent to the construction of the stadium. The College is also an active partner in the Regional Sports Council, a community-wide organization that has responsibility for attracting national and international athletic events to the area. The Syracuse Salty Dogs recently played in the new Stadium Complex, attracting fans from the Cortland and Syracuse areas. Breakfasts for local business groups are held at the College Stadium Complex. With the projected construction of a four-season sports and recreation facility at Greek Peak in nearby Virgil, collaborations are anticipated, which would include coordination of activities in the new Stadium Complex.

Finally, the College, with financial support provided by New York State and SUNY, was recently named the official site for USA Women's Team Handball, and the Pan American Games for this sport will be held in Cortland in May 2005. Events such as these will undoubtedly draw people – and revenue – to the area.

#### **Enrollment/Admissions**

*(Plans for strengthening the quality and diversity of students)*

- 4. *Assuming no new state funding, please describe your enrollment objectives through fall 2010. Where growth is anticipated in selected academic programs, indicate which programs will be expanded/added. Similarly, describe where academic program contraction/ elimination is anticipated. These plans should be consistent with your responses to questions 14 and 17. (See Appendix C-3 and Mission Review II (2005-2010): Building an Expectation of Excellence for context.)***

Cortland seeks to achieve a total headcount of 7369 by 2010, which will curtail the enrollment growth experienced in the period 1999-2003 (6901 – 7327). Anticipated improvements in undergraduate retention along with a shift to more full-time graduate enrollments will produce slight increases in the AAFTE. To provide stability in our enrollment, anticipated increases in retention and graduate enrollment will be off-set by reductions in new freshmen and transfers. Cortland's enrollment projections as of Summer 2004 are as follows:

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Undergraduate</b>						
Full-time first	1070	1065	1060	1050	1040	1040
Full-time transfer	575	570	570	570	570	570
Full-time continuing/returning	3992	3974	3959	3953	3949	3944
Total Full-time	5637	5609	5589	5573	5559	5554
Total Part-time	238	260	265	265	265	265
Total Undergraduate	5875	5869	5854	5838	5824	5819
<b>Graduate</b>						
Full-time	303	316	328	335	340	345
Part-time	1102	1130	1151	1174	1196	1205
Total Graduate	1405	1446	1479	1509	1536	1550
<b>Total Headcount</b>	7280	7315	7333	7347	7360	7369
<b>Total AAFTE</b>	6299	6304	6308	6310	6312	6316

We expect to increase enrollment in graduate programs in both teacher education and non-teacher education areas. Additionally, new major programs at the undergraduate level, some supported by Title III, are expected to attract new students. These include Biomedical Sciences, Conservation Biology, and Criminology. Title III programs include New Communication Media, New Media Design and Geographic Information Systems. According to the Title III agreement, Cortland is expected to enroll a total of 120 new students in these programs by 2010. Other major programs in development include a Bachelor of Fine Arts degree in Studio Art, a B.A. in Archeology and a B.A. in TESL.

Our assessment of academic programs has led us to eliminate seven programs in teacher education, a major program in Cinema Studies, and to project the elimination of the graduate level programs (M.A.T., M.S.E.D.) in Chemistry. The latter allows the department to focus its resources on undergraduate education. Other low enrollment programs will be more closely examined in order to determine viability and critical contribution to the mission of the institution.

5. *Describe campus goals for the mix and diversity of the student body to 2010. In terms of mix, such plans should include, as applicable, undergraduate/graduate/ first professional, full-time/part-time, transfers/freshmen, and resident/commuter. In terms of diversity, such plans should include ethnic, geographic (in-state, out-of-state, international), economic, age, gender, and disability status. With respect to age, please extend campus plans to 2015, consistent with NYS's Project 2015 (<http://www.sysadm.SUNY.edu/provost/Project2015.htm>). The Office of Enrollment Management can provide campuses with data and analytical support on the ethnic and geographic diversity of enrollment markets and opportunities for broadening the diversity of the applicant base (contact Director of Financial Aid and Enrollment Analysis Renee Overdyke at [overdyre@sysadm.suny.edu](mailto:overdyre@sysadm.suny.edu) or 518-443-5474). See also Appendix C-4 for data on diversity and mix of students.*

Historical data on SUNY Cortland’s enrollment reflects steady increases in representation of racial/ethnic categories, students with disabilities, non-New York State residents, and international students. Conversely, enrollment by gender has skewed toward females in the last decade and the mean age of students attending Cortland has remained unchanged at slightly under 21.

The percentage of minority students enrolled at Cortland is low compared to other comprehensive colleges – only Fredonia is lower. This may be attributed in part to factors such as geographic location, traditionally lower allocations for Cortland’s EOP program as compared with other institutions, and the types of programs Cortland offers, which may not necessarily attract minorities. Nevertheless, small but steady increases have occurred in minority enrollment at SUNY Cortland while achieving other enrollment initiatives, including increased selectivity. Oneonta, Brockport and Buffalo State have experienced a decline in minority enrollment as their selectivity has increased. New Paltz, Geneseo, and Oswego have experienced only modest increases in minority enrollment.

College	2000 % Minority Enrollment	2001 % Minority Enrollment	2002 % Minority Enrollment	2003 % Minority Enrollment	% Change Since 2000
Brockport	10.4	10	9.1	8.6	-1.8
Buffalo State	15.7	15.5	14.7	14.9	-.8
<b>Cortland</b>	<b>4.9</b>	<b>5.3</b>	<b>5.7</b>	<b>6.2</b>	<b>+1.3</b>
Fredonia	4.4	4.5	4.8	4.9	+.5
Geneseo	9.6	9.6	9.7	9.5	-.1
New Paltz	18.3	17.7	17.3	18.4	+.1
Oneonta	9.3	9	8.1	8.6	-.7
Oswego	8.1	8.1	8.2	8.5	+.4
Plattsburgh	7.6	7.6	8.4	10	+2.4

Cortland will continue to enroll a more diverse student body through 2010. Demographic forecasts indicate minority population growth that coincides with Cortland’s key recruitment markets for freshmen and transfers. Additional diversity will be achieved through increases in our international student populations.

Ethnic Diversity	2004	2005	2006	2007	2008	2009	2010
% All Minorities	6.7	7.5	8.2	8.9	9.6	10.3	11

**Note:** Although the projected increase in minority enrollment for 2004 was 6.7, the College is pleased to report an actual minority enrollment percentage of 7.0% for 2004, and 7.7% for the population identifying ethnicity.

SUNY Cortland remains among the leaders in the comprehensive college sector in enrolling students with special needs (9.3% of Cortland’s total enrollment is classified with a disability); third only to Purchase with 11.9%, and Plattsburgh with 9.8%. Other classifications with significant representation include:

<b>Classification</b>	<b>Cortland's Rank among Comprehensives in %</b>
Learning Disability	2
Mobility Impaired	3
Othopedic Impairment	1
Multiple Disabilities	1

Given the diverse population that Cortland serves with disabilities, we do not anticipate enrollment growth in this area.

Cortland's population by gender continues to skew toward females at both the undergraduate (58.5% women, 41.5% men) and graduate level (66.3% women, 33.7% men). This may be attributed in part to the large number of teacher education programs that Cortland offers (71), which traditionally attract more females than males. In addition, some 60% of SUNY Cortland students are enrolled in programs leading to teacher certification.

Recent undergraduate program developments in Criminology and Sport Management have begun to attract more males to campus, as do programs in Business Economics, Kinesiology and Physical Education. However, the onset of new undergraduate programs in Conservation Biology, New Media Design, New Communication Media, and Biomedical Sciences will likely continue to attract more women than men to Cortland. A goal for achieving a more balanced mix of gender representation is not likely at present.

<b>Gender</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Male % (Undergrad)	40.5	40.4	40.4	40.3	40.3	40.2	40.2
Female % (Undergrad)	59.5	59.6	59.6	59.7	59.7	59.8	59.8
Male % (Graduate)	30.3	30.3	30.2	30.2	30.3	30.3	30.3
Female % (Graduate)	69.7	69.7	69.8	69.8	69.7	69.7	69.7

Cortland has maintained steady increases in undergraduate enrollments from the region in which we reside (Region 3). We will continue to hold our market share within the region despite demographic forecasts for high school graduate declines through 2010. Transfer students account for approximately 40% of our new student cohort, with large percentages from our immediate region as well. Southeastern New York representation will continue to increase as consistent with Cortland's recent enrollment trends and the projected New York high school graduate population.

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
% From Region	29.8	29.9	30	30.2	30.4	30.5	30.6

The number of out-of-state and international students at Cortland is the lowest among SUNY four-year colleges and universities (1.6% and .5% respectively). Recent developments for articulation and transfer with colleges in Japan, Mali, Gambia, Kenya

and Turkey should enable slight increases in undergraduate international student enrollment. The campus does not anticipate significant increases in its populations from non-New York areas.

	2004	2005	2006	2007	2008	2009	2010
Out-of-State %	1.5	1.6	1.6	1.6	1.7	1.8	1.8
International %	0.6	0.8	1.1	1.6	2.1	2.6	3.1

Undergraduate enrollment at Cortland by age distribution reflects a relatively traditional age student population (mean 20.9, median 20). Cortland does not anticipate increases in the enrollment of non-traditional students.

Age Distribution	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
≤ 21 (%)	75	74.9	74.7	74.5	74.2	74	73.9	73.8	73.8	73.7	73.6	73.5
22 - 24 (%)	18.3	18.2	18.2	18.2	18.4	18.6	18.6	18.7	18.8	18.9	19	19.1
≥ 25 (%)	6.7	6.9	7.1	7.3	7.4	7.4	7.5	7.5	7.4	7.4	7.4	7.4

6. *Please share undergraduate and graduate enrollment management plans, including recruitment strategies for 2005-2010. Describe investments planned to enhance the size and quality of the applicant pool, the yield on accepted students, and efforts to broaden the draw of students from outside the region and state. Against which institutions do you compete for undergraduate and graduate students? (See Appendix C-5.)*

### **Undergraduate Recruitment and Enrollment**

Cortland's competing institutions lie primarily within SUNY. The percent of Cortland's accepted freshmen that overlap with sister institutions is greatest with Oneonta, Oswego, Albany, Brockport, New Paltz, and the University of Buffalo. As selectivity has increased over the past five years, so too has the overlap with all four of the University Centers. Overlap decline occurred during that same period with Buffalo State, Plattsburgh, and Potsdam. The capture rate of mutually accepted students who enroll at Cortland continues to strengthen, particularly among the institutions where the overlap acceptances have increased (Oneonta – 56%, Brockport – 62%, Plattsburgh – 52%, Buffalo State – 68%, Potsdam – 64%, and Purchase – 55%). We believe Cortland will continue to improve the capture rate of students with whom we share common programs (e.g., teacher certification, biological sciences) and common geographical recruitment regions (e.g., central and southeastern New York). Enrollment planning includes stable to slightly reduced freshmen and transfer enrollments 2004-2010 (1075 – 1040 freshmen, 580 - 570 transfers). Recruitment efforts for new students will focus on increased diversity, increased central western and southeastern New York enrollments, increased international student enrollment, increased selectivity, and increased enrollment within Cortland's Arts & Sciences programs. Recruitment strategies include:

- Urban recruitment will include dedicated regional recruitment in New York City with significant increases in organized recruitment programs/fairs, utilization of the SUNY Metropolitan Recruitment Center for receptions and prospective student/family meetings, increased contacts with community, church, and youth organizations. Supplemental resources (grant support) have been secured to

support campus bus trips, overnight accommodations, meals, and regional receptions. At the same time, expanded upstate urban recruitment initiatives will include regional recruiter efforts in western New York.

- Expanded on-campus recruitment initiatives will include on-campus visitor programs (e.g., Open Houses) convenient weekend options, department oriented activities, and program specific presentations.
- Expanded representation at national recruitment fairs (NACAC sponsored) programs outside New York State will take place,. Increased recruitment response services will result from more efficient document imaging processing.
- Increased efforts for international student recruitment will take place at two-year colleges with significant international student enrollments, and through program and admission articulations that are being developed with international colleges.
- Increased partnerships and articulations with regional two-year colleges (Onondaga Community College, Broome Community College, Tompkins Cortland Community College, Corning Community College, Cayuga Community College, and Morrisville State College) will help maintain our market share in Central New York.
- In addition, branding and marketing initiatives are underway to upgrade promotional materials and advance the campus image.
- Scholarship resources will increase to attract students with stronger admission credentials and help enroll more non-New York State residents.
- Campus programming (beyond Admissions) with potential high school markets will provide marketing exposure (e.g., use of sports complexes for regional and state tournaments, summer camps, and science fairs.).

Cortland's recent designation as the U.S. Women's Team Handball Olympic Training Center will expand out-of-state recruitment opportunities. In addition, SUNY Cortland is pleased with its recent designation by Consumers Digest as one of the top fifty best value colleges in the nation. We also are proud of having recently achieved NCATE accreditation for all 71 teacher education programs in the unit. The College will use these distinctions as recruiting tools.

### **Graduate Recruitment and Enrollment**

We need to be careful that as we increase the quality of the applicant pool, which may decrease the size of the applicant pool, we do not decrease overall graduate enrollment. To balance this, plans are underway to develop other graduate programs in the Schools of Education, Professional Studies and Arts and Sciences. Plans include new Professional Studies programs in Sport Management, International Sport Management, Community Health Education and Speech Pathology and Audiology. In the Arts and Sciences a program proposal that has been submitted to SUNY System Administration is a non-certification English as a Second Language program for international students. Other programs being considered are an M.S. in Gerontology and one in Counseling Psychology. In Education, we have added a part-time program in the Master of Science in Teaching in Childhood Education. National data in career trends show that individuals are changing careers as much as five times in their working life. As many people are laid off from careers, from engineering to nursing and government work, they

choose teaching as a next career. Such alternative programs in education are very important, for in New York State there is an aging teacher population in the schools that by 2015 will need to be replaced by as much as 40%.

Most graduate students come from within a five county, 50 mile radius. To expand enrollment, all programs will be marketed in national publications like the Graduate School Guide. Because of the lack of availability of programs like Exercise Science and the proposed M.S. in Sport Management, there is great potential to attract students from other regions of New York as well as out-of-state. The non-certification program in English as a Second language will appeal to international students. SUNY Cortland is currently engaged in dialog with representatives from institutions of higher education in Poland and Turkey who are highly interested in sending students to study ESL with the intent of returning to teach English in their respective countries.

SUNY Cortland competes with the following colleges for several teacher education programs: The College of Saint Rose, Elmira College, Utica College, Syracuse University, SUNY Geneseo, SUNY Oswego, Binghamton University and SUNY Oneonta. Our greatest competition in programs is with Literacy and Special Education. Cortland's advantage over the private institutions is the cost and the quality of its programs. On October 26, 2004, SUNY Cortland received official notification of having achieved NCATE Accreditation.

- 7. Please update your five-year goals for undergraduate selectivity (see Appendix C-6) through fall 2010. Include specific goals for Special Admissions and the breakdown by each special-admit program (e.g., EOP, TRIO, etc.). Since SAT/ACT scores and high school records are typically required for undergraduate first-year admission at SUNY state-operated campuses, the anticipated proportion of first-year students without SAT/ACT scores and/or high school grade point averages should be very small. Students lacking one or both, admitted on the basis of other criteria, will be considered Special Admits and should be identified as such. Please describe the criteria used to guide your Special Admit program(s). What are your plans for the new SAT I and do you have any recommendations regarding its use to share with System at this time?***

Cortland has significantly increased the admission selectivity while maintaining or increasing the number of new students, and keeping the number of special admits low relative to all other SUNY Colleges and University Centers. In Mission Review I, Cortland emerged from the status of "very selective" (Group 3) to having more than 60% of the entering freshmen fall in the "highly selective" level (Groups 1 & 2). The College plans to continue to enroll a majority of students according to its current profile with slight increases in Group 1 and Group 2 levels as marketing and scholarship initiatives are instituted. Cortland's selectivity profile for non-special admits will continue to reflect all academic credentials.

With increases in international student enrollment who lack SAT/ACT credentials, there will be a slight increase in the percent of students admitted as special admits. Special

admits will also include EOP, alumni, special talent, and special/unusual circumstances admits.

Selectivity Group	2004	2005	2006	2007	2008	2009	2010
% Regular Admits							
Group 1	10.7	10.9	11.2	11.6	12.3	13.2	13.9
Group 2	52.8	52.9	53.2	53.4	54	54.4	54.9
Group 3	36.5	36.2	35.6	35	33.7	32.4	31.2
Group 4	0	0	0	0	0	0	0
Group 5	0	0	0	0	0	0	0
% Special Admits	16	16	17	18	18	19	19

Special Admits categories as a percent of total admits:

EOP	4.5%
Special Talent	8.0%
Alumni Admissions (freshman only)	0.5%
Special/Unusual Circumstances	2.5%
International/Adult-non traditional	.5 - 3.0%

Cortland will not require the writing portion of the new SAT 1 for admission. Future assessment of the predictive and placement value will determine feasible use.

8. *Please describe current expectations for Academic (Curricular) Preparedness in undergraduate admissions decisions. What high school courses are required and/or recommended for admission? Do you require the Advanced Regents diploma or any courses in addition to the general Regents diploma? How, if at all, will these requirements change over the next five years? In addition to the transcript, what characteristics and abilities are considered? What procedures are in place to gauge the appropriateness of the requirements/recommendations? Where there are program-specific requirements, please describe those as well. Please describe any collaborative efforts to help prepare K-12 students for success at the college level.*

Freshmen admission requirements include:

English	4 units
Social Studies	4 units
Science	3-4 units*
Foreign Language	3-4 units*
Mathematics	1. completion of Regents Math Course III (with exam) or Regents Math B exam or 2. candidates who attend a school in New York State that does not offer the Regents or who are out-of-state will need 3-4 units*

\*If only two units are taken in one of the subjects, a minimum of four units will be required in one of the others.

A college preparatory track according to respective state requirements is expected of all freshmen applicants. Admission to the college is granted to applicants who present the

strongest academic achievements in English, social studies, mathematics, science and foreign language regardless of major. Significant achievements both in and out of the classroom will strengthen applicant credentials. Students applying to Musical Theatre must meet academic criteria and audition with the Performing Arts Department. The audition evaluation will be added to Musical Theatre admission candidate credentials.

Special Admits will include cohorts considered under the Educational Opportunity Program, Special Talent, Alumni Admission, and students admitted under special or unusual circumstances which include non-traditional, international and students admitted through political interests.

**Educational Opportunity Program:** Must demonstrate historical financial need according to eligibility requirements and be a New York State resident who is not academically eligible for traditional admission.

**Special Talent:** Significant achievements outside of traditional academic areas such as performing or visual arts, athletics, or writing will strengthen candidate credentials. Evidence of talent must be submitted to faculty or coaches for evaluation (e.g., audition, portfolio, video, writing samples, etc.). Only applicants evaluated by a Cortland faculty member or coach will be considered.

**Alumni Admission:** Students nominated through formal recommendation by Cortland alumni, will have credentials reviewed by a special committee consisting of Admissions and Alumni Board members. Candidate finalists must complete a committee interview.

Admission criteria will include assessment of personal/professional experience in addition and in relation to academic credentials.

Transfer admission gives primary consideration to course selection and both cumulative and progressive performance. A minimum cumulative grade point average of 2.5 on a 4.0 scale is required for admission consideration. Preference is given to students who will have completed the equivalent of at least four full-time semesters at the time of transfer. The minimum required GPA may vary by program and number of credits completed.

The mathematics and science departments submitted a proposal for an NSF grant outlining a summer science institute for high school students and their teachers. The program would bring students and science teachers from regional schools to campus for a series of workshops. They would also collaborate with our faculty in ongoing research projects. The intent of this program is to heighten prospective students' interest in mathematics and the sciences to address the issue of shortages of technically trained professionals. An increase in enrollment in non-certification programs would serve to better balance the numbers of majors in teacher preparation programs in the sciences and mathematics. Although the initial grant proposal was not funded, there are plans for resubmission.

### **Faculty**

*(Plans for strengthening the quality, diversity, and reputation of faculty)*

9. *Please describe your faculty hiring priorities through 2010. What faculty profile do you aspire to in terms of tenure/non-tenure, rank, full-time/part-time, and diversity? Describe the impact this profile would have on your ability to enhance existing academic programs, add new ones, and/or strengthen your research mission (see questions 14 & 17). How would indicators such as faculty/student ratio, percentage of instruction delivered by full-time faculty (i.e., percent of full-time equivalent students taught by full-time faculty), class size distribution, and faculty workload likely change? How would these faculty changes be funded? (see Appendix C-7)*

Our first priority in faculty hiring is to replace vacancies due to resignation and retirement. These include faculty in Childhood/Early Childhood Education, Physical Education, Health Education, International Communications and Culture, Speech Pathology and Audiology, Sociology, and Recreation and Leisure Studies. Our second priority will be programs to which we have made significant commitments that are consistent with the institution's priorities. Such programs include faculty in Teaching English to Speakers of Other Languages and graduate studies. Then we will seek to address areas in which there may still be an imbalance in student-faculty ratio. Such programs might include Sport Management, History, and Social Studies. Anticipated hires for the 2005-2006 academic year, most of which are retirement replacements and previously failed searches, include the following:

School	Department
<b>Arts and Sciences</b>	
3	English
2	History- Social Studies
3	ICC
1	Philosophy
2	Art & Art History
1	Economics
1	Chemistry
<b>Total: 13 Approved</b>	
<b>Professional Studies</b>	
1	Exercise Science & SS
3	Physical Education
1	Health
1	Speech Pathology
<b>Total: 6 Approved</b>	
<b>Education</b>	
3	Childhood

1	Educational Leadership
1	Childhood (MST)
1	Foundations
1	Literacy
1	Field Placement Office
<b>Total: 8 Approved</b>	
<b>GRAND TOTAL: 27</b>	

The faculty profile to which SUNY Cortland aspires is as follows:  
 Tenure faculty 70% (currently 63%)    Untenured faculty 30% (currently 37%)  
 Full-time faculty 80% (currently 53%) Part-time faculty 20% (currently 47%)

In terms of rank, the table below represents our current situation.

Rank	Men	Women	Total Number
Professor	66 (81%) (79.1)*	15 (19%) (20.9%)*	81
Associate Professor	36 (51%) (64.5%)*	35 (49%) (35.5%)*	71
Assistant Professor	35 (43%) (54.2%)*	46 (57%) (45.8%)*	81
Instructor	1	0	1
Lecturer	15 (58%) (48.7)*	11 (42%) (51.3)*	26

\* National figures from the American Council on Education Statistics.

SUNY Cortland is more balanced in gender representation than the national statistics in all ranks except the full professor level. While Cortland is close to the national percentage of women holding full professorships, it is expected that we will surpass the national numbers through promotions over the next several years.

Currently 10% of our full-time faculty are members of minority groups. SUNY Cortland's goal is to increase minority representation by 2.86%, specifically in those areas that have been identified as under-represented through our affirmative action program.

- 10. *What programs are in place on your campus to encourage faculty development, research/scholarship/creative activity, collaboration, and retention (e.g., financial support for attending professional conferences, grant writing, peer mentoring, faculty club, etc.), and how do you gauge the effectiveness and appropriateness of these programs? Describe how faculty achievements and accomplishments are recognized and rewarded.***

SUNY Cortland currently has a Faculty Development Committee that works with a part-time Director of the Faculty Development Center to develop and deliver programs for faculty development. These include seminars, workshops, learning circles, and conferences on teaching. The College Research Committee has developed a research mentoring program in which senior researchers work with novice researchers to assist in their development. In addition, the Office of Sponsored Programs and Research works with faculty to identify opportunities for funding, provide assistance with grant writing, and grant administration. Each of these offices is assessed on an annual basis, and we are instituting satisfaction surveys for each event.

Each dean provides financial assistance for faculty to travel to present at professional conferences. This is supplemented by the office of the provost. SUNY Cortland believes that if a comprehensive institution such as ours with an emphasis on excellent teaching is to thrive and prosper as a place of higher education, it is critical to invest in its faculty to increase their effectiveness in working with students to improve student learning. One way to accomplish this is to continually revitalize the faculty by supporting them in their professional development. It is our goal to build an environment that facilitates the ability of each faculty member to develop his/her full potential as a teacher, scholar, researcher and creative professional. We believe that the hallmarks of that environment include innovation, collaboration, and lifelong learning, which, in turn result in excellence in teaching, learning, research and scholarship. The proposed Teaching Learning Center will serve as a meeting place within and across disciplines and schools for faculty and professional staff to exchange ideas. We also want to promote the investigation and assessment of learning. The benefit to our students is receiving the best education possible.

- 11. Please update your goals for research/sponsored activity to 2010. For doctoral campuses, please be sure to include goals for federal research dollars. Compare your expenditures with the peer institutions you identified above (question 2) and project three- and five-year benchmarks. Describe campus infrastructure (e.g., sponsored programs/grants office, equipment, start-up packages, etc.) that has been put in place to support and encourage research/scholarship and other sponsored activity, technology transfer/commercialization of new knowledge, and patenting/licensing of inventions/discoveries. (see Appendix C-8)***

The campus has developed three goals for funded research, which include:

1) to increase faculty/staff participation in funded research and scholarship; 2) to increase external proposal submission rates through the internal grant programs; and 3) to increase annual research and development expenditures by 25% over the next five-year period. Achievement of these goals is based upon the following key assumptions:

a) Goals 1-3 above are a campus priority; b) research supports effective teaching and provides students experiential learning opportunities; c) funded research and scholarship is an important factor in tenure decisions; d) faculty interested in developing a research agenda shall be strongly supported; e) faculty recruitment shall factor in successful research experience; and f) campus laboratories require attention and strategic planning for upgrades.

The following activities are delineated to attain the identified goals:

Goal #1: Increase faculty/staff participation in funded research and scholarship

- Increase the number of full-time faculty participating in sponsored activity from 20% to 25% by 2010.
- Promote the value of externally funded research/scholarship through promotion and continuing appointment.
- Include proposal development as a legitimate form of scholarship for merit, appointments and promotions.
- Implement a four-part annual workshop series devoted to effective strategies to build funded programs beginning in Fall 2004.
- Coordinate an annual grant development trip or conference participation for interested faculty to establish and expand networks.
- Increase collaboration and mentoring opportunities among faculty.
- Increase opportunities to showcase faculty success *throughout the academic year* through presentations, announcements, *The Bulletin*, *Columns*, and other forms as appropriate.
- Increase the number of proposal submissions in the School of Education.
- Meet annually with deans to review and revise School funding priorities.
- Better match funding opportunities with faculty interests.

Goal #2: Increase external proposal submission rates through internal grant programs

- Strengthen Summer Research Fellowship award criteria to include requirements for external proposal submissions within designated time frames and suggested amounts.
- Provide mentors and peer review for interested faculty in increasing proposal competitiveness.
- Offer attractive and highly visible communications concerning internal grant opportunities.
- Map out a schedule of meetings with each internal grant recipient to support their external proposal submission(s).
- Improve the quality of the overall text and methodological designs for internal grant submissions through workshops and mentoring.
- Increase external proposal submission rates on the SRF, FRP, FGIP from 67% to 75% over 5 years.
- Advertise and reward faculty success.

Goal #3: Increase annual research and development expenditures by 25% over the next five-year period

- Increase research and development (R&D) by 25% from the current \$2.6M to \$3.25M over a five-year period [\$2.6M FY05 - \$2.75M FY06 – 2.85M FY 07-\$3M -FY08 - \$3.25M FY09-FY10].
- Actively engage in innovative, mutually beneficial partnerships.
- Select key faculty with the experience and scholarship to submit competitive proposals.
- Dedicate funding efforts toward School and College priorities (e.g. Center for Obesity Research and Education (C.O.R.E.), Civic Engagement, Learning Communities).
- Maximize benefits of research to the College within academic programs, research and students.
- Explore technology transfer opportunities for creative funding for C.O.R.E., Sport Management and Center for 4<sup>th</sup> and 5<sup>th</sup> Rs, and science disciplines.
- Prepare proposal budgets to maximize salary and full indirect cost recovery where possible.
- Reduce the number of indirect cost waivers granted to maximize recovery.
- Strengthen incentives to departments, specifically by increasing indirect cost allocations.

**Expenditure and Campus Comparisons Over the Next Five Years  
FY 2005- FY 2010**

SUNY Cortland plans to promote further growth in sponsored activity through three specific goals during the next five year period:

1. Increase faculty/staff participation in funded research and scholarship.
2. Increase external proposal submission rates through the internal grant programs.
3. Increase annual research and development expenditures by 25% over the next five-year period.

*SUNY Cortland’s Research/Sponsored Activity to 2010* planning document (approved by the Provost’s Cabinet 5/14/04) outlines activities that are designed to reach the goals listed above. The activities are congruent with the College’s academic affairs goals and campus priorities.

After a five-year period, the College’s goal is to increase its recording of research and development (R&D) expenditures from its current \$2.63M to \$3.25M, representing just under 25% (23.6%) growth in external funding. SUNY Cortland’s growth in sponsored activity throughout the next five year period is projected as follows:

FY05-06	FY06-07	FY07-08	FY08-09	FY09-10
\$2.6M	\$2.75M	\$3M	\$3.25M	<b>\$3.25M</b>

SUNY Cortland established the above projections/benchmarks by looking at its track record over the past five years. Similar to the other SUNY comprehensive colleges, Cortland has established a history of slow but steady growth. We plan to continue that trend. The information below is extracted from the Research Foundation of SUNY's *2003-04 Expenditure Profile Report* (pg. 133) and indicates expenditures for the past five year Mission Review I strategic plan for sponsored activity for SUNY Cortland:

FY 99-00	FY00-01	FY01-02	FY02-03	FY03-04
\$1.89M	\$2.1M	\$2.48M	\$2.6M	\$2.63M

Peer institution's comparisons by peer institutions within SUNY are as follows:

Campus	FY03 Expenditures	Amt. of Res. vs. other \$	Avg. Rate <i>Research IDC</i>	Most Funded Unit	Largest sponsor
Brockport	\$5.20M	812,585	16.0	Professions	US Ed
Cortland	\$2.63	571,191	25.1	Education	NYS Ed
Fredonia	\$2.54	241,112	20.6	Prof. St.	US Ed
New Paltz	\$3.68	135,115	29.4	Education	NYS Ed
Oneonta	\$4.54	90,574	5.9	St. Dev.	US Ed
Oswego	\$5.39	1.49M	36.4	Psych.	DHHS

The data above were extracted from the Research Foundation's *2003-04 Expenditure Profile* report. The data suggest some significant points to bear in mind when comparing ourselves to like institutions within SUNY. The expenditures by comparison institution are relatively small in comparison to total federal funding available and the most significant amount of funding is obtained through the New York State Department of Education; specifically for Migrant Education Programs (e.g. Cortland and New Paltz). Where funding is available from federal sponsors the indirect cost recovery rate for "research" yields higher rates of return than does funding for education, public service and instruction. Therefore, those campuses receiving federal funding from sponsors who support full indirect cost recovery capture larger awards and therefore improve their R&D expenditure profile (e.g. Oswego). Each campus listed above yields low indirect cost returns from their education funding received, and therefore, requires counter business strategies to enhance direct and indirect cost returns if they are to substantively increase R&D expenditures.

SUNY Cortland will continue its strategic plan to increase "research" related sponsored activity and target sponsors that provide full or higher rates of return than the NYS Education Department and US Department of Education. That is not to say that Cortland will forego a focus on education funding. Rather, Cortland will continue its strategy to engage specific faculty for specific sponsors in specific disciplines to realize growth in sponsored activity. Since the factors of success are often based on personality characteristics and commitment of individual faculty members (i.e. faculty recruitment and campus policies for advancement and continuing appointment), Cortland will weigh its own factors in promoting sponsored activity greater than comparing itself to peer institutions in promoting growth. Cortland's selectivity strategy to increase the number of awards, along with aligning business practices to support

sponsored programs' infrastructure (i.e. limiting indirect cost waivers, budgeting for full faculty salary recovery, where applicable, etc.) have largely been responsible for increased R&D expenditure activity over the past five years.

**Description of Campus Infrastructure (grants office, equipment, start-up packages) put in place to support and encourage research/scholarship and other sponsored activity**

SUNY Cortland has partial infrastructure to support the encouragement and expansion of sponsored activity. For example, the Office of Sponsored Program (OSP) staffing is adequate for the level of campus research and development (3 FTE; 2 professional and 1 support staff), as is the research foundation fiscal staff to manage awards (3 FTE: 2 professional and 1 support staff). Two of the FTE positions were added over the past three years to support the growth in sponsored activity under Mission Review I. Research and development expenditures increased from \$1.4M in FY 98-99 to \$2.6M in FY 02-03 with a doubling in the number of awards and often their complexity.

Although staffing and support has been added, identifying resources to support start-up packages to recruit and promote research programs is problematic. The Provost provides very modest amounts for faculty start up. Moreover, laboratory and scientific equipment is often out-of-date. Faculty members have made concerted efforts to build equipment into proposal budgets, but those costs are mainly isolated improvements for a specific laboratory or project. There has been improvement in the chemistry department for an MRI for interdisciplinary use and a federal appropriation request was submitted in FY 03-04/ and again in FY 04-05 to improve the laboratory instrumentation in the sciences for adolescence education science programs.

Currently, indirect cost revenues are used to support internal grant programs and 1.5 FTE in sponsored programs and account management. Therefore, indirect cost revenues are not sufficient to use for start up packages and other sources of support are needed to adequately increase and improve the research infrastructure on Cortland's campus.

- 12. Have your faculty review, promotion, and tenure procedures (including the role of and/or weight given to teaching effectiveness, scholarly productivity/research, and service) changed since the first round of Mission Review? Please describe these and any anticipated (additional) changes over the next five years? Is external review incorporated into the tenure and promotion process? If not, please explain.***

The faculty review, promotion, and tenure procedures have not changed since the first round of Mission Review. The Faculty Senate recently passed a resolution to pilot a program which calls for peer observations. The results would determine whether those become part of the regular review process. The Faculty Affairs Committee and the Course Teacher Evaluation Committee of the Faculty Senate along with the Faculty Development

Committee have held three rounds of discussion on an alternate model for faculty reviews. They intend to continue those discussions which will culminate in recommendations to the Faculty Senate.

External review is not incorporated into the tenure and promotion process. This issue was discussed at the Provost's Cabinet Retreat and was then taken to the Joint Chairs' Council. There was an overwhelming lack of support for the use of outside peer review of scholarship for tenure and promotion. The reasons stated included: 1) the department and college faculty were more familiar with their colleagues' work and could judge it better than external persons; 2) the faculty's scholarship has already passed peer reviews through the peer-review process used by professional journals; and 3) external reviews are very expensive, typically about \$1000 per reviewer.

**13. *Please describe how faculty opinion and satisfaction are gauged (e.g., HERI survey, campus-based survey, or other) and incorporated into campus decision making (see Appendix C-9 for HERI faculty survey results). Please describe the role of faculty governance in campus planning.***

The campus participates in the HERI survey. In addition, faculty opinion is sought through focus groups, academic department meetings, the Academic Affairs Council, which contains faculty representation, and the Joint Chairs Council. Various committee and task force reports are routinely disseminated to all faculty members via email and focus groups with a call for input. Input is then incorporated into the final action. Examples of this are the Task Forces on Academic Integrity and Intellectual Climate, and the Educational Policy Committee. These groups held focus groups and also placed their findings on the web providing further opportunity for additional input. Their final reports contained input from across the campus. In addition, faculty opinions and perceptions have been solicited with respect to specific topic areas (e.g., satisfaction with sponsored programs and external funding opportunities and College calendar), and these results are used in institutional planning.

The College's long range planning takes place jointly between the College's administration and the Long Range Planning Committee (LRPC), a committee of the Faculty Senate. This collaboration goes back to 1984. In its present form, the two-year planning process begins with discussions among members of the President's Council, with much work being done at the annual administrative retreat held in July at the College's Camp Huntington facility in the Adirondacks. Once a reasonable number of goals has been identified and agreed upon, this listing of goals is provided to the Faculty Senate's Long Range Planning Committee (LRPC), which then has the opportunity to provide feedback and make changes. These goals are also presented to the entire faculty and staff at the College Opening Meeting, and feedback is solicited. Once goals are agreed upon, each goal is assigned to working groups, with each group's being co-chaired by a member of the President's Council and a member of the LRPC. An invitation is then extended to the campus community, requesting volunteers to work on one or more of the goals. Anyone who wants to participate is welcome, including students, and group co-chairs

make an effort to include students on the planning groups. Typically, the number of faculty, staff, and students who participate exceeds 80.

Once working groups are formed, they meet on a regular basis to develop a set of specific sub-goals. For each sub-goal, the group is required to provide the following information: statement of sub-goal, specific actions required, the indicators that would be used in determining when the sub-goal was met, a target completion date, the resources needed to achieve the goal, and the person(s) ultimately responsible for the sub-goal's completion. A period of 18 months or so follows, during which implementation of sub-goals take place. During this time, periodic progress reports are provided and discussed in open meetings of the Faculty Senate.

After approximately 18 months, the College's president requests final reports from working groups. The LRPC reviews these documents and provides a response to the work that has been accomplished, to include recommendations for the next planning round. This report then becomes the basis for the work to be done at the July administrative retreat at Camp Huntington, and the process begins again. In addition, during that next Fall semester a final report of the previous planning round's outcomes is published and distributed to the campus community. This report includes a detailed description of the extent to which – and how – each sub-goal was achieved or not, building public accountability into the process. **(See Appendix A for LRPC Strategic Action Plan, 2002-2004.)**

### **Academic Program Directions**

*(Plans for strengthening the quality and reputation of academic programs)*

#### **Undergraduate Programs**

- 14. Describe your plans and priorities for undergraduate program development to 2010 (please be sure to reference the five-year enrollment plan).**
- a. How do these priorities relate to the mission of your campus? In light of your priorities, what specific programs will you likely add, remove, or change over the next five years (see Appendix C-10 for trends in enrollment and degrees across programs)?**
  - b. Detail the implications for resources (including faculty) and facilities.**
  - c. Is there a particular regional or local focus to the planned program development? If so, please explain, including whether the focus will likely change over the next five years.**

In the School of Arts and Sciences plans include the development of B.A. degree in Teaching English as a Second Language and a B.F.A. program in Studio Art. Discussions regarding the possibility of developing a major in archeology within the Sociology/Anthropology department have begun. The undergraduate programs in art and archeology would utilize existing faculty and physical resources. The TESL program would require additional faculty with specialization in ESL. In the case of the TESL program, the focus is two-fold. It provides a specific avenue for Turkish students to acquire a dual degree in ESL instruction through an articulation agreement with Anadolu University. It would also help to meet the demand for teachers of ESL regionally and nationally.

Another goal of the School of Arts and Sciences is to ensure that both majors and pre-majors have the opportunity to participate in learning communities as freshmen. To stimulate the student's curiosity, each community will be organized around a theme that is relevant to the interests of a particular group of students. The communities will foster meaningful relationships between students and faculty in their first semester. The experience with learning communities thus far suggests that they are a powerful vehicle for easing the transition from high school to college. **(See Appendix B for Learning Communities brochure.)**

In addition, to help students advance toward their career goals, all majors in the School of Arts and Sciences will be involved in an internship or research practicum that will serve as the centerpiece of a certificate program. Certificate programs with a required practicum will provide students with important experience and position them better in the market place. The internship will be chosen to complement several courses and yield the specific experience required for the college to confer such a certificate. The research practicum will build upon the Scholars' Day initiative already in existence on the Cortland campus.

In the School of Professional Studies master's degree programs are also planned for Speech Pathology and Audiology, Environmental Health and Safety, Sport Management, and International Sport Management. These are consistent with our priorities in increasing the number of graduate programs and graduate students, and the number of international students. The program in Speech Pathology and Audiology would capture many of our graduates who presently go on to Ithaca College and Syracuse University. This new program would require an additional faculty member. The program in International Sport Management is envisioned as a collaborative venture between Cortland and several universities in Europe, thus capturing an international population. This program would require additional faculty. We also intend to eliminate the adaptive concentration in the Physical Education program.

In the School of Education a five-year program is being planned. At the end of five years of study, students will graduate with a Master's degree and be eligible for certification. This program will aid in improving our graduation rate. Faculty members who are now being recruited will be able to deliver the instruction for this program.

**15. *Identify undergraduate majors and programs on your campus that are nationally and/or regionally recognized.***

All of the Teacher Education programs are nationally recognized by their respective professional organizations (e.g. NCSS, NCTE, NCTM, etc.), and have recently been reviewed for NCATE accreditation. They were judged to have met all NCATE Unit Standards, and on October 26, 2004, the College received official notification of the award of full NCATE accreditation. Additionally, in the Arts and Sciences, the chemistry major is recognized by the American Chemical Society. Our Archeology Field School in the anthropology program is recognized by the Society for Professional

Archaeologists. Additional recognition includes the athletic training program, and the recreation and leisure studies program.

In addition, faculty at the College are recognized nationally. For example, many provide service as editors on various national organization magazines and newsletters, such as Taproot (Outdoor Education), College Reading Association Newsletter, "Reading News" (Literacy), and Yellow Brick Road (Childhood Education.) FLTeach, an international foreign language listserv, is co-facilitated by two faculty members in the Department of International Communications and Culture.

**16. Describe the distinctive elements of your general education curriculum.**

Cortland has one of the most rigorous and innovative general education programs in SUNY. Two of the categories in our general education program are unique and we think particularly valuable. These are a) prejudice and discrimination, and b) science, technology and human affairs. Courses in these two categories address issues central to contemporary society, and they are required of all students. These two categories have been part of the general education requirements at Cortland since the late 1980's. Additionally, the general education requirements at Cortland include a minimum of 7 hours of science courses and four semesters of foreign language training for the BA degree.

**Graduate and Professional Programs**

- 17. Describe your plans and priorities for graduate and professional program development to 2010 (please be sure to reference the five-year enrollment plan).**
- a. How do these priorities relate to the mission of your campus? In light of your priorities, what specific programs will you likely add, remove, or change over the next five years (see Appendix C-10 for trends in enrollment and degrees across programs)?**
  - b. Detail the implications for faculty, resources, and fund raising (be sure responses are consistent with your responses in each of the respective sections).**
  - c. Is there a particular regional or local focus to planned program development efforts? If so, please explain, including whether the focus will likely change over the next five years.**
  - d. As a part of the graduate program benchmarking initiative now underway, doctoral campuses in particular will be identifying a set of data elements that relate to program quality, a component of which will be related to admissions. How have your admission criteria/standards for each graduate and professional program changed since the System Administration survey in 2002 (conducted as part of the Enrollment Planning process)? For your first-professional programs, what are your five-year goals for mean scores on qualifying standardized tests (e.g., LSAT, MCAT, and GMAT) for applicants, and admitted and enrolled students. Similarly, for your Ph.D. programs, what are your five-year goals for GRE scores?**
  - e. How do these priorities relate to the mission of your campus? In light of your priorities, what specific programs will you likely add, remove or change over the next five years.**

The five-year enrollment plan for graduate education is to increase enrollment by 2% from a projected 20.39% in 2004 –05 to 22.39% in 2010. This projection is based upon the following factors:

- Plans for new graduate programs in the Schools of Professional Studies, Education and Arts and Sciences. These programs will add diverse learning opportunities to a wider range of students, thus providing more variation in program selection, attracting students from a wider range of backgrounds, and expanding the applicant pool.
- In response to the growing number of applications, an additional cohort in the Master of Science in Teaching program is added for fall 2004. This is a part-time cohort established for those students who need to attend on a part-time instead of full-time basis.
- The New York State mandate for the professional teaching certificate requires all teachers with an initial teaching certification to have a master's degree within three years of receiving the initial license. Because we draw about 62% of our students from 5 surrounding counties, we expect a slight increase in enrollment as geographically-bound new teachers finish their master's degree.  
SUNY Cortland is more affordable than other nearby colleges/universities. (Ithaca College, Syracuse University and College of St. Rose) who offer similar programs but at a much higher tuition cost.

Since 1995, across all the SUNY comprehensive colleges there has been a steady increase in the number of newly accepted students who attend full time. We expect this rise to continue as students in teacher education programs meet the three-year deadline for completion of a master's degree. Since 1996 at Cortland, there has been a 33% increase from 196 full time students to 291.

As a comprehensive college, Cortland is committed to both undergraduate and master's level graduate education. The mission of SUNY Cortland is to provide a liberal arts education to all students. SUNY Cortland is also a teacher education college, with a history of more than 125 years of educating highly prepared teachers. We have a national reputation, graduate the second largest number of education students in New York State, and rank 22nd nationally in the number of teacher education graduates.

In the School of Professional Studies two programs, Sport Management and International Sport Management, are being developed. These programs will attract many of our undergraduates from several majors, including physical education, sport management and athletic training. The proposed Master of Science in Sport Management will likely increase the enrollment of international students at Cortland.

The Director of Graduate Studies has begun working with the Physical Education Department to assess its curriculum in the major and concentration to provide more distinction between the undergraduate and graduate programs There is also faculty interest in providing more on-line courses in physical education.

Based on the growing regional demand and the strong reputation of its undergraduate program, the faculty in Speech Pathology and Audiology are planning to develop a master's degree program. An additional faculty member who has the expertise to teach in a master level program has just been hired for this fall semester. Another is needed.

Undergraduate students in physical education, athletic training and other related programs are requesting a master's program in coaching psychology. The Director of Graduate Studies will work with the department chairs and the Dean of Professional Studies to determine the need for such a program.

In the School of Arts and Sciences work has begun on the development of a Master of Science in Gerontology. At present, a curriculum that taps into the expertise of present faculty members is being proposed. Given state and national trends, this is a promising area for further exploration.

Cortland has a large undergraduate program in psychology. A growing number of psychology majors have expressed interest in counseling and clinical psychology. This is another area for future consideration.

To accommodate student needs, the School of Education has recently developed a plan for a part-time program in the Master of Science in Teaching in Childhood Education. This is in addition to the traditional full-time program. This program can accept twenty-four to twenty-seven students each fall semester. A five year "2 + 2 + 1 Childhood Education" program is also being considered. This program would culminate in a master's degree in Education. Plans are to have this program begin in the fall of 2006, pending SUNY and NYSED approval.

There are other local community needs for programs, such as a Master of Science in Teaching in Social Studies, evidenced by the number of inquiries. The program offering nearest to Cortland is at Binghamton, but it admits only a few students each year.

SUNY Cortland remains committed to educators in the Mohawk Valley area. The coursework that has been delivered there is primarily in teacher education: Childhood Education, Literacy, Health, and Educational Leadership. We will continue to make some coursework available in the Mohawk Valley region, albeit in a new location. In August 2004, course offerings were moved to SUNY IT. The move was made in response to NCATE site team findings and an assessment of student needs. Initial reaction to the move has been positive.

***18. Appreciating doctoral campus commitment to work with System Administration on the benchmarking initiative for doctoral and first-professional programs, please identify the graduate and professional academic programs on your campus that are nationally recognized for excellence. Please specify which programs are ranked, the current/most***

*recent ranking for each applicable program, and the source of the ranking. Describe plans to enhance this profile.*

Not applicable.

***19. Describe the institutional support for graduate education, including but not limited to the provision of competitive stipends.***

As part of our commitment to quality graduate education, SUNY Cortland re-established the Graduate Studies Office in 2001. The Graduate Studies Office coordinates the resources, programs and services of graduate studies for the purpose of offering high-quality graduate programs. The Director of Graduate Studies oversees the development and application of policies and procedures across all graduate programs, works with the academic deans on program development, and ensures the efficient and timely delivery of academic programs and services to graduate students. Among the administrative responsibilities of the Graduate Studies Office are coordinating course offerings at Cortland and at SUNY IT, encouraging curriculum and faculty development, overseeing graduate assistantships, processing change of degree status, candidacy, reviewing academic performance of graduate students, and performing all registration functions of graduate students and admissions to all graduate programs. Applications for graduate degrees and certification are handled through the Graduate Studies Office.

The Graduate Studies Office receives significant financial support from the College. The office has a full-time director who is a member of the Provost's Cabinet and President's Council. An assistant director performs half-time administration and half-time teaching responsibilities. The office staff consists of a secretary responsible for assisting the director and handling all graduate admissions; and a records clerk who handles all records for degree completion, certification, candidacy, and other pertinent data for successful program completion. A receptionist assists students in all aspects of the office and is responsible for the registration of students. The program aide for summer /wintersessions reports to the Director of Graduate Studies and is responsible for developing the schedule for summer and winter courses, faculty contracts, submission of information to payroll, submission of classes to the registrar, scheduling of classrooms, and making course cancellations in conjunction with the deans of each school.

SUNY Cortland grants graduate faculty status to faculty who meet the following criteria: three years of instruction at the graduate level at any institution, or three years of library service involving graduate programs, an earned doctorate or the highest terminal degree in the field of specialization, demonstrated scholarly ability, and rank of professor, associate professor, or librarian or associate librarian or administrative position of school dean or above. Sixty SUNY Cortland faculty members currently hold graduate faculty status.

The Graduate Faculty Executive Committee consists of eight graduate faculty elected by the graduate faculty plus an appointed graduate student, and the director of graduate

studies, ex officio. The Graduate Faculty Executive Committee reviews all newly proposed graduate courses, programs and degrees, and considers matters of policy and practice affecting graduate affairs and programs. The committee makes recommendations to the Provost and Vice-President of Academic Affairs. The Director of Graduate Studies assists the elected chair of the committee with setting the agenda.

In addition to the Graduate Studies Office, the graduate faculty and the Graduate Faculty Executive Committee, faculty members serve as graduate coordinators for each of the 17 graduate programs. The graduate coordinators advise students, make admissions decisions, maintain student records, work with the department chairs on scheduling of courses and oversee students' program completion. The Director of Graduate Studies meets regularly with the graduate coordinators to discuss policies, procedures and other program issues.

SUNY Cortland receives system funding annually to support two semesters of 16 graduate assistantships for a total of \$56,200. In addition, the College personally supports an additional 19 assistantships/internships, for a total of 35 campus-wide. This includes four Cortland Foundation stipends of \$17,500. Cortland/grant tuition support is \$65,664 with stipend support of \$106,000 for a grand total of \$189,164. The goal of the College is to develop more opportunities for graduate assistantships in an effort to attract the largest number of talented students possible. The Director of Graduate Studies is working with the Director of Sponsored Programs and others in determining funding opportunities for more assistantships or to increase the funding for those available now.

***20. In your leading doctoral and professional programs, what institutions do you compete with for faculty, students, and sponsored research funds? If appropriate (i.e., the program serves a regionally diverse audience), please indicate the same for your master's programs.***

For faculty, SUNY Cortland competes with all of the other SUNY schools. We also lose faculty to Syracuse University, Ithaca College, and LeMoyne College, particularly in the case of those who are regionally bound or have significant others seeking full-time employment.

For students, we compete with other SUNY schools, especially Oswego, Oneonta, Geneseo, Binghamton and Brockport. Syracuse University and the College of Saint Rose are strong competitors in attracting students studying special education and literacy. The competition is strong nationally in these areas as well.

For sponsored research funds, we compete with several other SUNY schools on a consistent basis: Plattsburgh, Potsdam, New Paltz, Oneonta, Fredonia, Geneseo, Brockport and Oswego. We not only consistently compete with the same comprehensive SUNY institutions, but we compete for the same funds. On the federal level we compete for funding from the Department of Health and Human Services, the Department of Agriculture and the Department of Education. In the case of funding from New York State we compete regularly with the Department of Education,

Department of Labor and Office for Colleges and Universities as well as a wide variety of New York State agencies. For the last few years, the competition has been very keen with the above named SUNY institutions for funding from the federal Department of Education.

**21. For campuses with Health Science Centers/Clinical Facilities, describe how the clinical enterprise enhances academic quality at your campus. Please provide a brief update on current/planned affiliation agreements. What support is in place to facilitate scholarship in basic science and clinical research areas?**

Not applicable.

**Teacher Education Programs**

**22. Where appropriate, describe your campus' implementation status vis-à-vis (SUNY's) A New Vision in Teacher Education, including your participation in and implementation of the Teacher Education Transfer Template initiative. Please comment on the campus' performance on New York State Teacher Certification Exams relative to other NYS institutions (see Appendix C-11). Describe efforts underway or planned to enhance measurement of student success and use of resulting data to inform program improvement. What curricular changes and/or innovations have you implemented since the first round of Mission Review, especially to enhance clinical preparation and collaboration with K-12 schools?**

With the recent changes to the Childhood Education and Early Childhood Education programs the campus is fully compliant with SUNY's *A New Vision in Teacher Education*. All relevant information is contained in the Teacher Education Transfer Template. Evaluation and review of two-year college offerings in the areas of liberal arts and sciences and education/pedagogy have been completed and submitted.

The graduates from SUNY Cortland teacher preparation programs consistently perform very well on the New York State Teacher Certification Exams with passing rates in the 96-98% range over the past several years. The passing rates from the past few years for the LAST and ATS-W tests are shown in the following two tables.

**SUNY Cortland Liberal Arts and Science Test (LAST) Scores**

<b>Year</b>	<b>Number of Test Takers</b>	<b>Number with Passing Scores</b>	<b>Percentage Passing Test</b>	<b>Statewide Percentage Passing Test</b>
2002-03	766	732	96%	96%
2001-02	629	601	96%	95%
2000-01	630	612	97%	95%
1999-00	593	579	98%	96%

**Passing Rates for NYSTCE Assessment of Teaching Skills—Written (ATS-W)**

<b>Year</b>	<b>Number of Test Takers</b>	<b>Number with Passing Score</b>	<b>Percentage Passing Test</b>	<b>Statewide Percentage Passing Test</b>
<b>2002-03</b>	754	730	97%	97%
<b>2001-02</b>	617	595	96%	96%
<b>2000-01</b>	626	608	97%	96%
<b>1999-00</b>	591	580	98%	97%

These pass rates compare very favorably with other New York institutions as shown in the following table:

	<b>ATS-W</b>	<b>LAST</b>
NY State	96%	95%
Privates	97%	95%
CUNY	93%	91%
SUNY	97%	97%
Cortland	97%	97%

SUNY Cortland’s Teacher Education Candidate Assessment System (TECAS) is used to assess the performance of the candidates as they move through the teacher education programs. Each candidate is assessed on the thirteen SUNY Cortland learning outcomes based upon the Conceptual Framework. The Learning Outcomes Crosswalk shows the relationship among the learning outcomes, the Regulations of the Commissioner of Education, the INTASC Principles, the NCATE standards and, the SUNY Chancellor’s New Vision. The learning outcomes are assessed at six checkpoints including: a) application to the Teacher Education Program, b) completion of 100 hours of field work, c) eligibility to student teach, d) during the student teaching experience, e)

completion of the program, and f) post-graduation. Within each outcome there are multiple indicators. The unit assessment system collects data from application through job placement via internal and external sources. Multiple instruments of assessment with various data points are used and new technologies are in place to help track, analyze and evaluate candidate performance, program quality, unit operations, and program improvement.

The TECAS software support system is a dynamic system and is available online to the individual candidate as well as advisors, other faculty members, and administrators. Access to individual candidate records is controlled through Banner Web Access so that a candidate can access only their own record, but faculty members can have access to appropriate multiple candidate records (e.g., advisees). The TECAS is available to candidates and advisors through a web interface and the report can be viewed on the computer screen or can be printed. The TECAS incorporates and complements the Curriculum Advising and Program Planning (CAPP) report that shows all requirements for a candidate's major and the candidate's progress in meeting those requirements. Most of the data is available through existing online databases with information about the particular candidate.

The Field Placement Office was reorganized over the past year to better meet the needs of the campus community. The office coordinates all student teaching placements and 100 hour placements for the entire campus. New systems have been devised to streamline all of these placements and to provide a common interface to the campus for area schools. The arrangement of high need placements and 100 hours before student teaching have placed a major burden on the area school districts. By working in a coordinated way the college has been successful in arranging all placements. However, we are concerned that, given the large numbers of SUNY Cortland students who must obtain 100-hour placements and student teaching placements, we may have reached maximum capacity at area schools. A next step for the Field Placement Office will be the collection and coordination of information related to internships for non-teacher education programs.

### **International Programs**

***23. Describe the current and planned scope of international activities on your campus and abroad. Identify the number of courses/programs (including joint-degree programs), number of U.S. students enrolled in overseas academic programs, faculty involved, etc. (see Appendix C-12, and also question 5). What is being done to encourage greater participation? Describe the infrastructure (including facilities, staff) in place for ensuring that international activities appropriately support your academic mission and direction, and successful student outcomes. What changes/investments will be needed to support enhanced internationalization and what are the financial implications of these plans? How are you currently working with other campuses and what opportunities do you envision for expanded collaborative efforts within the system? What role do you see for online learning in expanding or facilitating your international programs, studies, and curricula?***

International activities include offerings to students and faculty both on campus and abroad. Activities currently underway include the following: International Education Week programs, Sandwich Seminars, visiting scholars, artists and lecturers through Fulbright, the Junior Scholar Program and other funding agencies. Cultural programming is usually developed by the Center for International Education and the Office of International Programs, as well as by individual faculty members. We are currently hosting visiting scholars from Belarus, China, Syria and Turkey, and last year hosted a Fulbright Scholar from the Ukraine. All of the visitors give presentations that are open to the campus and the community. "Neo Vox," the international web-based magazine, is written by Cortland students living on campus or studying abroad.

Off-campus activities are primarily study abroad programs. These include foreign language, English language, internship, student teaching and teacher education opportunities. An exchange of elementary school teachers takes place between Cortland and London. The University of the Sunshine Coast in Queensland, Australia, is hosting our first group of student teachers, which includes adolescence mathematics education, childhood education and physical education majors. Faculty and staff exchanges are also available.

The College currently operates twenty-five study abroad programs at eighteen locations in twelve countries on four continents. Among these locations are Australia, China, Central America, Egypt, Germany, Mexico, Ireland, England, France, and Spain. Other study abroad programs in development include El Salvador, Vietnam, Lancaster, England, Malta, and Nairobi, Kenya.

International students currently studying at SUNY Cortland include those from Osaka, Japan, Mali and Gambia, with which we have agreements. A joint degree program is planned with Anadolu University in Turkey, (TESOL), and a joint masters in International Sport Management with London Metropolitan University and the Sporthochschule in Cologne, Germany, is being developed.

1. Number of Cortland students enrolled in overseas academic programs

Summer-Fall-Winter session-Spring	
2001-02:	227
2002-03:	271
2003-04:	224

2. Faculty involved in overseas programs:

- An estimated seventy to eighty faculty are involved in study abroad programs.
- a. Study Abroad Committee: Each program abroad has a subcommittee of faculty who review applications. Currently twenty-two faculty members are engaged in the process.

- b. Study Abroad Scholarship Committee: Five faculty members review applications for the \$25,000 or more in annual awards for study abroad. These awards are supported by funding from the Uschald endowment (\$18,000-\$20,000/year), The International Programs Office (\$8,000/year), Kevin Rowell Alumni Scholarships (\$3,000/year), and the Yuki Chin Memorial Scholarship for students wishing to study in Asia (\$1,000/student.)
  - c. One faculty member receives one course released time annually to help administer the programs in the UK and Ireland.
  - d. Faculty-developed and faculty-led programs: SUNY Cortland faculty currently teach in the following programs abroad:
    - Belize Intersession – Ecology and Economy in Belize
    - Belize Summer - Teacher Institute in Environmental Studies and Culture
    - China Summer – History, Culture and the Arts
    - Costa Rica Summer – Spanish Teacher Institute
    - Dingle Summer – Studio Art
    - London Spring – Student Teaching

Faculty-developed and faculty-led programs under development:

    - El Salvador Summer – Politics and Sustainability
    - Lancaster, England Wintersession – International Health
    - Malta Spring – Psychology
    - Vietnam Summer – Economy and Development
3. Efforts to encourage greater participation
- a. In 2002, the College appointed a faculty member in each department to serve as International Coordinator. That person's responsibilities include serving as principal contact with the department for matters relating to international education, including study abroad. This serves to heighten the visibility of international education across the campus.
  - b. The Office of International Programs (OIP) staff and returned study abroad students speak to the required first year class, COR 101, when invited by the instructors.
  - c. OIP has initiated an International Education Training Corps, a program to train students interested in a career in international education. This requires participants to speak to classes about study abroad opportunities.
  - d. OIP offers information meetings on campus each semester about study abroad opportunities.
  - e. OIP has been meeting with selected department faculty to describe international programs available to their students and to them. An agenda for the next year is

the establishment of equivalencies for courses in majors within selected academic departments. OIP will create a database of these equivalents to assist advisors for use with students.

- f. During his first year President Bitterbaum met with departments and encouraged faculty and their students to become more involved with international opportunities.
4. Infrastructure (including facilities, staff) in place
    - a. The Office of International Programs (OIP) has 1.80 classified staff, 2.25 professional staff devoted to study abroad and .1.0 to international student and scholar advising. One classified position (Administrative Aide) and .95 professional positions are funded on state lines. The 1.0 International Student Advisor is funded through the Provost's Office. The remaining positions (.80 classified staff and 1.30 professional staff) are funded from fees paid by study abroad students. The office is housed in a suite in the basement of Old Main, a location which is out of the main student traffic flow.
    - b. The Center for International Education is a committee that serves to exchange information and coordinate activities among all the disparate individuals and programs working in some aspect of international education on campus. It has a faculty Director with one course released time each semester, who is appointed by the President and reports to the Dean of Arts and Sciences, and a student assistant who works 20 hours a week in the Center's office.
  5. Changes/investments needed to support enhanced internationalization and the financial implications of these plans
    - a. The Office of International Programs needs to increase its staff by one full-time classified staff, a full-time International Student and Scholar Advisor and one full-time study abroad professional.
    - b. The Center for International Education needs to be transformed from an information exchange and coordinating body with a faculty Director to an office with a full-time administrator and secretarial support. This office will be the keystone in the international education structure. Its responsibilities would include supervising OIP staff, initiating and administering international grants and faculty programs, planning campus-wide cultural events and coordinating all international education on campus.

Toward this end SUNY Cortland announced in Fall 2004 the creation of the James M. Clark Center for International Education, which was dedicated on November 17, 2004. Outside funding will be sought to establish and maintain the Center. An external consultant is being hired who will review existing and

projected international incentives and make recommendations regarding the composition of the Center.

- c. The primary facilities requirement will be a shared space for all the international education entities on campus.
6. Collaboration with other campuses and opportunities for expanded collaborative efforts within the system
- a. OIP jointly operates the Belize internship program with SUNY Binghamton.
  - b. The SUNY Directors of International Education (DIEs) work collaboratively to market SUNY programs abroad through joint funding of a SUNY web site and a print directory.
  - c. SUNY campuses collaborate to avoid duplication of programs abroad through the DIE Council
  - d. An international web-based magazine, Wagadu, was established by SUNY Cortland and other SUNY institutions. The international scholars' board includes Fulbright scholars at Cortland. The magazine is available at [web.cortland.edu/wagadu](http://web.cortland.edu/wagadu) .
  - e. Neo Vox is a web-based international magazine that is organized by students who are based in either Cortland or abroad. Articles contain first-hand information on different cultures and topics. The magazine can be accessed at <http://neo-vox.org> .

Current opportunities for on-line learning in expanding or facilitating international programs, studies and curricula include the following: WebCT, Distance learning ISDN and Internet based, established connections to Univ. of Sunshine Coast and London Metropolitan University, SLN course co-taught by C. Little and faculty at Belarus and Russia, Library electronic reserves and remote access to materials. Protocols that have been established for working with other campuses could be extended internationally. Initial discussions have taken place between Information Resources and International Programs. SUNY Cortland students participating in student teaching programs abroad are afforded an opportunity to meet and question their prospective mentors at foreign universities via videoconferencing technologies.

### **Collaborative Academic Programming**

***24. Identify current and planned collaborative academic programming, including within-sector and cross-sector cooperative arrangements such as joint programs and articulation agreements, and other cooperative academic arrangements. What additional programs and/or disciplines would benefit from collaboration with other campuses?***

We have existing articulation agreements of both a within sector and cross sector nature. Examples of cross sector collaborative programming include the 4+1 program with Clarkson University in which students completing a BS in Business Economics at SUNY Cortland can complete an MBA degree at Clarkson University in one year. Similarly, the Physics Department has a 3+2 physics and engineering program. There are a number of articulation agreements with community colleges that bring students to Cortland to complete bachelor's degrees. One example is the Human Service Studies major which is a 'capping' program. Students with a two year degree in human services from a community college can earn a BA or BS degree in Human Service Studies by completing two years of course work at Cortland. Individual departments have developed articulation agreements in art, communications, criminology, and English. We have been working on the development of joint programs with Mohawk Valley Community College, Herkimer Community College and SUNY Institute of Technology to develop 2+2+2 programs culminating in MAT degrees in Adolescence English Education, Adolescence Education-Physics and Adolescence Education-Mathematics.

### **Technology-Enhanced Learning Environments/Online Learning**

***25. Describe plans to use technology-enhanced learning environments to bring courses and programs to a broader range of students, including opportunities in both degree and non-degree/continuing-education programs. What are your plans to prepare and encourage faculty to deploy electronic media, especially the Web, in their disciplines and classrooms to enhance academic quality, including teaching, research and scholarship, publishing, and collaboration (see question 35)? Describe current and planned online activity in terms of numbers of students, courses and programs offered, and faculty participation.***

The Associate Provost for Information Resources and the Director of Graduate Studies are working together to identify appropriate student groups interested in taking online courses and courses offered at off campus sites.

The integration of WebCT in both graduate and undergraduate courses has introduced more students to online learning.

As the Deans are considering new courses and programs, they are investigating alternative modes of instruction, including online delivery.

The following constitute plans for preparing and encouraging faculty to use electronic media:

- We offered financial incentives for faculty developing asynchronous courses and incorporating technology into their courses.
- WebCT is being well-integrated into the curriculum, including CLIP sections, hybrid classes, and full online courses.
- Instructional Materials Designer is available to assist faculty in developing technology-based courses.
- Assistance is provided to put course syllabi on the web.

- Faculty Development Committee grants awards for innovation in the use of technology.
- Database support is available for faculty.
- CATE is a resource for faculty.
- Faculty support is available for digital photography and electronic media production.
- Library information and computer literacy instruction program are provided.
- Network infrastructure is in place in all teaching spaces.

### **Library Services/Support**

***26. With full implementation of the common library management component of SUNYConnect planned for 2005, how will you take advantage of University-wide access to maximize resources for students and faculty? What are your plans to ensure the library is able to fully support the mission of the institution (including the research agenda, where appropriate)? Describe how library resources, including faculty, are integrated into academic programming on your campus.***

- SUNY Cortland is participating in a pilot program to speed delivery of materials between the four-year Arts and Sciences colleges.
- SUNY Cortland is a full participant in SUNYConnect, endorses the SUNY Open Access Policy and participates in regional resource sharing through the South Central Research Library Council.
- SUNY Cortland has implemented ILLiad, an interlibrary loan software that enhances communication between libraries and enhances delivery of materials (in timeliness, accuracy, relevant data collection) into the hands of students and faculty.
- Library reference services and Library Instructional Services include instruction on the use of the interlibrary loan system, information on the SUNY Open Access policy and other information on retrieving materials University-wide.
- Library is preparing a SUNY union catalog and universal borrowing.
- Library reference services and Library Instructional Programs include instruction on the use of full-text databases and other resources available via SUNYConnect and other consortial arrangements.
- The Computer Applications Program, Library Instructional Services, and Library Access Services provide assistance and support to computer and technology questions.
- Policies and procedures are implemented to ensure access to materials throughout the University and beyond.
- SUNY Cortland has implemented the SFX feature to enhance the access to full-text information for students and faculty.
- Printing, networking and other infrastructure has been put into place to ensure that access to online materials is seamless and uncomplicated.

- The library web page is developed to provide a gateway to information about the library including access to materials and instructional materials on the use of research tools.
- Infrastructure exists to implement additional modules of the Library Management System, including periodicals module.
- SUNY Cortland has an efficient and effective Interlibrary Loan Department able to borrow materials for student and faculty research.
- Library infrastructure is in place to support networked access to information and facilitate scholarly communication.
- Library Instructional Services provides information literacy programs to ensure the critical evaluation of information (SUNY Cortland's All College Student Learning Goal).
- Memorial Library plans to use the recently installed Bookmark Café as a way to link the library with the intellectual programs and events of the campus.
- Despite flat budgets, Memorial Library continues to purchase materials and subscriptions that support the curricula of the college, particularly the undergraduate programs.
- Memorial Library routinely assesses its services and makes improvements based on data analysis and user feedback.

#### Integration of Library Resources, Including Faculty, Into Academic Programming

- Library Faculty are fully integrated into the governance of SUNY Cortland through participation on all Faculty Senate committees, inclusion on major academic searches and appointments on other major college-wide committees.
- Library Faculty participate in the programming of the college, including Sandwich Seminars and Scholar's Day.
- Library Faculty partner with teaching faculty to provide information literacy and other library-related instruction.
- Library Faculty maintain a visible and energetic presence in the activities of the campus.
- The Library Director is included in the Academic Affairs Council, the Administrative Conference, Teacher Education Council and other communication and policy making committees.
- The Computer Applications Program (CAP) and the Composition Library Instruction Program (CLIP) are provided by Library faculty.
- A member of the library faculty sits on the college's curriculum review committee.

#### **Assessment of Academic Programs**

***27. Describe how assessment results from your General Education Assessment Plan and Assessment of the Major Plan have been used to enhance program quality and student learning. What specific changes have been made in your programs as a result of recent***

*assessments? In addition, for programs externally accredited (e.g., through a national/international association), please describe how that process has been incorporated into program review.*

Each year areas of general education consistent with the campus' General Education Assessment Plan are assessed. The results have been disseminated to all department chairs. Most specifically, the department which delivers the courses pertaining to the student learning outcomes assessed and the General Education Committee are charged to examine the results and take appropriate actions. The Provost has charged a task force to examine the general education program to determine what overall changes are necessary.

Specific changes as a result of the assessment process include: curriculum changes in geography, physics, recreation and leisure studies, health, chemistry, and athletic training; changes in program requirements, e.g., Childhood Education; dedication of additional funds for science equipment; elimination of programs, e.g., B.A. in Adolescence Science programs; hiring of additional faculty in literacy, educational leadership and social studies.

Specific changes in General Education included changes in composition requirements, writing intensive courses, and college-wide writing committee recommendations. In addition, greater numbers of writing workshops for faculty are being offered, and the College adopted an oral presentation skills requirement.

The SUNY Program Review process has served as another effective tool in encouraging departments to reflect closely on their programs and make necessary changes.

Some programs that are nationally accredited have used the same assessment process. An example is Recreation and Leisure Studies. Its national accreditation and the program review were a combined effort.

In addition, all teacher education candidates for the seventy-one teacher education programs offered at Cortland are assessed at six specific checkpoints, five throughout their program, and one via an employer survey after graduation. The TECAS (Teacher Education Candidate Assessment System) is an on-line assessment that tracks the progress of the candidate with regard to thirteen learning outcomes, as defined in the SUNY Cortland Conceptual Framework. Demonstrated mastery of all thirteen outcomes is expected at the point of program completion. TECAS is available to the student and the faculty.

### **Responsiveness to local/regional/state needs**

- 28. Highlight the ways in which your campus' current and planned academic program offerings respond to local/regional/state needs, including the relationships you have with business and industry, K-12 schools, health care institutions, and involvement with workforce development (see Appendix C-13). Describe the scope of educational offerings outside those that are credit-bearing and/or state funded (including continuing education). Include types of courses/programs and numbers of students enrolled, currently and projected to 2010. Be sure to also describe academic program planning that will help to address the State's changing population demographics,**

**including the aging workforce (see New York State's *Project 2015* at <http://www.sysadm.SUNY.edu/provost/Project2015.htm>).**

Our academic programs respond to community needs in a variety of ways. Many programs at the college provide internship experiences whereby students acquire practical training at local, regional and state-wide businesses and agencies. Some programs are also involved in service learning that links students to community organizations. A specific example of both service learning and internship opportunities is the Community Outreach Partnership Center (COPC) grant from the U.S. Housing and Urban Development Agency, which is managed by a faculty member from the Sociology Department. The Geography Department engages students in the practical application of Geographic Information Systems for local development agencies. Students in Business Economics produced a marketing plan for a local Ford Motor Company franchise as part of an internship. Students also have internship opportunities that take them to Albany or New York City to work for the state legislature or the New York State Housing Finance Authority. Students in the new biomedical program engage in internship experiences at hospitals in Cortland and Syracuse.

Many of the students completing these programs go on to work for the businesses or agencies that sponsored the internship experience. Over 400 of our students, for example, work in the financial district in New York City.

As the largest trainer of teachers in New York our teacher candidates fill many of the needs of state wide school districts. In addition, the Educational Leadership Program trains future administrators, many of whom remain in the area. A growing number of SUNY Cortland student teachers elect to have student teaching experiences in the New York City area, arranged through SUTEC.

Cortland Urban Recruitment of Educators (C.U.R.E.) offers scholarships for a commitment to teach in high-need urban schools in New York State for a minimum of two years after graduation. Scholarship recipients obtain their degrees at SUNY Cortland and participate in a program that provides courses in urban and multicultural education, field experiences in urban schools beginning in the first semester of the freshman year, peer and faculty mentoring programs, seminars with urban educators, social events, and leadership opportunities. The education and experiences offered through the C.U.R.E. program help to prepare educators who are passionate and committed to teaching in urban schools and who have the skills to become teacher leaders.

In response to student needs, the new SUNY IT site in Utica, New York, offers place-bound graduate students up to half of their coursework in Literacy and Educational Leadership. In addition, a few Health courses are offered throughout the year.

The Center for Educational Exchange serves as a liaison between the College, K-12 schools and the Cortland community. Each year the Center for Educational Exchange offers many programs that are open to members of the community. Access to College

Education (ACE) and the Liberty Partnership Program (LPP) provide resources and opportunities for disadvantaged high school students. The ACE Program services students from fifteen area school districts.

SUNY Cortland Migrant Education Outreach Program (MEOP) provides educational support services to migrant children ages 0-22 and their families. The focus of the program is to enable children of migrant farm workers to achieve academic success by providing tutoring, advocacy and coordination of interstate educational continuity. The MEOP is the third largest in New York State, covering 55 school districts and serving approximately 1400 migrant students each year.

The Department of Speech Pathology and Audiology clinic offers free hearing screenings to local Head Start children.

The School of Professional Studies is instituting the Center for Obesity Research and Education, which will provide consultative services for members of the Cortland community. Funding for the center is being sought through the SUNY Research Foundation and SUNY System for a "Conversation in the Disciplines" grant.

In Summer 2003, the College established its Public Access Defibrillator (PAD) program. Authorized and approved through the Central New York Emergency Medical Services Program, SUNY Cortland established PAD policy and procedures under the medical supervision of our campus physician. The program was implemented with 12 stationary and 7 mobile units located throughout the campus. These life-saving devices have already proved invaluable at the Senior Games and other campus events that are open to the community. In Spring 2004, permission was obtained from the Adirondack/Appalachian EMS Council to install two units at our Center for Outdoor Education at Raquette Lake, one at Camp Huntington, and one at the Antlers facility.

The Center for Success operated within the city to assist and counsel at-risk community members.

The Center for Disability Studies has provided workshops to the Cortland community on key issues like autism.

SUNY Cortland has developed a collaborative partnership with WetStone Technologies Inc., a creator of digital security technologies. A highlight of this partnership was the offering of two Biometrics Fairs, hosted by the College and held in April and November. WetStone staff members and SUNY Cortland students collected biometrics data from approximately 500 Cortland student volunteers. In addition to collecting data to further explore this emerging technology, the event provided a valuable educational experience for the students who participated. Students in geography, physical education, exercise science and sport studies, and computer applications classes created posters and other informational displays to teach about biometrics, a measurable, physical characteristic or personal behavioral trait used to recognize the identity, or verify the claimed identity, of an individual.

## Student Outcomes

(Plans for enhancing student outcomes/success)

### Retention/graduation rate goals and efforts

**29. Please update your three- and five-year goals for retention and graduation to 2008 and 2010 respectively (see Appendix C-14). At the undergraduate level, describe current and/or planned efforts to enhance retention rates and encourage timely graduation. At the graduate level, describe the time-to-degree for full-time students in doctoral programs at your campus, by broad discipline, compared to national norms<sup>1</sup>. What changes if any do you anticipate in your time-to-degree data over the next five-years? Please explain.**

Cortland's current and projected average undergraduate retention and graduation rates (first-time, full-time) appear below:

	Current	3 Year Goal	5 Year Goal
First-Year Retention Rate	77%	83%	85%
Four Year Graduation Rate	28.64%	30.00%	34.00%
Six Year Graduation Rate	56.27%	58.00%	60.00%

Numerous efforts to improve retention rates and timely undergraduate retention are under way. For example, the number of Learning Communities for incoming freshman has been increased, with the intent of ultimately offering learning community participation to all first year freshmen and transfer students as well as upperclassmen. The opportunity to engage in learning within a grouping that is cohesive in nature and typically thematic in approach has produced early favorable results in the retention rates for third semester students.

COR 101 (The Cortland Experience: A First Year Seminar) is an orientation course which is required of all first semester freshmen. Students learn about the College, responsibilities of various offices on campus, how to receive advisement and registration information, and college policy. Guest speakers provide insight into topics such as diversity, social activities and events, organizations, career services, and library services, aimed at connecting students to their new environment and engaging in dialog between students and faculty.

The Office of First Year Advisement and Transition provides advisement to pre-majors and childhood education-waiting majors, and offers special services to transfer and adult learners via workshops and special events.

---

<sup>1</sup> Median registered time: Education (8.1 years); Engineering (6.8 years); Humanities (8.8 years); Life Sciences (7.0 years); Physical Sciences (6.8 years); Business and Management (7.6 years); Social Sciences and Psychology (7.5 years); and Other Fields (8.5 years). Source: National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration, *Doctorate Recipients from United States Universities*, 2000.

A financial services task force has been developed to provide counseling and educational materials to assist students with financial planning beyond financial aid and billed costs of attending.

Advisement training is provided regularly to new and veteran faculty by the associate deans and by the Office of First Year Programming and Transition. The Registrar's Office offers regular training sessions on advisement through the use of CAPP, the Banner student degree audit.

The Office of Enrollment Management is currently reviewing strategic enrollment and course planning measures to be developed that will address course needs for timely graduation.

Residence halls are being renovated, and a new residence hall is being built, to enhance the residential living experience and reduce overcrowding.

Multicultural events are planned throughout the year by Multicultural and Gender Studies, Women's Studies Committee, the Office of Multicultural Life, student organizations and other groups.

Increased admission selectivity is being pursued to continue to enhance the retention rate. In addition, increased numbers of scholarships provide financial support to aid in retention efforts.

Full-time staff have been hired to support international student advisement.

### **Transfer Success (sending and receiving)**

***30. Please describe your efforts to ensure successful transfer and provide a status report on your campus' implementation of the Teacher Education Transfer Template project and other recommendations found in the SUNY Transfer Action Plan. Which institutions represent your campus' most active transfer partners? With which institutions do you seek to strengthen communication and articulation to enhance transfer success? (see reference files in Appendix C-15)***

Cortland's most active transfer partners include Broome Community College, Tompkins Cortland Community College, Onondaga Community College, Hudson Valley Community College, Nassau Community College, Suffolk Community College, Cayuga Community College, Mohawk Valley Community College, Monroe Community College, and Corning Community College.

More than 40% of Cortland's annual entering class consists of transfer students. Recruitment services at the most active transfer partners include monthly scheduled appointments with prospective students and close working relations with transfer staff.

All members of the Admissions Office staff attend transfer recruitment programs around the state in both the fall and spring. Two staff members conduct more detailed visits to local community colleges. Web-based college transfer equivalency charts and

articulation agreements are used to help build relationships with transfer counselors and faculty at the community colleges. Recruitment pieces that focus specifically on the transfer student have been developed.

SUNY Cortland also participates in a professional organization that fosters the development of relationships between two-year transfer counselors and admissions representatives. This organization has one large conference every year and many local meetings.

Credit evaluation service is provided for prospective students as well as advisement on transfer coursework. Web-based course equivalencies and automated degree audits provide improved communication of transfer and graduation expectations.

For those transfer students entering a teacher education program at SUNY Cortland, the College participates in the SUNY-wide two year/four year teacher education template initiative. Members of the College have evaluated all of the liberal arts and sciences courses and educational/pedagogical courses offered by two-year colleges. Additional advisement is made available to transfer students.

A large number of articulation agreements with two-year colleges already exist, and more are being developed, both in teacher education and in non-teacher education areas. Faculty, administrators and Admissions staff meet with their counterparts from the two-year colleges to determine needs and possibilities. The articulation agreement is drafted and then reviewed by administrators and the Provost, and agreements are signed by members of both institutions.

### **Student Support/Student Life**

*31. Briefly describe the student support services and student life programming in place or planned to achieve your mission, including serving an increasingly diverse student body. Please be sure to address the following areas: advisement; health & safety; living/learning environments (including residence life) and co-curricular programming (including arts and athletics); and student governance. How do you measure the effectiveness of student support/student life programming, particularly the impact on academic outcomes? How effective are you relative to your peer institutions? Please describe how results have been used to improve services and programs.*

The Division of Student Affairs at SUNY Cortland consists of a wide array of programs and services which are primarily aimed at supporting and enhancing the educational and developmental goals of SUNY Cortland students. The Division includes programs that directly impact the educational success of students such as the Academic Support and Achievement Program, Disability Services, and the Educational Opportunity Program as well as programs that support the transition and adjustment and the health of students such as the Counseling Center, Student Health Service, the Health Education, and the Alcohol and Other Drug Prevention Education Program.

The Division devotes resources that assist students in the selection of an academic major and career direction through the counseling and programming efforts of both Career

Services and the Counseling Center and has developed an outstanding Recreational Sports program to provide students with healthy and constructive alternatives for their leisure time.

The Recreational Sports program, funded by the mandatory student fee, offers a variety of opportunities to all SUNY Cortland students. Activities include:

- An Open Recreation Program with more than 165,000 participations annually. A variety of recreation facilities (2 fitness facilities, 2 swimming pools; 10 racquetball courts; 8 squash courts; and gyms/field house for jogging, basketball, volleyball and badminton) are available on an open recreation concept until 11:00 p.m. most days. We also have 2 outdoor basketball courts and 22 tennis courts available for open recreation use during daylight hours.
- An Equipment Checkout/Court Reservation Service that goes hand-in-hand with the Open Recreation Program
- A Sport Club Program with 23 clubs and over 500 participants, including: Men's Baseball, Women's Basketball, DanceWorks, Equestrian, Women's Field Hockey, Golf, Gymnastics, Men's Ice Hockey, Jiu Jitsu, Kickline, Men's Lacrosse, Women's Lacrosse, Outdoor Adventure, Men's Rugby, Women's Rugby, Ski/Snowboarding, Men's Soccer, Women's Soccer, Women's Softball, Swimming, Tae Kwon Do, Men's Volleyball, and Women's Volleyball
- Two state-of-the-art fitness facilities that have great availability, as well as excellent supervision and instruction. The Woods Facility (located in Park Center) and the Tomik Facility (located in Van Hoesen Hall) are equipped with a wide array of cardiovascular fitness equipment, selectorized weight circuits and free weights, for a total of over 12,000 sq. ft. of fitness facility space. We also offer a variety of aerobics classes, free of charge to all SUNY Cortland students.
- A new Non-Credit Instruction Program which currently offers instruction in Washin-Ryu Karate and Yoga; and
- A new Outdoor Opportunities Program that provides all SUNY Cortland students, faculty and staff with the opportunity to participate in a variety of outdoor recreation activities including snowshoeing, x-country skiing, kayaking, canoeing, rock climbing and hiking.

Our Recreational Sports Program has been rated #1 in student satisfaction in the entire SUNY system in the last four Student Opinion Surveys that were administered in 1994, 1997, 2000 and 2003.

The union and activities program not only supports students and the entire campus community by providing facilities and professional staff support for students, faculty and

staff users of the union, but provides the Student Government Association and its organizations with advice and guidance. A strong leadership development program has emerged during the past three years, and the staff works with hundreds of outside users of the campus and coordinates the Summer Sports School for the College. The campus activities office, through its work with the Campus Artist and Lecture Series, the Student Activities Board, and the Performing Arts Department on campus all contribute greatly to the cultural life of the campus and the community at large. There are many musical ensembles on campus which involve students in choral, band and orchestra opportunities. Further, the theater program, which includes musical theater, provides a variety of performing opportunities for students, as well as other members of the college and local communities.

The Residential Services staff impacts nearly half of the undergraduate student body every day by providing high-quality residential life programs, services, and staff. This department has taken a very active role in improving the residence halls on campus over the past ten years and this year has been involved in helping to design Cortland's first new residence hall in over 30 years. The living learning communities for pre-majors have become an integral part of this program, now in its fifth year at Cortland. All pre-majors are now part of the learning communities program on campus with assessment data supporting the success of this collaborative effort between academic and student affairs.

The Office of Multicultural Life works with students, faculty and staff across the campus to provide programs and services which will increase an understanding and appreciation of the richness of diversity that represents our campus, state, nation and world. Increased support for both Admissions as well as Multicultural Life has come as a result of the college's long range plan, and the college has seen modest increases in the enrollment of students from under-represented backgrounds. With steadfast support from the college, the EOP program continues to provide opportunities for a sizeable number of students from underrepresented groups, with 84% of the incoming freshman for the Fall of 2004 coming from underrepresented groups.

The intercollegiate athletic program at Cortland continues to enjoy success, involving over 725 student athletes on twenty-five teams. The program provides high quality athletic competition for our student athletes as well as giving them the opportunity to develop life skills and have the goal directed team experiences which will serve them well long after graduation. Additionally, the program is embraced by many students, faculty and staff and provides a very positive connection between the college and many local area residents as well.

The mission of Advisement and Transition Programs, formerly Advisement and First Year Programs, is to support student transition to SUNY Cortland, support academic planning and decision-making, and assist students in taking responsibility for their learning, achievement, and satisfaction with their college experience. Advisement and Transition Programs encompasses four major functional areas: advisement, new student

orientation, COR101: The Cortland Experience first year course, and adult/nontraditional and transfer student support.

SUNY Cortland has a developmental faculty-based advising model and a set advising mission that places responsibility for academic decision making and planning with the students. The advisors are responsible for being accessible and responsive, providing accurate information, and assisting students with decision making. Advising is a dynamic, and the effectiveness of our advisement rests upon full participation by the student and support of the advisor. The office provides direct advisement to approximately 600 students and programming to all pre-majors and childhood education-waiting majors. Students from across campus utilize the office for general questions and advising concerns. In addition, the office coordinates faculty development that is focused on advisement and maintains an online advising resource for students and faculty. By providing programs, information, and outreach on academic issues to students, faculty, and staff in a clear and consistent way, the office works to maximize the advising partnership between students and faculty and supports students in their academic planning and decision-making.

Since the college strives to be a student-centered institution, it is essential to understand the ways that our students become connected and involved in meaningful, positive and constructive ways. Beginning in the Fall of 2003, the student affairs division undertook a research project which was focused on determining how students connect with the college. The "Person to Person Links" project emerged in order to study the extent to which faculty, staff and students connect to each other and to SUNY Cortland. Given the strong link between early positive socialization by students and the likelihood that they will be retained and graduate, it is imperative that the college understands what is happening in this regard in and outside of the classroom with faculty, with academic advisors, on athletic teams, in residence halls, with campus clubs and organizations, and in social and recreational settings. The data has been collected and analyzed and a report has been published and distributed widely across the campus. Departments and programs across the campus are continuing to discuss this issue and have begun to develop strategies which will result in more effective and powerful connections. It is expected that this project will help to change the campus and make it an even more student-centered institution in the future.

The University Police Department is on duty every day working to ensure that the campus community is a safe place to study, work, and learn. University Police work with Student Affairs colleagues as well as with faculty and staff across the campus to make our campus as safe as possible.

The Counseling Center and the Student Health Center are nationally accredited and the residential services program has been part of the ACUHO-I benchmarking study for the past seven years. Additionally, The College Union and Activities program has used the ACUI-EBI Annual survey to assess its programs and services. The University Police Department conducted a peer review of all operations two years ago. The skills center-Academic Support and Achievement Program (ASAP) uses CRLA certified peer tutors

and has begun working on receiving NADE certification for the entire program. All of the units analyze data received from the SUNY Student Opinion Survey and have included the Student Opinion Survey data as an indicator of success in the units' assessment plans.

All of the support and service units within the division and student and academic affairs have assessment plans in place and conduct program assessment on an on going basis. Since beginning the comprehensive assessment planning process in 2000, an integral part of every unit plan was to include what the unit had changed or improved as a result of the assessment process. For example, based on assessment data, the Recreational Sports program has added intramural activities, has upgraded equipment, has improved the quality of music, and has improved the cleanliness in the fitness facilities. EOP changed the testing procedure during the summer institute, began standardized testing in Mathematics during the summer institute, and created a satisfaction survey on EOP counseling services and tutoring services as a result of the program assessment plan. Career Services used assessment data to phase out low attendance workshops, to provide more evening workshop offerings, and to expand the volunteer fair at the beginning of the Fall semester. Additionally, Career Services has moved toward a web-based approach for career exploration with students, has refined Teacher Recruitment Day, and has developed targeted activities for Arts and Sciences majors. These initiatives have all occurred as the result of program assessment. The Offices of Health Education and Alcohol and Other Drugs used the Spring 2000 National College Health Assessment to determine that the campus needed to offer a smoking cessation program for our students. Another example of using assessment to change program offerings relates to the data collected on campus which indicated that more than 40% of our students were not aware of many of the issues associated with date rape. As a result, Health Education worked with many campus groups to increase the number of educational programs, which should help to reduce this number significantly.

The skills center (ASAP) conducts Supplemental Instruction (SI) for many of the campus' most challenging courses. Data show that students who participate regularly in SI sessions perform at a higher level than those students who do not. The overall success of EOP students (students who would normally not have been considered admissible to the college if not for EOP eligibility) demonstrates the efficacy of EOP support programs including the summer institute, professional counseling, peer counseling, and on-going campus academic support. Twenty-four EOP program students received the Chancellor's Award for having an overall GPA of 3.0 or higher.

Relative to peer institutions, Student Affairs programs and services at Cortland compare very favorably. For example, in the recent report generated by System Administration, the sub-scales of the Spring 2003 Student Opinion Survey that addressed many student services at Cortland rated average plus or higher. "Life Skill Development" was rated "High", "Social Environment and Services" was rated "Average+", "Personal Integration" was rated "Average+", "Health Services" was rated "Very High", "Athletic and Recreational Programs" was rated "Extremely High", "Student Voice" was rated

“Average+”, “Residence Halls” was rated “Average+”, “Career Planning and Placement” was rated “Very High” and “Campus Security” was rated “Average+”. All of the unit heads review the results of departmental assessment data as well as SUNY Student Opinion data as part of the annual planning process and use this data to shape initiatives and program direction.

SUNY Cortland is committed to providing its students with a well rounded educational experience both in and outside of the classroom. Many of the programs and services in Student Affairs contribute to learning, development and growth of our students as evidenced by the data collected by the units across the campus. All of the programs within Student Affairs view their work as crucial to the retention of students at the college. Through participation in recreational sports opportunities on campus, residence hall programs, campus activities, student government clubs and organizations, intercollegiate athletics, or campus employment, our students develop meaningful connections with others at the college. Providing professional academic tutoring, peer tutoring, professional personal counseling, and career counseling aids in the retention of our students and the successful pursuit of their academic goals.

### **Post-graduate Success**

#### **32. Please describe the post-graduate success of your students and data collection efforts planned or in place to measure this outcome.**

- a. For undergraduate students: pass rates on certification and licensure examinations; employment patterns, starting salaries, and employer feedback; performance on graduate admissions tests; placement into graduate schools; geographic location; etc.**
- b. For graduate and first-professional students: pass rates on certification, board, and licensure examinations; post-graduate placements (e.g., post-docs, residencies); faculty appointments; employment patterns, starting salaries, and employer feedback; honors and awards; publications and inventions; geographic location; etc.**

The Office of Career Services administers a one-year graduate survey. Results for each program are disseminated to the respective departments. Prior administration results directed our attention to some areas. The following areas of concern emerged on those administrations, since Cortland obtained a mean average on the following items that was statistically lower than the overall average: (1) quality of academic programs; (2) cultural/ethnic diversity in the student body; (3) computer system, services, equipment, labs, etc.; (4) degree requirements; (5) the General Education or core requirements at this college were a valuable component of my education; (6) overall, the college had an intellectually stimulating atmosphere; (7) I encountered few course scheduling or course availability problems; (8) college response to older/non-traditional students; and (9) campus acceptance of individuals regardless of sexual orientation. Most recent data suggests that 93% of our Cortland graduates are employed within six months after graduation.

In April 2003, the College administered the SUNY-wide Student Opinion Survey (SOS). Simultaneous with the SOS administration, the College administered a Cortland-specific

SOS Survey that more accurately captures local campus climate and a range of service area information. Across both of these instruments, up-to-date information regarding each of these items was collected and subsequent comparisons made. We showed significant improvements in many areas, and they will continue to be areas of focus.

The Office of Institutional Research and Assessment recently developed an employer survey directed toward SUNY Cortland teacher education graduates. The survey was sent to area administrators who have hired recent Cortland graduates. Results from the spring 2003 administration were disseminated to departments for review and program improvement. Over 99% of the results were extremely positive.

Below are the pass rates of our students on appropriate tests.

**SUNY Cortland Liberal Arts and Science Test (LAST) Scores**

<b>Year</b>	<b>Number of Test Takers</b>	<b>Number with Passing Scores</b>	<b>Percentage Passing Test</b>	<b>Statewide Percentage Passing Test</b>
<b>2002-03</b>	766	732	96%	96%
<b>2001-02</b>	629	601	96%	95%
<b>2000-01</b>	630	612	97%	95%
<b>1999-00</b>	593	579	98%	96%

**Passing Rates for NYSTCE Assessment of Teaching Skills—Written (ATS-W)**

<b>Year</b>	<b>Number of Test Takers</b>	<b>Number with Passing Test</b>	<b>Percentage Passing Test</b>	<b>Statewide Percentage Passing Test</b>
<b>2002-03</b>	754	730	97%	97%
<b>2001-02</b>	617	595	96%	96%
<b>2000-01</b>	626	608	97%	96%
<b>1999-00</b>	591	580	98%	97%

These pass rates compare very favorably with other New York institutions as shown in the following table.

<b>2002-03</b>	<b>ATS-W</b>	<b>LAST</b>
NY State	96%	95%
Privates	97%	95%
CUNY	93%	91%
SUNY	97%	97%
Cortland	97%	97%

## **Student/Alumni satisfaction**

- 33. Describe how the results of student and alumni surveys are used to inform institutional planning and enhance the quality of academic programs and services. Please describe instruments that are currently in use and/or planned for the future.**

We currently administer the Student Opinion Survey and a Cortland-specific SOS. In addition, the Office of Career Services administers one-year surveys. Results for each program are disseminated to the respective departments for discussion and action. There is also discussion of the results in various governance bodies.

According to the Grad Survey 2003, 93% of 167 respondents indicated that they had obtained employment within six months of graduation. Of 252 respondents, 87% indicated "Satisfied" or "Very Satisfied" with the relevance of major courses to their career. Of 256 respondents, 92% rated quality of faculty in the major as "Satisfied" or "Very Satisfied."

## **Technology**

*(Plans for ensuring technology infrastructure supports academic quality)*

- 34. Describe your planning process for ensuring that technology appropriately supports your mission, including relevant assessment processes. In addition,**
- a. What is being done to ensure faculty and students have access to sufficient technology and training? Describe your plans for increased integration of technology in the classroom, including the proportion of instructional space that provides an instructor with network connectivity and projection capability, and the proportion of instructional space that provides network connectivity for each student seated in the classroom.**
  - b. What changes or investments in technology will be needed on campus by 2010 to support academic program directions, research, libraries, student support services, administrative initiatives, federal or state requirements, etc.? Describe the financial impact of these changes and how the initiatives will be funded.**
  - c. What new roles, responsibilities, and organizational changes have been implemented or are being considered to ensure that technology is adequately supported and integrated across the institution?**
  - d. How are you currently working with other campuses or organizations within SUNY to share technology resources and what opportunities do you envision for more collaborative efforts within the University?**

The Planning for Technology document is reviewed and updated periodically. In addition, a formal information resources technology liaison partnership with faculty has been established. In an effort to maintain communication with faculty, the Associate Provost regularly consults with deans and department chairs and is a member of the Provost's Cabinet as well as the Academic Affairs Council. Faculty are involved in the work of the Student Computing Access Program (SCAP) Committee, and they interact formally with IR staff through cross-functional teams. Supported software is provided for faculty without charge. Each semester meetings

with faculty members are held to obtain feedback on the use of public computing facilities. These facilities are targeted for student use, teaching, and special purpose usage. Feedback from user surveys and data from technology usage in labs and classrooms are used in planning and decision making.

Information Resources staff are involved in the long range planning process. All IR Departmental assessment plans are based on college mission goals. With this in mind, weekly meetings take place between Banner programmers and administrative departments. An equipment replacement plan is in place for classroom technology and the computer labs.

**What is being done to ensure faculty and students have access to sufficient technology and training?**

The College has 34 technology classrooms, 21 video classrooms, 18 general purpose and 27 special purpose computer labs with 772 computers, all with access to printing. All classrooms have network connectivity. Currently there are 34 technology classrooms on campus out of 80 that are fully equipped with technology, i.e. computer, projector, control panel, document camera, VCR and audio. Twenty-one classrooms have televisions and VCR installed. Thirteen of the eighteen computer labs and nine department-scheduled spaces have data projection capability. An equipment replacement plan is in place to address ongoing replacement of existing technology based on life-cycle expectations. In addition, wireless network connectivity will be in place in all classroom spaces by fall 2005.

Significant technological support is available to faculty and students. Both the Faculty Training Center and the Technology Help Center provide services to faculty and staff. The latter also assists students with technology issues. A peer-to-peer tutoring program is in place for students, and Classroom Media Services provides one-on-one training for faculty in use of technology classrooms. Hallnet support for on-campus students is also available. Five mobile classrooms (Economics, Park Center, Library, Education, and the Raquette Lake Outdoor Education Center) are in place. Interactive video facilities are available, and faculty and students are allocated network storage space. Remote access to all resources, including e-mail access, library resources and servers is also available.

**What changes or investments in technology will be needed on campus by 2010 to support academic program directions, research, libraries, student support services, administrative initiatives, federal or state requirements, etc? Describe the financial impact of these changes and how the initiatives will be funded?**

The following technology needs by 2010 have been identified:

- Addressing technology classroom needs – not only upgrading current classrooms but developing additional spaces. Currently 1/3 of classrooms are technology classrooms, but faculty requests exceed availability. By 2010 all

classrooms should be technology classrooms. \$300,000 annually to upgrade and maintain classrooms –currently \$100,000/yr is allocated for this purpose.

- Funding for regular replacement of faculty computers would require \$150,000 year.
- \$100,000/yr should be budgeted to maintain and replace the 35 enterprise servers on a five year replacement cycle.
- \$50,000 per year should be added to library collections budget to adequately support college needs with electronic and traditional materials.
- We would need to address 24/7 responsibilities of staff.
- Four additional staff are needed @ \$40,000/yr to support technology in classrooms, labs and provide support to faculty.
- WebCT Technologist must be funded @ \$40,000 annually (currently supported with Title III funds.)
- Critical maintenance and replacement of technology infrastructure plan must be in place.
- Computers need to be upgraded for more sophisticated use of media production and streaming video.
- Innovation and changes in library management systems will need to be maintained with annual funding commitments.

**What new roles, responsibilities, and organizational changes have been implemented or are being considered to ensure that technology is adequately supported and integrated across the institution?**

In the past several years a number of new initiatives have been put in place and there have been corresponding reallocations of resources to provide adequate support: peer tutoring program; instructional materials designer; database developers; Web support; information and computer literacy workshops; and the faculty training program. A variety of IR workgroups are currently addressing specific issues related to coordination of faculty, staff and students support.

**How are you currently working with other campuses or organizations within SUNY to share technology resources and what opportunities do you envision for more collaborative efforts within the University?**

Staff in Information Resources are active in the following SUNY-wide groups: SUNY Connect, SUNYSAT, EDToa/COA/TOA, CCIO group, SUNY Librarian's Association, ITEC software and hardware support, and SICAS Operations and Governance boards

In 2000 SUNY Cortland organized the first SUNY front-line technology support meeting, which has become an annual event.

Cortland works collaboratively with other campuses in the implementation of Banner and Aleph, the library management system.

## Facilities

*(Plans for ensuring facilities support academic quality)*

### Overall Design Concept, Campus Facilities Plan and Facilities Management

**35. Does the campus have a long-range Campus Facilities Plan in effect that guides campus development and integrates academic goals and priorities? Does the Plan incorporate an overall design concept for the campus? Describe the campus' ongoing facilities evaluation and project prioritization process, including the process used to review and update the Campus Facilities Plan and capital project priorities. Please provide a brief update on the status of the facility goals outlined in the current Memorandum of Understanding.**

The campus has taken steps to ensure the integration of our capital plan with the campus goals and priorities. In 1996, the campus developed a Master Plan. This plan has provided a road map for all campus capital and minor improvements. The Facilities Master Plan and Oversight Committee (FMPOC) has since overseen the progress of the plan and made adjustments as needed based on the campus growth and vision.

In 2002, a capital improvement plan was developed and a conditional survey of our facilities was conducted by a consultant. This plan was developed and prioritized under a subcommittee of the FMPOC. The results were categorized as: 1) Critical Maintenance (overall 247 items for a value of over \$60 million) and 2) Plant Adaptation projects (overall 12 projects for a value of over \$80 million). A roll-up plan has since been developed, a copy of which is enclosed. This program is mainly for capital improvements.

The campus has also initiated and implemented a "Call for Alteration" program that every year invites the campus to submit their program enhancement requests. A committee reviews the entire request, and based on the campus vision and goals, will rank and recommend the project to the President's Cabinet for funding. This program has been very successful in accommodating the program enhancement needs based on the campuses priorities and goals for minor improvements.

However, since the development of the Master Plan and Capital Improvement Plan, a new School of Education has been established. The need to review and modify the Master Plan to incorporate this major change is great. This task is a priority for the upcoming year for the FMPOC.

**36. What is the condition of existing facilities, including site improvements and infrastructure? How well do existing facilities meet current and projected needs? Can facilities support planned academic and enrollment growth? Please identify any known constraints or anticipated shortfalls. Describe space utilization strategies. Describe the manner in which operating resources (staff and funding) are allocated for your campus' preventive maintenance program. Does your program have defined goals and objectives? How do you gauge its effectiveness?**

A facilities audit was performed in 2001, and the result was included as part of our Capital Plan indicated above. The main concerns regarding the infrastructure are the steam line and North substations, which are both 60 years old and in extreme need of replacement. These two projects are under design and await funding.

The main shortfall of facilities is the Bowers Science Building. The entire building is in great need of upgrading. During the next five-year plan, the following critical maintenance items (roofing, lighting, windows, generator, etc.) will be addressed, but Bowers will still need program enhancement and renovation of teaching and research labs. Moffett Building is in need of new lighting and increased electrical capacity.

Overall, the program analysis indicates that the campus has adequate net square footage of program space (over 1 million NSF) for the size of the College. However, there are shortfalls in a few categories, such as, classrooms, laboratories, and department offices. Some of these concerns are being addressed through the renovation of our Sperry Classroom Building, Brockway renovation to free Studio West for further classrooms and faculty offices, and renovation of Cornish Hall to consolidate the Education Department. A proposal is also in place to build a new School of Education that will relieve some of the space needs.

#### **Educational Facilities (including Research)**

***37. Please describe planned capital projects and priorities vis-à-vis the academic direction and outstanding critical maintenance needs of the campus for building and renovation of educational facilities (including research facilities and research equipment; and site infrastructure such as underground utilities, roads, and parking) through 2010. Indicate which specific projects are scheduled for the current proposed multi-year capital plan (through 2008-09) and which projects will be deferred until the following capital plan. Describe the process by which you integrate campus mission requirements, outstanding critical maintenance needs, and your overall capital plan resources. In addition, how do you address unanticipated needs such as regulatory issues (e.g., those generated by environmental audits) and emergencies?***

As indicated in Number 35 above, the Capital Plan in 2002 was based on our Master Plan with FMPOC prioritizing the critical maintenance items. The 247 items were rolled into 38 capital projects. Since then, due to the creation of the new School of Education and some changes in the campus' vision, a few adjustments were made and priorities were modified to reflect this. Currently, 41 projects have been identified.

The next plan for fiscal years 2008-09 will provide approximately \$40 million for critical maintenance projects. This plan will include the following three major renovations: Brockway Hall, Sperry Learning Center, and Cornish Hall, in addition to 29 other projects, including the steam line replacement, electrical substation upgrade, Bowers Building laboratories upgrade, and roof replacement site and safety issues. The remaining eight items will be deferred to later years.

The campus will reserve funds for minor repairs to be used in case of code and regulatory issues. The FMPOC, with the assistance of the Office of Facilities Planning and Construction, will also monitor the progress of our plan, and if needed, revisions will be made to incorporate major changes as required.

### **Residence Hall Facilities**

***38. As appropriate, please describe plans and priorities vis-à-vis the academic direction of the campus, student enrollment patterns, and changing demographics, (e.g., resident vs. commuter mix) for building and/or renovation of residence hall facilities through 2010. Please indicate whether specific plans are scheduled for the current multi-year residence hall capital plan (through 2007-08) or the next one. Describe the formal process by which you assess the physical condition of your residence halls and establish priorities for rehabilitation and repair. Do you require your residence hall program to maintain a minimum level of reserves to address emergency situations? If so, what is the level?***

Enrollment patterns at the College should not change significantly enough to impact residence hall planning for new construction or renovation. The overall enrollment at the College is not going to increase or decrease significantly, and aside from a sizeable increase in the number of international students enrolled, the enrollment mix will change only slightly by 2010. While the number of full-time graduate students may increase slightly from 76 in 2004-05 to 136 in 2010-11, this magnitude of change will not result in demands on the housing program that are different from current ones. Thus, the only variable relative to enrollment mix which the campus must be prepared to deal with is the impact of a marked increase in international students who desire to live on campus. This will surely impact staffing and programming more than the physical facilities on campus, however. Current plans are to increase capacity by approximately 180 beds on campus in order to accommodate all of the undergraduates who want to live on campus. Future renovation projects will continue the trend of giving students more space and more privacy; thus the likelihood for reducing beds in renovated facilities is high. Further new construction may be needed within the next ten years just to compensate for such losses and to meet future demands of students who want to live on campus.

In assessing the physical condition of our residence halls, the associate vice president, facilities management, conducts an annual walk-through of all residence halls. The determination of priorities is accomplished through meetings with the vice presidents for finance and management and for student affairs and the director of residential services, along with the associate vice president, facilities management.

The College does maintain a minimum level of reserves. The range has been established at a minimum of 5% to a maximum of 10% of the annual budget for the Dormitory Income Fund.

### **Hospital and Clinical Facilities**

***39. Please describe plans and priorities vis-à-vis the academic direction of the campus for building and renovation of hospital, clinical, and clinical research facilities through 2010. Describe how these building and renovation priorities fit into the hospital/campus***

*strategic plan? How will these projects be financed and how will the ongoing maintenance and operational requirements of new or expanded facilities be supported? Describe the overall cost-sharing arrangements between the hospital and campus with regard to operational costs and financing capital projects in support of academic priorities and strategic business plans.*

Not applicable

## **Energy Planning and Management**

**40. *What steps are you currently taking to reduce the campus' level of energy usage and/or per unit cost? If you are in the Niagara Mohawk or NYSEG service areas, does your campus currently participate in the SUNY Electricity Buying Group? If not, why not?***

The College has an energy management system that has been installed for a number of years and has significantly reduced the level of energy usage. To further reduce the cost of our energy usage, the College participates in the SUNY electricity buying group. We are also working with the SUNY System Office, in an effort to lock in favorable prices for gas. The College also shuts down all air conditioning on Friday afternoon during the summer months and does not resume air conditioning until approximately 7:30 on Monday morning. We are also pursuing the possibility of minimal coverage in offices on Fridays and reducing the air conditioning on Thursday evening. During the winter months, in the week between Christmas and New Year's the College significantly reduces the heat supplied to the buildings. While the College is not closed, we do advise employees to wear warmer clothing since the heat has been turned down.

## **Administrative Structure and Resource Management**

*(Plans for administrative and resource support to ensure academic quality)*

### **Administrative Structure and Effectiveness**

**41. *Rethinking SUNY called for maximizing efficiency across the System. Please describe your current administrative structure. Do you anticipate any changes over the next five years? Please explain. How are institutional plans developed, communicated, and evaluated? Be sure to describe the role of faculty, students, and the local governing body. How do you gauge the effectiveness and efficiency of your administrative structure, especially relative to peer institutions? For campuses with hospitals/clinics/other patient-care services, please describe current and planned affiliation agreements and cooperative programs (see question 21) that exist between the hospital/clinical facilities, school of medicine and practice plans, and how these arrangements ensure institutional efficiency and effectiveness.***

SUNY Cortland has a relatively traditional administrative structure, consisting of four divisions led by a vice president: Academic Affairs, Finance and Management, Institutional Advancement, and Student Affairs. Although no major changes are anticipated in this overall structure, it is likely that changes will take place within divisions during that time. Academic Affairs is undergoing review at the present time in an attempt to develop a more efficient structure that also serves to result in more equitable workloads

across the division; such restructuring was recommended as the result of an institutional self-study and in 2002 by the visiting Middle States evaluation team. Academic Affairs has recently undergone some significant restructuring, going from a two-school model (Arts and Sciences, Professional Studies) to a three-school model (adding a School of Education, in Summer 2003.) In addition, Institutional Advancement has added significant new personnel during the past year, especially in the area of fundraising.

See Question 13 above for a detailed description of the College's planning process. The efficiency of the College's administrative structure is gauged in part through the evaluation of the long range planning process at the end of each planning round, since administrators bear the greatest responsibility in ensuring that the action plans are implemented. In addition, all administrative offices – including the president's office and the four vice presidents' offices as well as the deans and associate vice presidents – participate in the College's assessment process for support and service units. According to this process, offices must have annual assessment plans in place that include objectives and assessment measures and criteria. Every 4-5 years, according to a schedule developed by the College's Director of Institutional Research and Assessment, each office must present its assessment plan, the results for that assessment round, and changes it intends to make on the basis of those results. These presentations are publicized and open to the entire campus community. Finally, all offices must include in their annual reports a section dedicated to assessment for that year.

***42. Please describe current and planned institutional research capability. What investments are being made to ensure timely and accurate institutional data to support decision making at both the campus and System level?***

Current institutional research capability has been severely hampered. Until recently the office was staffed by a director, a temporary part-time assistant, and a part-time clerical staff. With the protracted illness of the director, who has been on an extended medical leave for the past five months, the decision was made to staff the assistant director's position at permanent, full-time, and to staff the clerical staff position at permanent, full-time. Last month we hired a full-time associate director.

Prior to the director's medical emergency, timely and accurate institutional data were provided to support decision making; we anticipate a return to this status with the arrival of the associate director.

**Alignment of Resource Planning and Academic Plans**

***43. Describe your campus' budget process, including all funds, from initial determination of need to final allocations by department and program. How do you ensure that this process is aligned with academic priorities and plans for enhancing quality? Describe how the enrollment planning process fits into your budget process? How are decisions made regarding allocation changes among accounts/programs and major objects after the campus budget is submitted to System Administration? What criteria do you use to establish IFR programs, and how do you determine whether these programs align with campus mission?***

We have completed a full year's cycle of decentralized budgeting. Two problems are evident that need to be addressed. One is at the System level and pertains to the BAP formula which severely disadvantages Cortland because of our large teacher education program; and the other is at the campus level, which disadvantages academic affairs. When decentralization occurred, budgets were allocated on the basis of past practices. So, even though five-year data show that some areas have been historically under-funded, those areas continue to be under-funded. A new formula for budget allocation needs to be developed.

Other than using campus reserves, Cortland has not been able to make any additional allocations to departments for OTPS. This hampers our ability to meet our student needs.

The budget process for our state appropriation budget is never finalized until many months into the fiscal year. This is due to the fact that the state budget has not been passed in a timely fashion for the past twenty years. As a result, every year each officer is provided with a base-line budget equivalent to the prior fiscal year's budget. For utility expenditures and other campus-wide expenditures, some small increases have been made which typically come out of campus reserves. Although the College has attempted to formalize the budget process, we, like other campuses, are frustrated by the lack of a budget with which to work. In the area of IFR's, each fall every director responsible for an IFR is asked to prepare a budget based on what we know to be contracted salary increases and fringe benefit increases. A request is also made for any proposed increases in the College's mandatory fees charged to our students. All proposed budgets in both IFR and DIFR process up through the appropriate vice presidents for their input to ensure they are aligned with academic priorities and plans for enhancing quality. Additionally for both the IFR's and DIFR the enrollment planning process is included in the budget process. This ensures that any additional revenue is accounted for in the budget process.

After the campus budget is submitted to System Administration, allocation changes are made with the approval of the appropriate vice president. Adjustments in accounts or programs are required if the overall budget is in the red.

When Cortland establishes a new IFR program, it is reviewed by the appropriate vice president to determine that it is a proper fit with the campus mission. No IFR is established without the authorization of the vice president for finance and management.

***44. Describe mechanisms in place for monitoring actual budget performance versus your original budget (for both expenditures and revenue generation). Describe the procedures used to ensure accounts/programs stay within budget and steps taken when budgets are overspent or expected revenues are not collected. How do you gauge the effectiveness and efficiency of your resource planning, especially relative to intra- and extra-SUNY peers? (see Appendix C-16)***

Each vice president monitors their actual budget performance for all funds. The primary responsibility falls to the Budget Office for the College. The Budget Office meets with

each officer on at least a quarterly basis to review their budget performance versus their original budgets for both expenditures and revenue and for all funds. This process ensures that accounts/programs stay within budget. If it appears, however, that budgets might be overspent or expected revenues are not going to be collected, the President's Cabinet reviews and determines how to reallocate within the overall budget to ensure that we do not end the year in a deficit mode.

### **Institutional Development/Fundraising**

*45. What plans are in place for meeting goals described in the SUNY-wide capital campaign (The State University of New York \$3 Billion Challenge)? Please include changes to your campus and foundation infrastructure (e.g., staffing, technology, training, and facilities) and efforts to encourage student, alumni (through the alumni associations/groups and at the individual level), faculty, and staff support and participation. Describe how institutional development dollars will be used to enhance academic quality (i.e., students, faculty, programs). Are there particular academic programs or initiatives that will be featured in your campus' campaign? What role will the local governing body (Board/Council) play in helping to reach institutional development goals?*

As a part of the Mission Review II Planning Process SUNY Cortland and the Cortland College Foundation, Inc. have partnered to make investments in personnel, facilities, software and equipment to build SUNY Cortland's fund raising capacity.

### **Investments in Fund Raising Personnel**

Leadership Gifts. Central to increasing the capacity of the College's fund raising program are staff to identify, qualify, cultivate, solicit and steward major donor prospects for the College. To accomplish this goal the College has created three new full-time major gift fund raising positions, each with a liaison responsibility to one of the three schools at SUNY Cortland. The work of these three individuals is to seek new gift commitments of \$25,000 or more to support annual and capital initiatives of the College.

Planned Gifts. The first Full-time Manager of Planned Giving has been hired to increase the College's ability to attract estate, retirement plan gifts, and life income gifts. This individual will market and manage the College's bequest registration program called *The Lofty Elm Society*, launch the College's life income gift program, and coordinate the 50<sup>th</sup> Class Reunion program.

Annual Gifts. The Manager of Annual Gifts position has been approved to be re-filled following a vacancy and position freeze. Refilling this position will allow the staff in annual giving to grow unrestricted and designated Annual Gifts to support academic programs, and to segment appeals to better involve parents, faculty and staff, alumni and friends of the College.

## **Investments in Equipment, Facilities and Donor Recognition Programs**

New Database System. The College and the Cortland College Foundation, Inc. have made a significant investment in purchasing a new alumni/donor database for the College. The Raiser's Edge and Financial Edge software package from the Blackbaud Company were purchased and successfully implemented in 2004 to increase the ability of fund raising staff to identify, manage and document relationships and activity with college constituents.

Donor Recognition Societies. The Cortland College Foundation, Inc. in 2004 implemented a comprehensive redesign of the College's donor recognition societies. These changes added three new annual giving levels: \$10,000 to under \$25,000, \$25,000 to under \$50,000 and \$50,000 or more. Additionally, four new lifetime giving donor recognition societies were created: one for recognizing gifts of \$100,000 or more, one recognizing gifts of \$500,000 or more, a third recognizing recognition of gifts of one million dollars or more, and lastly, a donor recognition society for donors including the College Foundation, Inc. in their estate plans or by establishing a life income gift.

New Alumni Center. The Cortland College Alumni Association has partnered with the Cortland College Foundation, Inc. and SUNY Cortland to purchase a 15,000 square foot historic home on the edge of the SUNY Cortland Campus to serve as a function facility and guest lodging for alumni of the College. While the purchase of this historic home was only completed in June 2004, early indications are that this facility will add tremendous programmatic benefits to the College's ability to serve its alumni.

Renovation of Office Space for Institutional Advancement Staff. The legislature and the Governor have approved capital renovation funds for SUNY Cortland which will provide for the renovation of Brockway Hall as the future home for staff in the Division of Institutional Advancement. This new location will place the College's alumni relations and fund raising staff into one of the most architecturally significant buildings on the Cortland campus. It is anticipated that this will be well received by alumni, many of whom used this facility for a campus union as students. It will also place staff of the institutional advancement division in close proximity to the main core of campus to facilitate interaction of alumni and visitors with faculty, staff and students.

## **SUNY Cortland Fund Raising Initiatives**

Fund raising initiatives of the College will focus on growing Annual Fund gifts for unrestricted purposes and designated annual gifts to enhance operating support for the College. Growth in unrestricted annual funds will be used to increase the annual block grant from The Cortland College Foundation, Inc. to SUNY Cortland. Unrestricted Annual Funds will also be used to provide merit scholarships, to fund faculty travel, and to provide small grants to support faculty professional development. Designated Annual Gifts will be used to augment funding for the College Library, Art Gallery, the Raquette Lake outdoor education facility, the Alumni Center, globalization initiatives and College's athletic programs.

Capital gift fund raising will focus on building the endowment of the College principally for need-based financial aid, undergraduate research, and faculty and staff positions. Endowment will be sought for programmatic purposes to assist each of the three schools of the College.

Capital funds will also be raised to support the purchase of equipment to support the primary academic mission of the college. Additional endowed funds will be sought for Raquette Lake, the alumni center, and unnamed buildings and rooms on the SUNY Cortland Campus. (See Appendix C for Fundraising Initiatives.)

### **Role of the Cortland College Foundation Board of Directors**

The Board of Directors of the Cortland College Foundation, Inc. will play a leadership role in not only stewarding the future growth of the College's existing endowment, but will work with alumni relations and fund raising staff to set and achieve progressively increasing levels of private support to advance the mission of SUNY Cortland.

### **Collaborative administrative/financial arrangements**

***46. Describe any current and planned collaborative administrative/financial arrangements (e.g., joint purchasing of supplies and services) that your campus has with other SUNY institutions, New York State, and/or private entities. Under what organizational/governance conditions would you participate in University-wide collaborative purchasing arrangements, recognizing the possible tradeoffs between savings and flexibility?***

SUNY Cortland currently participates in both the *SUNY Electricity Buying Group* as well as the *SUNY Central NY Natural Gas Consortium*. Additionally the campus makes use of the OGS centralized contracts for all fuels including gasoline, diesel, and heating oil.

Beyond utilities and fuels, SUNY Cortland makes extensive use of OGS contracts for services as well as commodities. These procurements range widely from office equipment to high voltage maintenance, window blinds to elevator maintenance, cell phone service to mail processing equipment. Software and technology procurements are made primarily through SUNY centralized contracts such as the ASAP agreement. Additionally, we regularly purchase selected software through the UB Micro agreement with the University at Buffalo. Finally, we anticipate participating in the OMB/OGS Office Equipment Maintenance Contract if the program is considered viable within our internal administrative capability.

Participation in such arrangements is subject to several requirements, including a) the acceptability of such arrangements to the State Comptroller's Office; b) the "manageability" within the campus of the proposed program. since with limited staff level, administrative requirements can sometimes prove prohibitive; and c) the ability of the vendor to work with the

structure and/or limitations inherent in the SUNY system, such as fiscal year cycle, delayed funding, and external approval requirements.

### **Community Relations and Service**

*(Contributions to community ensuring a vibrant environment to support academic quality)*

#### **Curricular contributions**

See "Responsiveness to local/regional/state needs" (question 28)

#### **Co-curricular/Cultural contributions**

**47. Please describe campus extra-curricular/cultural contributions to the community (e.g., in the arts, concerts, museum exhibitions, etc.; and for athletics, schedules of events, etc.). Where appropriate, include estimates of level of participation at events and/or use of facilities, numbers of visitors, etc. What are your plans to increase community participation in these kinds of activities? How do you gauge the effectiveness of your efforts?**

Examples of contributions to the community include the following:

The SUNY Cortland Dowd Fine Arts Gallery has an advisory board, the Gallery Council, which includes local community members. All art exhibits in the gallery are open to the community.

In addition to exhibits in the Dowd Fine Arts Gallery on campus, SUNY Cortland art faculty and student majors have actively participated in SUNY-wide exhibitions at the State University Plaza. At least two students have been selected each summer for the Best of SUNY Exhibition.

Each semester the Performing Arts Department presents a wide array of concerts, choirs, plays and other events that are open to the Cortland community. The SUNY Cortland Gospel Choir also performs regularly. Their presence greatly enhances the cultural offerings of this area.

Majors in the SUNY Cortland Performing Arts Department make regular visits to area schools to perform Shakespeare and other productions. Area school children often come to campus as well to view performances.

The Campus Artists and Lecture Series (CALs) brings major performers to campus. All events are open to the campus community and are widely publicized on campus, on local cable television, radio and in the local newspaper. They are attended regularly by members of the Cortland community.

The Sociology/Anthropology Department recently established the Roseanne Brooks Museum, which houses artifacts from Dr. Brooks' many professional travels. A lecture series takes place in the museum each semester and is open to the public.

The Childhood/Early Childhood Department received a grant to establish the Children's Museum, which is housed on campus. Children and their families from the community are invited to attend and participate in the hands-on activities offered at the museum by the childhood/early childhood majors.

Camp Huntington Outdoor Center at Raquette Lake annually hosts the Cortland Alternative High School and other community groups.

All athletic events offered by the twenty-five teams on campus are open to the community. The College hosts Saturday Mornings for Children, including offerings like gymnastics and other activities for area children. The College ice skating rink is also open to the community at specified times. Volleyball, soccer and other athletic camps that are open to children in the community are held on the Cortland campus in the summer.

The Center for Educational Exchange hosts many events throughout the year, including New York State Education Department forums, conferences, and other activities which are open to the community.

The Community Roundtable Discussions meet regularly throughout each semester. Topics discussed are germane to both campus and community, including arming of the University Police, maintenance of the Cortland County water source and other environmental issues, and the elections process.

Sandwich Seminars, offered on Wednesdays and Thursdays by SUNY Cortland faculty and staff, provide a wide variety of informational topics. These presentations are open to the Cortland community and are published weekly in the local newspaper.

Many of the events and activities listed above are assessed via number of participants (registration and sign-in sheets) and feedback information.

### **Service to community**

**48. What are some of the specific and distinctive ways in which the institution—including its administration, staff, faculty, and students—provides support and expertise to the community (local, state/nation, and international)? For campuses with clinical facilities, be sure to describe the impact of your clinical services. Similarly, where appropriate, comment on how the campus provides service to K-12 schools beyond traditional student-teacher placements. How is the campus assuring a strong, positive relationship with its local community? How do you evaluate the effectiveness of these efforts?**

SUNY Cortland has a long-standing commitment to Civic Engagement. Service learning is an expectation of many of our courses on campus, including English composition, philosophy, sociology and recreation and leisure studies. (See [www.cortland.edu/servicelearning](http://www.cortland.edu/servicelearning) .) In addition, the SUNY Cortland NCATE Conceptual Framework, to which all teacher candidates adhere, emphasizes the importance of personal responsibility and social justice. (See [www.cortland.edu/ncate](http://www.cortland.edu/ncate) .)

A recent campus-wide initiative in the area of Civic Engagement is participation in the American Democracy Project. The Project is a “multi-campus initiative that seeks to create an intellectual and experiential understanding of Civic Engagement in the 21<sup>st</sup> Century” (AASCU, *The American Democracy Project: Civic Engagement, Higher Education, and the 21<sup>st</sup> Century*.) Stage one of the project, the design phase, has already taken place. For stage two, national conversation will be held among participating institutions on each campus. Stage three is the implementation of the Campus project, and the final stage will be the dissemination of the report.

### **Community Service by members of the College Community**

The College provides service to the Cortland community in many ways:

#### **185,000 hours of civic engagement over the past two academic years**

- Career Services reported that during the past two years, approximately 2000 student interns and volunteers contributed 185,000 hours to businesses and human service agencies all over the world. Over half of those hours were devoted to the Cortland community. This constitutes the equivalent of \$250,000 of labor donated to the local community each year. One important community service program is the former “School Partnership Program,” which involves the volunteering of hundreds of students each year in classrooms in Cortland, Homer and McGraw. (Note: This program was recently incorporated into the Field Placement Office, to accommodate the completion of some of the 100 hours of preservice requirement for teacher candidates.)

#### **21,000 hours of Civic Engagement in 2003-04**

- Career Services reported that 540 student volunteers donated 21,000 hours to a variety of agencies in 2003-04. Individual campus-based fund raising efforts resulted in \$2500 in donated cash, clothing and food items. The first Don Wilcox Civic Engagement Award was presented to Phi Sigma Sigma. Career Services coordinated 290 credit-bearing and 65 non-credit bearing internship placements.

Students from the Department of Recreation and Leisure Studies (RLS) provided 10,000 cumulative hours of community service as stated below:

- Served people with disabilities at J. M. Murray Center, Horizon House, McEvoy BOCES, Franciska Racker Center, Exceptional Family Resources, Northwoods Rehabilitation, Edgecourt Farm, and Patchwork Therapeutic Riding Center
- Provided services at the following youth serving agencies: Boys and Girls Club of Syracuse, Cortland College Child Care Center, Cortland County Child Development Center, Cortland Youth Bureau, Dewitt After-School Program, Dryden School-Age Program, Ithaca Youth Bureau, George Jr. Republic, Boy Scouts, Girl Scouts, YWCA and YMCA
- Provided services to the Lime Hollow Center for Environment and Culture
- Provided Services at agencies serving the elderly: Area Agency on Aging, Heritage House, Cortland Care Center, Cortland County Office on Aging, Elizabeth Brewster House, Groton Residential Facility, Kendal at Ithaca, and Walden Place
- Completed needed research for SUNY Cortland and the United Way
- One student ran a marathon in Florida to raise money for the Leukemia and Lymphoma Society; and
- Other: ran Adaptive Ski and Snowboard Program at Greek Peak.

### **Community Bike Program**

Under the leadership of the RLS department and as part of the Greening Initiative, the Community Bike Program is being developed by students, faculty and staff of the College who care about the environment, sustainable transportation, health and wellness, and a shared spirit of community across campus. The Community Bike program takes donated bikes, repairs them and places them around the campus community for any campus member to use to travel from one part of campus to another. They are all painted yellow and not locked during the day. The kickoff for the program occurred in Fall 2004.

### **The Center for Speech and Hearing Disorders**

Community service is provided by the Speech Pathology and Audiology Department.

- 208 speech and language screenings were provided during the 2003 – 2004 year to Cortland Head Start Program, local day care centers, preschools and nursery programs.
- 9 clients received speech and language therapy in Fall 2003 and 14 clients and one school group received therapy in Spring 2004. One faculty member provided personal therapy for a client from Fall 2003 – Spring 2004.
- The Audiology Coordinator provided services to 111 clients. There were 7 complete audiological evaluations, 64 head start, preschool and clinic screenings, 24 faculty/staff screenings, 6 student screenings and 10 industrial screenings.

## **The Center for Success**

Until recently the Center for Success, was funded by a federal grant. The Center for Success was housed in a mall in downtown Cortland. Services were available to at-risk members of Cortland County, and the results of this initiative were both positive and beneficial to the community. Although the original funding ran out, Cortland County is seeking a mechanism to keep the Center open. The College is currently collaborating with the County in these efforts.

## **History Department/English Department/Sociology/Anthropology Departments**

Under a new federal grant, history students will take part in a local neighborhood project, interviewing older Cortland residents in order to collect facts and stories about the community. Similarly, our sociology/anthropology students will conduct focus groups to gather data on health and well-being in Cortland County. Anthropology students assisted in an anthropological dig in Homer, New York, and regularly participate in other digs around the region.

## **Cortland Regional Sports Council**

SUNY Cortland's involvement in the community also takes place through more formal partnerships, such as in the recent planning and creation of the Cortland Regional Sports Council, which will promote sports and recreation in Cortland County. This group has already been successful in having USA Women's Team Handball select Cortland as its permanent training site. Next May, the College and community plan to host the Pan American Championships in that sport. Between now and then, exceptional athletes from nations such as Brazil, Argentina, Uruguay, Mexico, Canada, Puerto Rico, Cuba and possibly even Greenland, will be competing in Cortland in preparation for qualifying for the 2008 Olympic Games.

Meanwhile, English composition students in numerous sections are required to perform community service work. Volunteering door-to-door, they helped residents register to vote in the November elections.

The Substance Abuse Prevention and Education coordinator gave 10 individual presentations in the 2003-04 academic year, and, in conjunction with the Cortland County Communities that Care Coalition, was successful in obtaining a three-year, \$285,000 alcohol education grant from the New York State Office of Alcoholism and Substance Abuse Services.

The Cortland College Foundation, Inc. director organized the Regional Corporate Leaders' Breakfast Outreach Program, bringing these leaders to campus for a breakfast meeting meet with President Bitterbaum. The meetings were used to explore ways the College and community could better work together to support the regional economic development needs of Central New York.

## **Grant Work and Community Initiatives**

SUNY Cortland was awarded a \$150,000 federal New Directions Program grant to help economically depressed areas of the City of Cortland while providing service learning opportunities for college students. The College won this competitive award from the U.S. Department of Housing and Urban Development (HUD) to help channel the ideas, energy, technical support and resources of faculty, staff and students to assist city residents and businesses. The one-time, two-year grant runs through the end of 2005 and will mainly assist residents in a high-need area of the city's East End bordered by Main and Pomeroy Streets.

The program will focus on four areas for improvement: neighborhood identity; housing rehabilitation; beautification and cleanup; and civic engagement and voter registration. "Cortland Counts: An Assessment of Health and Well Being in Cortland County."

## **2004 Empire State Senior Games**

SUNY Cortland hosted the 2004 Empire State Senior Games on June 8-13. The statewide event featured approximately 2,000 entrants ages 50 and older participating in 21 competitive sports along with a number of recreational events. Of the 21 sports, 15 were held on the SUNY Cortland campus. The College also hosted the Empire State Games in 2002.

## **Communiversality**

SUNY Cortland recently hosted its first "Communiversality Day," in which members of the Cortland community were invited to attend free sports events, including football, field hockey and women's soccer. "Communiversality Day" showcased several Cortland County non-profit organizations by inviting them to display their materials in designated spaces inside the stadium's main entrance. This promoted volunteerism and allowed the non-profits the opportunity to interact with students, parents and others in attendance.

## **Other**

FLTeach, an internationally accessed foreign language listserv, is co-facilitated by two faculty members in the Department of International Communications and Culture. It provides a forum for foreign language teachers to obtain up-to-date information from the field and to discuss important issues pertinent to foreign languages.

Many faculty members serve on statewide and national committees in their disciplinary fields, including but not limited to foreign languages, literacy, physical education, childhood education, chemistry, and recreation and leisure studies.

Student Affairs hosts one College-Community Forum each semester. Forum topics have included the arming of the University Police and working to increase the number of talented young professionals who relocate locally to work.

### **Overall Institutional Reputation**

- 49. While SUNY does not endorse *U.S. News & World Report's* or any other specific higher education ranking format, prospective students and their parents increasingly turn to such rankings to guide their application decisions. Where appropriate (see Appendix C-17 for a summary of SUNY campus data used in the latest *U.S. News* ranking; and College Board Survey benchmarking data), comment upon the data for your campus and any plans to improve your campus' standing in the rankings. Please indicate any national recognition (for example, for community colleges, through the League for Innovation) your institution has achieved, and describe plans to enhance this profile and your campus' reputation.**

Enrollment at SUNY Cortland has yielded better prepared incoming students. Since Mission Review I, the College has moved from "Very Selective" (Group 3) to "Highly Selective" (Groups 1 and 2) for the 2004 entering freshman class. While the College plans to continue to accept a wide variety of students, faculty have already noted a degree of increased student motivation with this class.

In the area of international education, many new initiatives are being planned and implemented. For example, a dual degree program in ESL with Anadolu, Turkey is planned which will bring Turkish students to Cortland for two years. A similar ESL agreement with Eastern European countries is also being discussed. The initiatives will enhance diversity on the Cortland campus while at the same time providing an important contribution to educational systems abroad. Additional international initiatives are taking place in Kenya, Japan, Mali and Gambia. Two web-based international magazines are being produced by Cortland faculty and students. An M.S. in International Sport Management is being planned. Student teaching is currently available in London, England and Queensland, Australia.

The Greening of the Campus is a comprehensive initiative that is rapidly growing. Thousands of pounds of recycling occurs each year, and, through a student initiative, unwanted food and clothing is donated annually to local charities. Last year the College recycled nearly 83% of its waste, which constitutes 12% of the total for the entire SUNY System. Composting is also on the increase, and recently the Community Bike Program was launched, affording faculty, staff and students free on-campus use of a fleet of donated bicycles that save energy and reduce automobile pollution.

SUNY Cortland was recently recognized by Consumers Digest as one of the top fifty best value colleges in the nation.

An alumna scientist honored her alma mater by naming an asteroid after SUNY Cortland.

The Princeton Review cited SUNY Cortland as one of the top 151 institutions in the Northeast.

In October 2003, SUNY Cortland received the EDUCAUSE Excellence in Networking: Innovation in Network Technology, Services and Management Award for the implementation of the campus state-of-the-art converged data, voice and video network. The new communications network is composed of 500 switches and network equipment, and 11,000 data ports that support more than 5,000 faculty, staff, and student computers as well as 4,100 phones. The robust nature of the network, as well as its reliability and scalability, allows Cortland to provide for the needs of its students, faculty, and staff for the foreseeable future. EDUCAUSE is an association whose mission is to advance higher education by promoting the intelligent use of information technology.

The Department of Art and Art History has been recognized as a member of the New Media Consortium, and is being designated as a New Media Center. This recognition was the result of the Department's demonstrated commitment to technology in teaching, learning, research and creative expression. The Department's recently-instituted New Media Design Bachelor of Arts degree program, in conjunction with its collaborative involvement in "NeoVox," a student-based international web magazine, placed SUNY Cortland on the list of 125 prestigious colleges, universities, museums and businesses that make up the Consortium. The New Media Consortium connects institutions and businesses that seek to build bridges and facilitate collaborations between innovative people striving to inspire through the use of new and emerging electronic media.

We are pleased that the Women's Olympic Handball Team has chosen SUNY Cortland as their home. Other sporting events, including the Senior Games, take place in our new Stadium Complex. This is quite appropriate, considering the College's long-standing reputation in the area of physical education.

SUNY Cortland was recently identified by Wintergreen Orchard House as one of 660 institutions placed on the National Selective College Locator Map for 4-Year Colleges and Universities.

For nine years SUNY Cortland has been the recipient of the Director's Cup in Athletics.

SUNY Cortland's Camp Huntington facility at Raquette Lake was recently granted historic landmark status, the first in SUNY to be so honored. One of the original Great Camps in the Adirondacks, this magnificent facility is well-used by students and faculty.

SUNY Cortland is pleased to be designated second in the state in terms of the number of new teachers we graduate annually. In addition, we consistently rank in the top twenty-five institutions in the nation for number of teachers graduated.

On October 26, 2004, the College received written official notification of the awarding of NCATE accreditation at both the initial and advanced levels. We are proud, indeed, to now be considered the largest teacher education unit in New York State (71 teacher education programs in the unit) to have achieved NCATE accreditation. **(See NCATE Announcement, Appendix D.)**

SUNY Cortland takes pride in our many accomplishments since Mission Review 1. We look forward to continued progress with our initiatives and to maintaining academic excellence for all of our students.

## **APPENDIX**

**A. Long Range Planning Committee (LRPC) Strategic Plan 2002-2004**

**B. Learning Communities Brochure**

**C. Fundraising Initiatives**

**D. NCATE Accreditation**