

State University of New York at Oswego

SELF-STUDY 2012

Prepared for the Middle States
Commission On Higher Education



SELF-STUDY
2012





2012 Self-Study

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Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

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

Certification Statement:

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

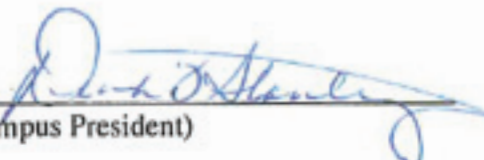
An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

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

State University of New York at Oswego

(Name of Institution)

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


(Campus President)

1/12/12
(Date)


(Chair, SUNY Board of Trustees)

1/30/12
(Date)

**Certification Statement:
 Compliance with MSCHE Requirements of Affiliation and
 Federal Title IV Requirements
 Effective November 8, 2011**

State University of New York at Oswego
 (Name of Institution)

is seeking (Check one): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

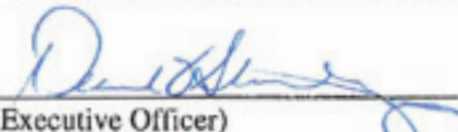
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

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

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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


 (Chief Executive Officer)

1/12/12
 (Date)


 (Chair, Board of Trustees or Directors)

1/30/12
 (Date)



Middle States Commission on Higher Education

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

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

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

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

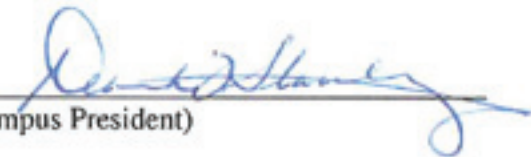
If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

State University of New York at Oswego
(Name of Institution)

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

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

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


(Campus President)

1/12/12
(Date)

Executive Summary

INTRODUCTION: SUNY OSWEGO AT 150 YEARS

The State University of New York at Oswego has served as a beacon of inspiration for teaching and learning for 150 years. We proudly hold a place in the world community for innovative teaching methods, creative program development, and success in sending our graduates out into the world with a richness of understanding and action that transcends simple command of information. Guided by a strategic plan that advances intellectual rigor, broadening perspectives, and solving problems, SUNY Oswego promises a wealth of opportunities for our students, graduates, and faculty to have a positive impact on world challenges as responsible citizens in a global society.

Our founder, Edward Austin Sheldon, in 1861 designed and popularized teaching methods that replaced traditional classroom instruction with active and personalized learning strategies to free both mind and body and to open the classroom out into the world. True to Sheldon's vision, we strive to pioneer and develop highly customized, involved, and interactive forms of teaching and learning, while deepening our engagement in the world.

In 1948, our college became a charter member of the State University of New York. In 1962, we expanded our academic offerings to encompass liberal arts and science programs. The rapid growth in demand for higher education following the enactment of the GI Bill and increased state and federal investment in higher education in the 1960s resulted in our college's enrollment quadrupling and campus facilities expanding by 29 buildings by the 1970s, rapidly approaching the 58 buildings that stand today and comprise our 700-acre lakeside campus. The more extensive, wide-ranging set of academic programs developed in response to the varied interests of a more diverse and inquisitive citizenry and a changing regional economy led to the reorganization of academic programs into the College of Arts and Sciences, School of Business, and School of Education by 1992. In 2008, the School of Communication, Media, and the Arts was created to put SUNY Oswego at the forefront of the emerging new media and information technology revolution. In the 21st century, our college has evolved globally, moving liberal and professional studies out to all the world's continents either on site or in virtual environments, embracing some of the most difficult challenges of our day, and preparing our students with the knowledge and skills needed to address pressing world problems.

Currently the student population consists of more than 8,000 academically able, intellectually curious, and highly engaged learners enrolled in more than 110 undergraduate and graduate programs. In Fall 2011, 55 percent of our first-year students were in the top 25 percent of their high school class. On average, they scored 1100 on the SAT and had an average high school GPA of just over 90.

The college provides a varied and vibrant complement of academic, performing arts, and recreational activities around the clock. We design our programs to meet the diverse needs of today's students, and we offer them year-round, evenings, and weekends. Our extensive course offerings are available through distance learning, hybrid, and traditional classroom formats at our main campus and numerous satellite education and study abroad sites. The undergraduate academic program offers a core set of common courses in general education to ensure that students achieve competencies in the fundamental skill areas of writing, critical thinking, math, and computer and information literacy. Academic programs are enhanced by learning support services and by online social communities, blogging, and podcasting and webcasting of lectures.

Helping to create and sustain a talented and productive workforce has been a key strategy for SUNY Oswego in forging a competitive advantage for our regional economy. Our invigorated effort in the last decade to invest in human capital-building enterprises has increased Central New York's capacity while enhancing personal and societal prosperity. Most notably, in 2008, our college opened a metropolitan graduate and professional center in Syracuse, N.Y., to meet the educational needs of the area, to help revitalize Syracuse's urban core, and to develop and retain a highly skilled and well-educated workforce for the region.

SUNY Oswego generates economic activity in the county, region, and state of \$428 million annually. A campus infrastructure renewal initiative begun in 1998 has led to over \$700 million in construction and renovations that have been completed or are in progress. This initiative has helped to fuel the local and regional economy and meets faculty, student, and staff expectations for an attractive, modern, and technologically advanced environment in which to teach, learn, and work.

Independent appraisals of SUNY Oswego's effectiveness have come from many sources. Most recently, for instance,

- U.S. News and World Report selected SUNY Oswego for its list of just 30 well-regarded colleges nationally that offer small classes without high prices.
- The Princeton Review named SUNY Oswego one of the best 220 colleges and universities in the Northeast in its book *The Best Northeastern Colleges: 2012 Edition*. This is the eighth edition, and Oswego has appeared in every one.
- SUNY Oswego's ranking in U.S. News and World Report's list of Top Up and Coming Schools for 2010 is especially significant because it recognizes our leadership among institutions with similar missions. The list included only 28 public colleges and universities nationally and only one other public master's level college in the northern region.

The Carnegie Foundation awarded SUNY Oswego a prestigious [Community Engagement Classification](#) in January 2011, recognizing that we have deeply intertwined community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships.

Partly as the result of the abiding aspirations of our faculty, students, and staff, and partly as a result of the energy and ideas brought by current leadership, SUNY Oswego has instituted many changes in the past decade aimed at lifting the institution to higher levels of achievement in all areas of operations. As we bring our sesquicentennial anniversary celebration to a close, we look back on a long and distinguished history, but particularly on the gains of the past decade.

OUR SELF-STUDY PROCESS

The steering committee designed the self-study process to engage the SUNY Oswego community at every level. Members of the college community participated in the collaborative, multi-year effort through committees, work groups, and public forums. The eight work groups alone involved more than one hundred faculty and staff members, administrators, and students.

To enhance the visibility and transparency of the process, we developed a [Middle States Re-accreditation website](#) with our self-study timeline, draft documents, open forum materials, and an anonymous feedback option. Web updates and a number of communications in broadly distributed campus media, including the student newspaper and employee e-newsletter, kept college community members apprised of the self-study's development as the steering committee conducted its research and analysis with the support of the work groups.

We made every effort to ensure that the process offered ample opportunity for feedback. We streamed the five public forums live online and archived them as recorded webcasts for those unable to attend. Consistent with our tradition of shared governance, the steering committee co-chairs and the provost reported on the self-study process to Faculty Assembly, Joint Chairs, President's Council, and the College Council.

Operationally, the work groups began meeting biweekly in the fall 2010 semester. Most work groups divided into subgroups to address specific areas of the assigned standards, based on the college roles and responsibilities of each member. Each work group responded to the research questions from our self-study design, using evidence from surveys, face-to-face interviews, analysis of information from our website, and other data such as syllabi, assessment plans, and various college documents, many of them amassed in an electronic document library on our online learning management system. The Office of Institutional Research and Assessment provided data as requested by work group members.

The research questions, work group membership, and timeline of the process can be found in our self-study design and on our [Middle States Re-accreditation website](#).

The steering committee consists of 18 members who represent all divisions and units of the college. Most of the committee's members have been at SUNY Oswego since at least 2002, the date of the institution's most recent re-accreditation. The steering committee members are:

Co-Chairs

Julie Pretzat	Associate Dean of Communication, Media, and the Arts
Elizabeth Schmitt	Professor of Economics

Members

Julie Harrison Blissert	Director of Public Affairs
Marcia Burrell	Interim Chair and Associate Professor of Curriculum and Instruction
Frank Byrne	Chair and Associate Professor of History
Lorrie Clemo	Interim Provost and Vice President for Academic Affairs
Kerry Dorsey	Vice President for Development and Alumni Relations
Kathy Evans	Assistant Vice President for Student Affairs
Howard Gordon	Executive Assistant to the President, Title IX Coordinator
Joseph Grant	Vice President for Student Affairs and Enrollment Management
Jessica Hester	Chair and Associate Professor of Theatre
Nick Lyons	Vice President for Administration and Finance
Robert Moore	Professor of English
Joseph Moreau	Chief Technology Officer
Mehran Nojan	Director of Institutional Research and Assessment
Yvonne Petrella	Dean of the Division of Extended Learning
James Scharfenberger	Associate Vice President for Students Affairs and Dean of Students
Mark Slayton	Director of Finance, Oswego College Foundation

Additional members of the college community contributed their expertise in preparing the self-study; among them were master proofreaders Christopher Lalonde and Barbara Shaffer and the library's digital collections manager, Natalie Sturr.

MAJOR FINDINGS OF THE SELF-STUDY

The college community received the self-study draft for comment in September 2011. We completed the final draft in December 2011. The findings and recommendations reported in the following eight chapters reflect the desire of the campus community to develop a deeper understanding of efforts to fulfill our mission. We are confident that the recommendations will be acted upon through our processes of continuous improvement. The major findings coalesce around a few common issues briefly described below.

Advancing Strategic Goals

The report found us to be a vibrant college with a strong focus on goal setting and achievement, as modeled by administrators, faculty, and staff across the institution. Our current strategic plan, [Engaging Challenge: The Sesquicentennial Plan](#), directs our work. Strategic planning in enrollment management has resulted in a much more diverse and selective freshman class over the last ten years: The number of freshman in underrepresented groups has risen by 44 percent, while our acceptance rate has fallen from 57 to 47 percent.

Systematic capital planning efforts drive the ongoing development of campus facilities to enhance learning environments. In 2011 we broke ground for a new science and engineering building and set renovations under way for a new School of Education facility. Soon to follow will be the new facility for the School of Communication, Media, and the Arts and a major renovation of Penfield Library.

Effectively Managing Resources

The self-study finds excellence in financial planning. We manage our fiscal resources prudently and effectively to meet the institution's current and future obligations. Since 2007, SUNY Oswego has experienced a net reduction in state support of \$8.4 million, but still the college has successfully managed to preserve funding for instructional services, protecting the Division of Academic Affairs by bearing cuts through reserves and in other divisions. SUNY Oswego's fund balance and auxiliary enterprise revenues continue to be among the highest in the SUNY system.

An Improved Assessment System for Student Learning

Assessment systems for the institution and for student learning are in place, with an infrastructure that supports assessment practices and a growing culture that values assessment as an essential element of institutional excellence. Still, systematic mapping for the assessment of student learning needs further attention, particularly in the area of reporting feedback and outcomes.

As we began planning for our self-study in 2009, we recognized that assessment of student learning represented an opportunity for improvement. We have made significant strides in this area over the past several years, including allocating personnel to assist with assessment efforts and conducting professional development through widely attended on-campus workshops and off-campus workshops for faculty and staff in key programs. We have now established annual assessment cycles for all programs. The process includes reporting of assessment activities, findings, and resulting program changes as well as written responses by the dean and provost.

This year we will continue to support and monitor assessment activities to standardize the collection of learning outcomes data at the program level and to further align assessment activities with our budget and resource allocation system.

Improving Communication Structures and Practices

The self-study recommends improvement in communication in several areas. While we do a good job of communicating our mission and goals both internally and externally in print and electronic media, we could improve communication structures to raise awareness of campus processes and decision making. Through our shared governance structure, there could be better, more frequent communication concerning new initiatives as well as resource allocation decisions and their alignment with our strategic directions. There is opportunity for improvement in ensuring that the relevant constituencies know about decisions affecting day-to-day operations. A more visible platform for communicating assessment accomplishments should assist in creating an improved culture of assessment.

The report recommends exploring new technologies as a means of engaging more members of the college community in planning, implementation, and strategic decision making and keeping them informed of developments. Several initiatives are under way to enhance communication processes in virtually all areas of the institution, including the Faculty Assembly, Public Affairs Office, Division of Academic Affairs, and President's Office.



Chapter 1

INSTITUTIONAL EXCELLENCE

ADDRESSES STANDARDS 1 AND 6



Students participate in Oswego's Torchlight Ceremony, symbolically passing the light of learning from one class to the next.

SELF-STUDY
2012



Chapter 1

INSTITUTIONAL EXCELLENCE

ADDRESSES STANDARDS 1 AND 6

DEVELOPING AND REALIZING OUR MISSION

Among SUNY Oswego's most important activities in the past decade have been the development and implementation of institution-wide strategic plans, with the concomitant setting of priorities. Our strategic plan provides the framework for much of the decision making and long-range planning that underpin our success.

In 2007, SUNY Oswego's president launched a strategic plan called *Engaging Challenge: The Sesquicentennial Plan*, which states our mission and vision as follows:

Our mission is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.

Inspired by a shared commitment to excellence and the desire to transcend traditional higher-education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.

To realize this vision, SUNY Oswego must be a vibrant, energetic institution that seeks continuously to enhance our academic and intellectual vitality. Toward that end, the plan includes five points of emphasis (VIEWS) that serve as focal points for planning and action:

- **Vitality:** Secure the college's stature as a world-class comprehensive college with intellectual and cultural vitality that provides an education of exceptional quality to every student, supported by a strategically driven organizational structure and robust financial plan.
- **Intellectual Rigor:** Sharpen our focus on academic excellence by creating an intellectual climate rich with ideas, inquiry, and discovery that provides students with meaningful experiences and opportunities that challenge them to reach their full potential as intellectually empowered, creative, and productive individuals.
- **Engagement:** Unite and enrich the college community by promoting and valuing individual and collective contributions to the common good and by developing closer ties and partnerships with the broader society.
- **World Awareness:** Adopt an expansive understanding of the world in order to develop the capacity of students to be more self-aware, responsible, and empathetic.
- **Solutions:** Give priority to developing knowledge and applying the expertise of our community of scholars to find solutions to the problems of our time.

These five pillars constitute our strategic plan and distinguish SUNY Oswego as an academic community moving in concert with the needs of our world. The plan envisions our college as a vital and robust institution where students pursue their studies with intellectual rigor as well as engagement in society at large, developing intercultural awareness and understanding for future success. It directs our aim, above all, to give students the knowledge, skills, and confidence to confront and deal with the problems and challenges of our world.

The most recent long-term planning process culminated in 2007 and included input from faculty, staff, students, alumni, and other members of the community. Focus groups representing specific stakeholder categories participated in identifying the key areas requiring attention and offered their opinions on how best to accomplish the significant goals. Through debate and thoughtful give and take, we produced [Engaging Challenge: The Sesquicentennial Plan](#) and immediately set about discussing how to implement this strategic vision in each of the college's major divisions.

Sharing a Vision

Communicating the college's mission and goals is important both internally and externally to ensure that all stakeholders are keenly aware of the direction and the initiatives that the college plans to implement. The college's [website](#) and several newsletters that target specific audiences are among the methods of regular communication. The newsletters include [Campus Update](#), the e-newsletter for faculty, staff, and interested subscribers; [Student Notes](#) for students; Sheldon's Sphere, aimed at Oswego County school administrators; an e-zine from the Office of Business and Community Relations; and [Business@Oswego.edu](#) from the School of Business. The [Oswego alumni magazine](#) — mailed three times a year to approximately 75,000 stakeholders, including alumni, current and emeriti faculty, staff, families of current students, prospective students, donors, and friends of the college — regularly highlights the college's strategic goals through articles and features. Admissions publications and communication pieces for prospective students and [The Laker](#), our online community for first-year students, generally convey the strategic directions of the college. [Oswego by the Numbers](#) highlights our progress in the last decade in several key areas.

SUNY Oswego publishes an annual report for faculty, staff, students, current and potential donors, and legislators as well as leaders at academic institutions across the mid-Atlantic states. Organized by the college's strategic goals, the annual report shares our vision and accomplishments. It allows the broader community to recognize how our goals are integrated in the fabric of our institution. As of the 2010 report, [Up and Coming](#), the annual report is published online.

Members of the College Council, the Oswego College Foundation board, and the Oswego Alumni Association receive information on a regular basis in person, in print, and electronically. We invite community leaders, legislative representatives, and business leaders to college events that provide an opportunity to engage them in discussions regarding issues important to SUNY Oswego, including the President's Opening Breakfast for faculty and staff members each fall.

Subsequent chapters of this self-study provide clear evidence of how programmatic, curricular, and personnel decisions have an integral connection to the college's mission and goals.

A Learner-Centered Culture

SUNY Oswego’s commitment to building a learner-centered culture dates back to our prior strategic plan, [Engagement 2000](#). For more than a decade, all planning and decision making for facilities, technology, academic programs, and student services have focused on maximizing opportunities for students to learn. [The Center for Excellence in Learning and Teaching \(CELT\)](#) has a primary charge of fostering this learner-centered culture. CELT has supported this evolving campus culture in a number of ways. Some examples are:

- frequent workshops, recorded and posted online for easy access
- use of social media to disseminate information about upcoming professional development opportunities
- an annual teaching symposium
- one-on-one faculty assistance to improve teaching

SUNY Oswego takes a comprehensive approach in designing and organizing facilities and programs to support our learner-centered focus. Examples include [The Compass](#), offering a cafeteria of student services, and the Lake Effect Cafe in Penfield Library, which has become a popular site for students and faculty to meet. The English and Modern Languages departments experienced a significant culture change after relocating to space that we re-designed specifically to foster informal interactions between faculty members and students.

We strive to make our learner-centered focus pervasive and ingrained in many college initiatives and programs. [ARTSwego](#), the college’s performing arts series, augments academic offerings with arts programming and has increasingly sponsored programs that support interdisciplinary thinking and active engagement of students. Graphic arts students have collaborated with the [Oswego Reading Initiative \(ORI\)](#) to promote the college’s annual summer reading selection, designing all promotional materials.

A number of programs that support our learner-centered environment come from areas beyond the Divisions of Academic Affairs and Student Affairs. We recognize, for example, the crucial role that alumni play in “connecting the dots” for our students as models of lifelong learning. Alumni programs meant to help provide a competitive advantage for future graduates include:

- [Alumni-in-Residence \(AIR\)](#): Alumni return to campus to speak with students in classes about their careers.
- [Alumni Sharing Knowledge \(ASK\)](#): This mentoring program pairs a student with an alumnus mentor who helps with career exploration, job search, relocation information, and networking contacts.
- [New York City Career Connections](#): This award-winning program brings juniors and seniors into contact with alumni from a variety of career fields for networking and career exploration in Manhattan over winter break.

ACADEMIC FREEDOM

Consistent with our commitment to offer diverse and innovative learning strategies, SUNY Oswego supports and protects freedom of inquiry, expression, and publication for all members of the academic community. These freedoms allow for broad inclusion and independence of ideas, viewpoints, and formats in the pursuit, presentation, and dissemination of academic thought, innovative teaching, and scholarly work.

We describe and communicate academic freedom to the community in several ways. [The Faculty and Professional Staff Handbook](#) points to the following documentation at the college and state level that outlines the rights and responsibilities of community members with respect to academic freedom: the [Bill of Rights and Responsibilities for Faculty, Students, Administrators, Staff, and College Council at Oswego](#); the [Code of Student Rights, Responsibilities, and Conduct](#); and the [Regulations and Procedures for Maintaining Public Order on Campuses of the State University of New York](#). The [Student Handbook](#) reprints both the Bill of Rights and the Code of Student Rights, Responsibilities, and Conduct and applies these guidelines to student life. The provost emphasizes the importance of faculty and staff adherence to the principles of academic freedom in annual guidance to personnel evaluation committees, the [Criteria for Personnel Decisions](#).

[The Policies of the Board of Trustees of the State University of New York](#) also address issues of academic freedom and reinforce the faculty's rights and responsibilities, including collective bargaining rights.

Ethics and Integrity

As professionals, scholars, and citizens, we believe that virtually every facet of higher education is built upon a foundation of ethics and integrity. Learning and mutual respect cannot thrive without these core principles. Infusing them throughout our institution is a responsibility that we as educators take most seriously, beginning with our professional obligations to each other.

These obligations include those outlined in our state-negotiated contractual agreements with faculty and staff members, represented by United University Professions; health professionals, represented by the Public Employees Federation; classified employees, represented by the Civil Service Employees Association; and University Police, represented by Council 82. Those contracts ensure due process and consistency in employee compensation, promotion, evaluation, and grievance procedures. Additionally, as New York State employees, all SUNY Oswego faculty and staff members are obligated to follow the standards of ethical conduct and behavior detailed in the [State of New York's Public Officers Law](#).

SUNY Oswego widely distributes these policies, delivering them to all new faculty and staff members before they begin employment. Employees must sign a form generated by the Office of Human Resources to indicate that they have read and understand the policies. The policies appear in the [Faculty and Professional Staff Handbook](#), in the college's own [Conflict of Interest and Professional Ethics](#) brochure, and online on the Office of [Human Resources page](#). The President's Office in consultation with SUNY Counsel's Office investigates allegations of conflict of interest or other violations of the Public Officers Law and reports results, as required, to SUNY's Fraud Investigations Committee.

Two cross-campus faculty committees share responsibilities for broad oversight of integrity concerns and ethics. The [Committee on Intellectual Integrity](#) evaluates academic integrity across campus annually and implements strategies for supporting and strengthening our practices (see Academic Integrity, below). The Institutional Review Board (IRB), consisting of two subcommittees ([Human Subjects Committee](#) and [Institutional Animal Care and Use Committee](#)), strives to ensure that faculty, staff, and students are aware of federal regulations for appropriate research practices. The IRB works with individual departments to identify federal requirements and campus expectations and to ensure that all discipline-based research meets the highest standards.

Recent experiences of subcommittee members suggest that this is an area for improvement, with faculty members in certain fields, using different methodologies, not always being fully informed about the responsibilities of IRB and when approvals are necessary. Over the past three years, the [Human Subjects Committee](#) has taken steps toward increasing interaction with researchers in the social sciences (where the bulk of such research occurs), cultivating a relationship with education researchers, and reaching other disciplines through presentations and meetings. Reflecting the national debate over the scope of responsibility, this committee has been tracking the proposed changes to the Federal Policy for the Protection of Human Subjects (“[Common Rule](#)”) that will have an impact on researchers in different disciplines and will respond with appropriate educational presentations and continued outreach.

Student Conduct

The [Student Handbook](#) includes the Code of Student Rights, Responsibilities, and Conduct, which governs the conduct of students and student organizations. The [Office of Judicial Affairs](#) in the Division of Student Affairs provides a mechanism for addressing violations of the code, including a procedure for review and an opportunity for students to seek representation and advocacy in resolving disciplinary issues.

While the [Student Handbook](#) and the [Undergraduate and Graduate Catalogs](#) detail academic integrity expectations for all students, academic integrity and ethical oversight are implemented at the school, college, and departmental level through policy documents that are disseminated more locally and that help ensure that students and others understand our integrity and ethics standards. For example, the School of Education publishes a [Policy Handbook](#) while the School of Business publishes its [Advisement Rights and Responsibilities](#). Both documents outline specific expectations and responsibilities for faculty, staff, and students.

Personnel Decisions

Academic freedom informs hiring and retention at SUNY Oswego. The provost’s [Criteria for Personnel Decisions](#) specifically discusses maintaining high standards of professional integrity and the free exchange and healthy debate of ideas. This document describes academic freedom as the “freedom to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions.” Through annual distribution of the provost’s guidance, the college confirms that individual commitment to academic freedom is an attribute to be considered in faculty and staff retention, reward, and promotion decisions.

SUNY Oswego regularly follows best practices with regard to the selection of faculty and professional staff. The human resource director meets with search committees to review and explain SUNY Oswego’s policies and procedures. Throughout the selection process, the affirmative action officer reviews the candidates’ credentials to ensure they all meet the stated criteria.

Professionalism and integrity are keys to the success of the academy. The college's president undergoes a periodic review about every five years. SUNY seeks input from faculty, staff, and students. The president reviews the vice presidents annually. In the Division of Academic Affairs, the deans and directors participate in an annual review and develop an annual performance plan that directly relates to the college's mission and goals.

Academic Integrity

A Task Force on Academic Quality and the [Committee on Intellectual Integrity \(CII\)](#) have supported our emphasis on academic integrity. A standing committee that reports to the provost, CII began its work in late Fall 2005. Since then, SUNY Oswego has become an institutional member of the [Center for Academic Integrity](#), a national organization located in the Rutland Institute for Ethics at Clemson University.

Since assessment is essential to our strategic vision, SUNY Oswego has participated in the McCabe survey on academic integrity, with a report to the campus in 2006-07. The [results of that survey](#) were reported to the college. The CII has tentatively planned to participate again during the 2012-13 academic year, once SUNY Oswego's online integrity quiz is in wider use. CII has evaluated other measures of academic integrity: the results from our participation in the National Survey of Student Engagement, the Student Opinion Survey (administered every third spring), and SUNY surveys. The CII has prepared and published annual reports on intellectual integrity violations. Students receive information regarding the ethical use of online material.

CII's accomplishments include the creation of:

- guidelines for faculty in understanding various types of misconduct, along with appropriate penalties
- a new website for students, which includes a [primer](#) on academic integrity
- an online quiz (accessed via the online learning management system), which results in an electronic certificate of completion so that students can document their mastery of the material
- an online intellectual integrity violation form, providing faculty members with guidance on how to report instances of misconduct and make the reporting process simpler.

Many disciplines address ethical standards particular to their field. One example is the faculty in our School of Business who have collaborated on and voted to accept the SUNY Oswego School of Business Standards of Professional Behavior and Ethical Conduct, which states expectations for faculty and students. The school posts these standards on bulletin boards in every classroom. The School of Business also requires a course in business ethics for all students in the five-year B.S./MBA program in Accounting. The School of Business Professional Ethics Program, begun in 2009, includes a plan for implementation across the business curriculum. An example of integrating ethics into students' experience of a discipline is an award-winning [project](#) in the School of Business that included a presentation by students at Quest 2011.

Several departments and programs (Theatre, Art, Music, Chemistry, Human Resource Management, and Technology) as well as the School of Education and School of Business have earned national or international accreditation. In each case, accreditation criteria require adhering to and teaching about accepted integrity and ethical standards.

Technology and Business Practices

Campus Technology Services shares a series of documents, [CTS Policies](#), that address such concerns as file sharing, acceptable use of online resources, and general “netiquette” issues. More specifically, the Information Technology Council, a council of the Faculty Assembly, explicitly addresses technological contributions to layers of complexity that underlie intellectual dishonesty concerns.

For business and financial transactions, Oswego utilizes the SUNY Management Resource Tool, an online system. Accountability begins at the department level, but transactions must pass through a series of approval points (chairs, deans, or vice presidents, as appropriate). Then, they are routed to the college’s Purchasing Office, the repository of all applicable federal, state, and SUNY laws and policies.

In addition, our Student Association (SA) follows a standard practice for reviewing the purchase of goods and services. Items over a specified dollar amount must go before the Student Senate for review and approval. SA records are independently audited annually.

All staff receive policies regarding business integrity that cover the use of college-owned resources such as computers, the procurement of materials, control of college assets, and internal control of college property. (See [Internal Control Policies](#) and [Purchasing](#).) Assessment has strengthened our practices of internal control as the college community gained an increased awareness of the college’s policies and program requirements. All faculty and staff members participated in an internal control audit and training program in 2009. With regard to ownership of the creations of faculty, staff, and students, [The Policies of the Board of Trustees of the State University of New York \(Article XI, Title J\)](#) address patents, inventions, and copyrighted material.

The [Office of Research and Sponsored Programs](#) and the Division of Administration and Finance offer oversight for externally funded research and programs conducted by staff and faculty members. We plan to strengthen our practices in this area by instituting training for grant recipients.

Chapter Findings

- The mission, vision, and strategic directions of the college were developed with broad input from the college community. Our goals are well communicated in official print and electronic publications and disseminated widely to various constituencies. Our mission informs the operations of all divisions and sets the directions and priorities in institutional planning.
- We have advanced a culture of academic integrity by participating in national assessments, developing a local curriculum to educate students, and providing guidelines for faculty members in dealing with violations.
- Internal control systems have been strengthened through a concerted effort to educate all employees about our objectives and systems for internal controls.

Chapter Recommendations

- Ensure that newer faculty and staff members know the college's mission and strategic directions, and encourage the involvement of this group in the development of annual goals to further these strategic directions.
- Improve on communication of decisions based on the college's mission and goals. While we find that our mission and goals shape budgetary priorities, we need to communicate these linkages more effectively and consistently.
- Evaluate how we promulgate policies regarding human and animal studies on campus. In this area, we might use as a model our successful efforts in disseminating the importance of internal controls across college operations.
- Develop and provide training to faculty and staff members responsible for administering sponsored programs that entail financial and programmatic requirements. This training should assess the grantee's understanding of basic grant requirements and could be online and interactive.



Chapter 2

INSTITUTIONAL VITALITY: PLANNING AND RESOURCES

ADDRESSES STANDARDS 2 AND 3



Public justice major Sherrifa Bailey, class of 2010, talks about Oswego's global initiatives and her study-abroad experiences.

SELF-STUDY
2012



Chapter 2

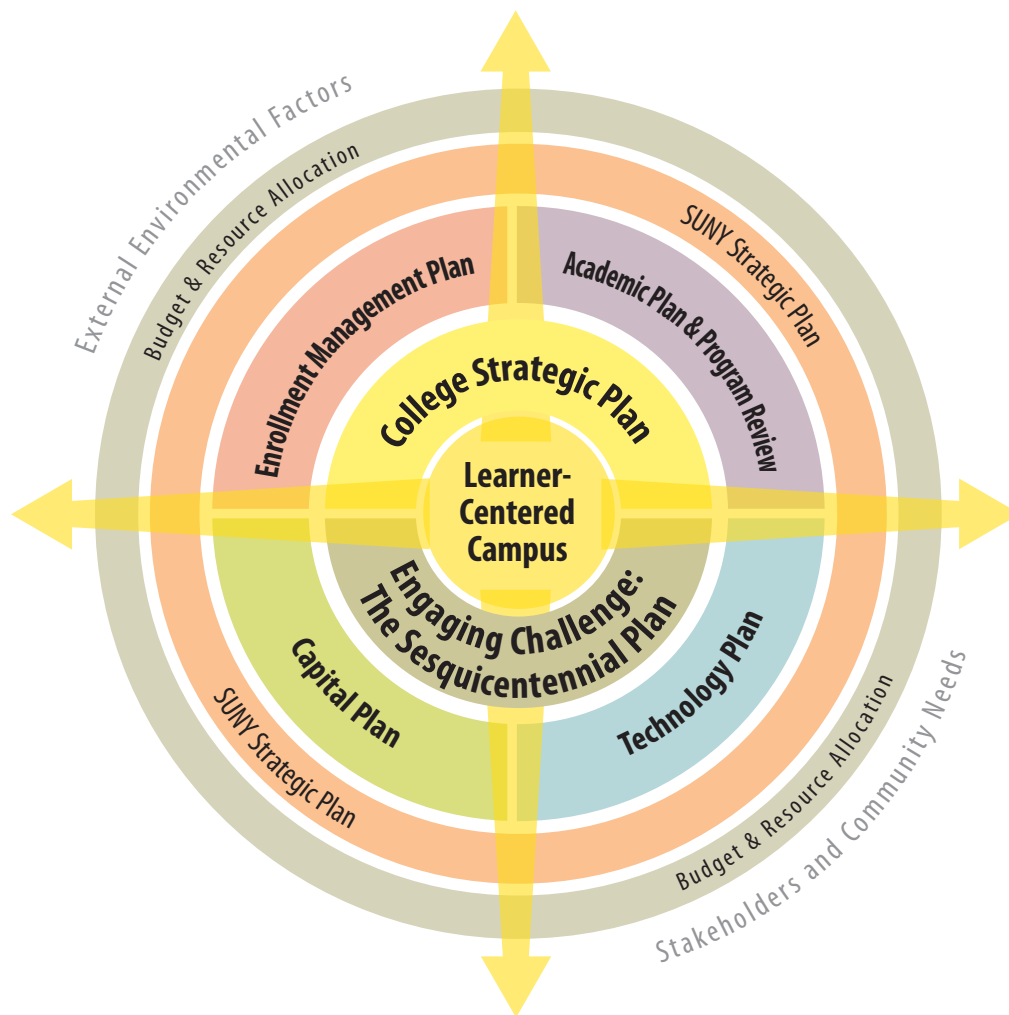
Institutional Vitality: Planning and Resources

ADDRESSES STANDARDS 2 AND 3

THE INTEGRATED PLANNING PROCESS

The State University of New York at Oswego has an integrated planning process, as depicted in Figure 2.1. The president ensures that the planning process fosters widespread participation throughout the college, engaging faculty, staff, students, and the community. Vice presidents prepare specialized sub-plans, execute their implementation, and evaluate their progress. The Office of Institutional Research and Assessment supports ongoing measurement and assessment of our programs. This office reports regularly to college administrators, the SUNY system, and others, while at the same time archiving data necessary for institutional support.

Fig. 2.1. SUNY Oswego's Integrated Planning Process



In budgeting and allocating resources, the college gives priority to strategies that directly support the college's strategic directions and derive from assessment findings. Our major plans are described below.

College Strategic Plan

The planning process that is most closely tied to budgeting, resource allocation, and institutional renewal is the strategic planning process. The college has a long and successful tradition of strategic planning that is based upon broad input from all stakeholders. The process has evolved over time to meet the changing needs of the college and in consideration of the internal and external forces affecting the college and our constituents.

With each strategic plan, the Strategic Planning Advisory Board (SPAB) is activated and repopulated to guide the planning process and gather input from various constituencies in the college community. The board's composition is widely representative with over twenty administrators, College Council members, faculty, staff, students, alumni, and community members. SPAB helps the college develop a broad mission, vision, and goal statements that, after much analysis and discussion, establish our strategic initiatives. The strategic plan resulting from the planning process establishes a direction and sets priorities for the college. The current strategic plan, [Engaging Challenge: The Sesquicentennial Plan](#), was released in August 2007.

Because Oswego is an integral part of the SUNY system, it was natural that our strategic plan would be consistent with much of the systemwide plan, which was developed with broad, bottom-up consultation and released in 2010. SUNY Oswego's strategic planning is an ever-adapting process that has accommodated [The Power of SUNY](#) by reviewing and aligning comparable goals and strategies for implementation and evaluation.

Academic Planning and Program Review

In a plan developed with involvement from faculty, staff, and administrators, the Division of Academic Affairs sets forth its vision within the context of the college's strategic plan and identifies clear priorities for the future. Each year Academic Affairs holds a retreat to evaluate the previous year's activities and to plan for the future. At the same time, each academic unit undertakes academic program evaluation that includes assessment activities, findings, and actions. In their annual reports, academic units are now expected to include the resource allocation implications of their student learning assessment. Information gathered feeds into the [Academic Affairs Annual Report](#) that the Provost's Office prepares each summer. This report emphasizes the extent to which the previous year's activities have contributed to the realization of strategic and specialized goals.

The college has developed a system of peer review for academic programs, consistent with SUNY academic policy, to encourage academic excellence and enhance the learner-centered climate. In a rolling schedule of reviews, each departmental major and interdisciplinary program is reviewed at five-year intervals, although under certain circumstances this interval may be longer or shorter. All program reviews must include the assessment of student learning. Beginning in August 2010, assessment results are reported annually. Both college and SUNY system documents regarding [major program review](#) are available online.

Case study: Boosting math skills for students entering STEM fields

The Office of Institutional Research and Assessment conducted research from 2008 to 2010 that indicated that math skills are an important factor for early success and persistence in science-related disciplines. In 2011, the National Science Foundation awarded SUNY Oswego nearly \$600,000 over five years to recruit and retain talented students who otherwise could not afford to pursue degrees in science and technology fields. Part of this grant funds a pre-college math camp to encourage the students' success. Fourteen students attended the first math camp in Summer 2011. Pre- and post-tests indicate significant improvement in advanced algebra skills over the course of the camp. In addition, student feedback suggests a positive introduction to learning in college and the formation of a motivating support structure among like-minded peers. Further study will track the persistence of this group relative to control groups.

Case study: Expansion of online learning

The Division of Extended Learning constantly monitors changes in technology, pedagogical opportunities, the education marketplace, and students' needs, among other factors, as it administers online learning. In 2002, SUNY Oswego successfully completed a New York State Department of Education review of our online offerings (called the Institutional Capability Review), allowing us to easily move forward with a planned growth model, managing both financial resources and staffing. Our planned growth model has resulted in:

- Expanded offerings of fully online courses during Summer Sessions and Winter Session to meet students' program needs
- Individualized faculty development and mentoring to customize course development to the discipline, including using the [Quality Matters Rubric](#)
- Enrollment expansions to increase financial resources
- Investment in additional software to support course development and student engagement
- Collaboration with the School of Business to develop and implement the online MBA program

At two retreats in Summer 2011, Extended Learning reviewed plans and strategies for technology-based courses as well as the desire to expand distance learning. The review resulted in the addition of another instructional designer to the division.

Using information regarding students' needs and preferences along with education trends has made the distance learning initiative at SUNY Oswego a successful model that other SUNY colleges and the SUNY Learning Network often highlight as an example of best practices. We assess student learning in our online offerings as part of the regular cycle of academic program review. Our vibrant online learning communities are an essential part of our strategic direction in intellectual rigor, meeting the needs of a broad base of highly motivated students who thrive in this self-directed learning environment.

Capital Plan

The ten-year capital plan is built on the college's strategic plan, enrollment projections, academic master planning, and facilities condition assessment. The **Campus Concept Committee** is charged with developing a shared vision for capital planning and providing leadership and coordination for long-range development of physical space, always recognizing the primary academic function of the institution. The college president and the Faculty Assembly chair co-chair the committee, which consists of appointed administration members and elected faculty representatives.

Over the past two decades, SUNY Oswego has undergone a transformation in our collective thinking about capital investment in buildings and infrastructure. A long-range planning process began in 1993 and informed our subsequent strategic plans. Central to the strategic planning focus of a learner-centered college was the need for the college to manage physical facilities differently and to plan for changes in the architectural configuration and quality of buildings. We moved deliberately and engaged in meaningful dialogue across the campus community about how to foster and advance the learner-centered paradigm as the central theme of facilities master planning.

Concurrent with the campus community effort, the SUNY system's multiyear capital plan investments starting in 1997 allowed SUNY Oswego to aggressively enact our learner-centered facilities vision and to establish our college as a leader in the pivotal partnership with the State University Construction Fund.

This ongoing integrated facilities and strategic planning effort has been an inclusive and comprehensive planning process. The Campus Concept Committee guided the development of a capital planning study that assessed building condition and identified an overall zoning plan for college organizations. Projects were identified that required program-level studies that described space requirements and provided configuration and budgeting information. We established a system of steering committees, informed by user groups, to provide campus community input to planners and architects on individual projects. This process has resulted in comprehensive capital planning documents for the School of Business, School of Education, Campus Center complex, Science and Engineering Innovation Corridor, and living-learning residential communities. In 2010, we broke ground for the new science facility and are renovating Park and Wilber halls for a new School of Education facility. Soon to follow will be the new School of Communication, Media, and the Arts, centered in Tyler Hall, and a major renovation of Penfield Library. Because of our inclusive planning process, these construction projects, as invasive and inconvenient as they are to college operations, are broadly accepted and embraced by the campus community and are a source of pride and optimism for the future.

In 2008, we initiated an infrastructure study to analyze and recommend strategies for enhancing our utility, communications, and security systems; landscape and site components; and sustainability initiatives. We then became a partner with the State University Construction Fund in completing a comprehensive facilities master plan. These two detailed facilities planning documents are valuable tools supporting our conceptual development planning process into the future. We believe they will result in additional success down the road as our Campus Concept Committee further defines and advances elements of these plans and as we propose, document, and justify specific projects for future SUNY capital plans.

Case study: Solutions for sustainability

In 2007, SUNY Oswego became a charter signatory to the [American College and University Presidents' Climate Commitment](#). All new construction on campus since 2007 has met or exceeded the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) silver standards in our effort to partner with a national association to advance sustainable living. Our new 348-bed Village townhouse complex received a gold rating, and we are expecting that our new science building, to be completed in 2013, will receive a LEED gold rating as well. Many faculty members are engaged in environmental, health, and energy research involving partnerships with a number of agencies. A new sustainability minor with courses in geology and economics at its core was recently added to the curriculum. Our Zipcar program allows students to leave their cars at home and share high-efficiency college-owned cars on a need-only basis. We are also involved in recycling, large-scale composting, and reducing dining center waste. The 2009 senior class gift established an "eco fund" dedicated to future innovative green projects on campus. These initiatives focus on improving the environmental health of our community and help us appreciate the interconnectedness of the problems and how collaborative the solutions must be.

Enrollment Management Plan

The Enrollment Management Committee, composed of administrators, faculty, and staff, develops enrollment management strategies and presents the plan to SUNY for approval. The enrollment management plan, supplemented by annual enrollment management reports and analysis of state demographic trends, takes into account the various constituents served by the college and provides direction for future enrollment efforts in concert with the college's strategic plan.

Case study: Forward strategic planning in enrollment management

Nearly a decade ago, it became clear that the demographic realities of New York State would change dramatically beginning in 2011. We have seen and continue to expect fewer high school graduates statewide and significantly fewer graduates in our primary recruitment areas of upstate New York. Downstate (New York City, Long Island, and the lower Hudson Valley) graduate numbers hold up much better in projections, but our enrollments from that region had been falling. The challenge was to significantly improve our enrollment results from downstate, without significantly increasing recruitment expenditures. We developed a downstate strategy that included use of direct mail, email, an enhanced online presence, alumni contact, and faculty telephone calls. Most importantly, we have hired two regional admission representatives specifically to cover Long Island (Nassau and Suffolk counties) and the lower Hudson Valley (Westchester, Rockland, and Dutchess counties) while focusing two existing professional staff on New York City (where large numbers of under-represented students reside). Our efforts resulted in a significant increase in enrolled freshmen from 2001 to 2010: a 95 percent increase in freshmen from Long Island; a 54 percent increase in freshmen from New York City; and a 121 percent increase in freshmen from the lower Hudson Valley. Not only did we increase the number of entering freshmen from downstate, but we also increased the number of under-represented freshmen by 44 percent, raised the mean high school average above 90 percent and the mean SAT composite above 1100, and decreased our freshmen acceptance rate from 57 percent to 47 percent.

Technology Plan

The **Campus Technology Advisory Board** (CTAB) provides for an integrated approach to renewal of campus technology. CTAB partners with the Information Technology Council (ITC) of Faculty Assembly for planning purposes, including the operational and policy implications of new technology initiatives. In Fall 2009, CTAB began developing a formal technology plan to support the college's strategic plan. In Fall 2010, CTAB and ITC jointly hosted a collegewide technology planning workshop facilitated by the director of the National Center for Technology Planning. The workshop yielded valuable input from the campus community as to the scope and format of a technology plan for the college. We expect the first major draft to be completed in Spring 2012 for adoption prior to the budget development cycle for the 2012-13 fiscal year.

Assessing Plan Progress

Unit and collegewide plans are developed from the strategic plan annually and are related to assessment processes and reports as well as mission, goals, and objectives. Each division links unit plans and goals to the college's strategic plan and specific goals. Strategies that derive from assessment findings and that directly support the college's strategic directions receive priority in the budgeting process.

We assess progress toward accomplishing the goals and objectives of the strategic plan in a number of ways. President's Council regularly reviews key performance indicators and data related to our progress. For example, applications, enrollment, selectivity, retention and graduation rates, progress toward degree, sponsored research, student/faculty ratio, etc. are common performance indicators reviewed. In monthly "fireside chats," the vice presidents meet with the president to review progress on the strategic plan. These sessions keep the vice presidents focused on important initiatives that they regularly examine with their division staff. The vice presidents submit annual reports outlining their respective division's progress toward accomplishing the objectives of the plan. President's Council conducts an annual administrative retreat focused on assessing the year's progress and the effectiveness of tactics being used. The president reports progress to the College Council at each of its meetings and to SUNY System Administration annually.

INSTITUTIONAL RESOURCES

SUNY Oswego's total operating revenue is budgeted at \$142 million for the current fiscal year (Appendix A). As a state-supported institution, SUNY Oswego is subject to the same constraints as other publicly funded institutions. Locally, we have no control over either the tuition we charge or the amount of support we receive from New York State. Since the beginning of the economic downturn in 2008, New York has slashed agency budgets — not only during the annual budget process, but also throughout the year as its actual revenues failed to meet projected targets.

SUNY Oswego has taken a very active role in managing the various cuts while maintaining focus on student learning. Our college president and vice president for finance and administration have assumed leadership roles on a SUNY-wide budget committee formed to help guide the SUNY system through the current environment and lessen the impact of the economic downturn on each campus. At the campus level, the president established the Budget Advisory Group from a cross-section of the college community to discuss local impacts of the cuts and to determine how to minimize cuts related to our core educational mission.

SUNY Oswego has always done an exceptional job of planning for the future. According to data available through the Integrated Postsecondary Education Data System (IPEDS) Financial Survey, Oswego enjoyed the highest fund balance of any SUNY comprehensive college between 2005 and 2009. The longstanding trend of our college’s auxiliary enterprise revenues (primarily from residence hall and dining operations) being the highest in SUNY continued during this period.

State Resources

The largest component of SUNY Oswego’s operating budget is the state purposes budget, which consists of the state appropriation, tuition, and fees.

In recent years, because of economic uncertainty, we have assumed no growth in the level of state support other than that needed to support state-negotiated salary raises. Our five-year rolling plan for enrollment targets a modest increase in annual average full-time equivalent enrollment (AAFTE), with a focus on our student mix. We have a current state budget target of 6,997 AAFTEs, with an ultimate target of 1 to 2 percent higher. We submit the enrollment plan annually to SUNY System Administration; once approved, it becomes the basis for calculating our annual state support level.

Once the state legislative process results in a completed budget, SUNY System Administration distributes allocations to the campuses. The campus president, in conjunction with President’s Council, applies institutional priorities, consistent with the strategic plan, in developing the college’s operating budget. Other campus-based budgets are developed by boards of directors for the Auxiliary Services Corporation and the Oswego College Foundation, or, in the case of the residence halls, by the appropriate committees.

The recession and the resulting New York State budget cuts have significantly impacted SUNY Oswego’s state purposes budget. Since the 2007 fiscal year in which our state purposes budget was \$57.8 million, after factoring the effect of absorbing nearly \$7.5 million of negotiated salary increases, the college has experienced a net reduction in support of \$8.4 million, resulting in a fiscal 2010-11 state purposes financial plan of only \$56.9 million. Table 2.1 tracks our core instructional costs since 2007:

Table 2.1. Core Instructional Costs: Four-Year Summary of Revenue and Expense

REVENUE	07-08	% To	08-09	% To	09-10	% To	10-11	% To
(in millions)	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Tuition & Fees	\$33.4	58%	\$34.0	59%	\$39.5	66%	\$40.5	69%
Taxpayer Support	\$24.4	42%	\$23.8	41%	\$20.8	34%	\$18.5	31%
Total Revenue	\$57.8	100%	\$57.8	100%	\$60.3	100%	\$59	100%
EXPENDITURES								
Personnel	\$45.5	79%	\$45.3	79%	\$48.7	83%	\$50.1	88%
Utilities	\$5.6	10%	\$5.6	10%	\$4.8	8%	\$2.3	4%
Other Than Personal & Utilities	\$6.7	12%	\$6.1	11%	\$5.5	9%	\$4.5	8%
Total Expenditures	\$57.8	100%	\$57.0	100%	\$59	100%	\$56.9	100%
REVENUE TO FILL SHORTFALLS (Expenditures)	\$0.0		\$0.8		\$1.3		\$2.1	

Because SUNY Oswego's two major costs are personnel and utilities, we always carefully scrutinize them to ensure against unwarranted growth. Management of the personnel service component of our annual budget is challenging because the state negotiates, and theoretically funds, the collective bargaining agreements that cover the majority of college staff. On paper, the state purposes budget supported 805.35 full-time equivalent positions in 2010 as compared to 785.35 in 2005, an increase of 20 positions; however, this is misleading. As of 2010, of the 805.35 positions, 17 were unfunded, and over 30 were funded but held vacant to accrue the budgetary savings necessary to cover funding reductions. Thus, in reality, we have reduced our state-supported payroll by 47 positions. The sizeable decrease in state appropriations has made it necessary for several college operations (especially facilities, technology, and police) to review how employees are paid and to realign various wages with funding sources other than our state revenue base.

The college has been aggressive in the area of utilities management. Since 2002, we have purchased electricity from the wholesale market operated by the New York Independent System Operator (NYISO), a nonprofit energy-buying organization. Beginning in 2009, as a result of a campus study, we realigned our utility costs according to user. This approach is unique within SUNY, where campuses generally distribute costs according to square footage. The realignment shifted \$500,000 in heating and water costs from state-appropriated funds to our residence hall operation, which is self-supporting.

Auxiliary Services Corporation

Auxiliary Services, State University College at Oswego, Inc. is a private, not-for-profit corporation (501(c)(3)) organized under the not-for-profit corporation laws of the State of New York. The mission of Auxiliary Services is to provide ancillary services to the members of the SUNY Oswego community. The corporation operates dining services, the College Stores, vending, washers and dryers in residence halls, a hair salon, the on-campus shuttle service, the college identification card, Fallbrook Recreation Center, agency accounts, and Student Association accounting services. The corporation also administers the student accident and sickness insurance program and the college Zipcar program. Auxiliary Services' anticipated operating revenues for 2011-12 are \$22.8 million (Appendix A).

Auxiliary Services' dining services participates in the **Oswego Guarantee**, where students entering SUNY Oswego experience no increase in the cost of room or meal plans for four consecutive years if they continue to live in comparable living arrangements. Auxiliary Services also provides significant support to college scholarship funds as well as other programs. This support has increased from \$1.3 million in 2006 to nearly \$1.6 million in 2010.

Reflecting SUNY Oswego's commitment to expanding a culture of assessment in all areas, each year Auxiliary Services participates in the National Association of College and University Food Services **customer satisfaction survey**. As a result of survey feedback, Auxiliary Services has provided online nutritional information for resident dining menu items, expanded evening dining hall hours, and improved vegan and gluten-free options. The corporation also participates in the National Association of College Stores customer satisfaction survey.

Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) partners with the Research Foundation of the State University of New York to provide fiscal, administrative, and development support to grant and contract activity on campus. Awards from federal and state governments, businesses, corporations, and foundations provide external funds for SUNY Oswego's research, scholarly and creative activities, and training programs. ORSP and SUNY Oswego research faculty members have secured external grants and contracts averaging more than \$5.5 million annually to establish or provide significant continued funding for various projects, including six research centers, acquisition of major pieces of equipment, and studies of environmental issues.

Oswego College Foundation, Inc.

A vital undertaking for every institution of higher education is lifelong engagement of alumni and friends to support the mission of the college and secure private philanthropic revenues. The Oswego College Foundation is central to our college's efforts in this area. The foundation is a private, not-for-profit 501(c)(3) corporation organized under the not-for-profit corporation laws of the State of New York whose purpose is to raise and manage philanthropic giving for SUNY Oswego.

SUNY Oswego's inaugural multimillion-dollar fundraising campaign, *Inspiring Horizons: The Campaign for Oswego*, was completed on June 30, 2008, having raised a total of \$23,857,114. The success of the campaign enhanced our vitality and strengthened the basic building blocks of the institution that are critical to our exemplary academic programs. In 2002, before the start of the campaign, the foundation provided \$1.4 million of support to the college in the form of student scholarships and other operating resources for various departments and programs. By 2011, that number had grown by 49 percent to just over \$2 million. During that same period of time, the foundation's endowment assets grew from \$4 million to over \$11.5 million, a 188 percent increase. In an effort to follow up on this success, we have initiated a campaign to grow our endowment. Growth in the endowment has always been a critical element of building a stronger base of resources to benefit our students and our college in perpetuity.

PLANNING AND RESOURCE ALLOCATION

Under each of our strategic directions of *Vitality, Intellectual Rigor, Engagement, World Awareness, and Solutions*, SUNY Oswego's goals are attainable because of a strong and sustainable financial environment and a planning process that ensures that we allocate college resources in such a way as to address the needs of our students. Student needs, both current and future, drive the way we balance our resources.

Despite the trend of reduced state resources, the college has managed to preserve funding for the Division of Academic Affairs. In 2008-09 and 2009-10, budget reductions were disproportionately borne by other divisions of the college or paid entirely from cash reserves. Figures 2.2 and 2.3 below demonstrate how Academic Affairs now takes a larger share of the division budgets, from 54 percent in 2007-08 to 62 percent in the 2011-12 budget.

Fig. 2.2. SUNY Oswego's 2007-08 State Purposes Budget

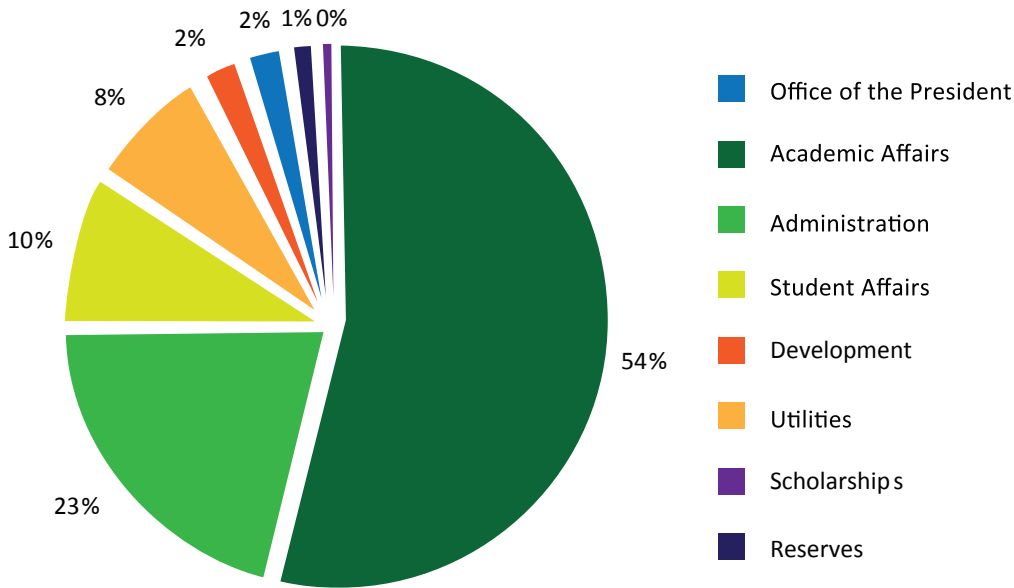
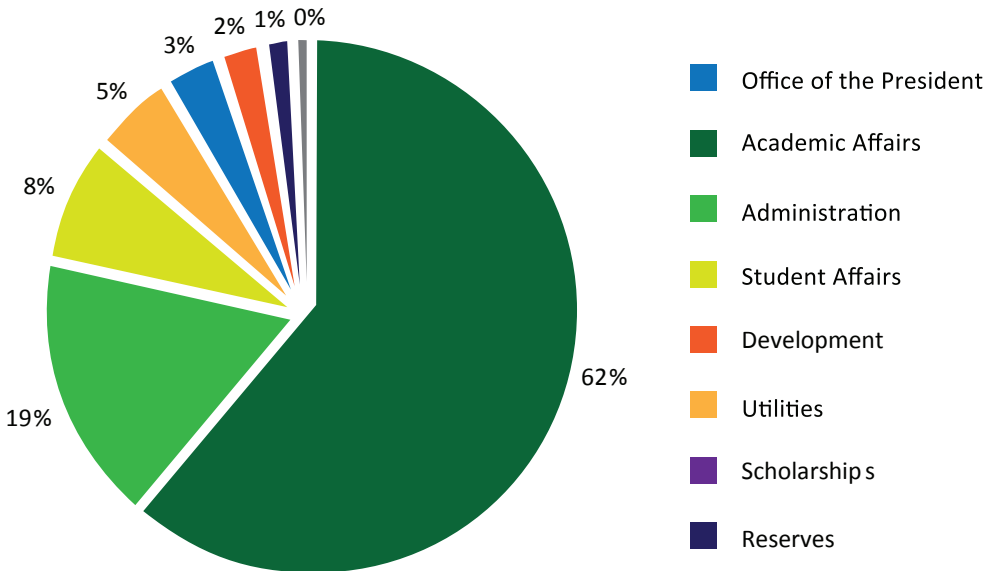


Fig. 2.3. SUNY Oswego's 2011-12 State Purposes Budget



Human Resources

We have carefully analyzed human resource needs and developed proposals for staff augmentations or realignments tied to specific outcomes in support of the strategic plan. Within the college's current strategic plan, all of the strategic directions have garnered significant human resource effort and support since our 2002 decennial report for Middle States including: our fundraising campaign (Vitality); small class initiative (Intellectual Rigor); civic engagement/sustainability (Engagement/Solutions); and internationalization of the curriculum and co-curriculum (World Awareness).

Case study: Pursuing intellectual rigor with the small class initiative

More than a decade ago, SUNY Oswego made distinctive moves to become a learner-centered college where all decisions center on maximizing student opportunities to learn. Towards this commitment, a key component of the first-year experience for students is our signature **First Choice Program**, which guarantees every new freshman student at least one class where the enrollment is limited to 19 participants. These courses, offered in various subject areas, include a focus on skills for making the transition to college and developing connections to faculty members and peers. The success of this initiative moved us to expand it across all undergraduate class years. In Fall 2000, the percentage of small classes ($n \leq 19$) was 39.7 percent. By Fall 2010, this percentage rose to 55.4 percent. Full-time faculty members teach 70 percent of these small class sections. This initiative has heightened the overall quality of the academic experience for students and expanded collaborative research opportunities between faculty members and students. Our first-year retention rate has risen from 73 percent to 82 percent, and in 2010-11 alone we saw a 23 percent increase in faculty-led undergraduate student research.

Technical Resources

Our college community has experienced an enormous and rapid evolution in technology over the past ten years, not unlike other colleges and, indeed, the rest of the world. To meet this challenge, we created the position of chief technology officer in 2001 and re-organized multiple offices to offer technology support and services under one umbrella: **Campus Technology Services (CTS)**. With this one organization, the college has developed a cohesive and integrated approach to technology services and support, including but not limited to computer, telephone, and networking, with a great amount of coordination of personnel and resources.

To promote the type of vitality and engagement essential to our mission today, SUNY Oswego's campus is a modern, well-connected one. The broad scope of renovation to the physical plant has provided an opportunity to enhance and transform how we deliver information and technology services across campus. All academic and common areas offer networking capabilities (wired and wireless), and all residential rooms are Internet-ready.

Our student information system, SunGard's Banner, is up-to-date at version 8.3; our self-service portal to Banner, **myOswego**, gives students, faculty, and staff 24/7 access to necessary student information. **ANGEL** (A New Global Environment for Learning) is our online learning management system, the campus-supported web-based teaching and learning tool that faculty members use to enhance classroom-based courses with online activities as well as to teach hybrid and fully online courses. We are currently implementing a document imaging/management system in the offices of Admissions and Registration as well as the Compass, home of our student advisement center, allowing for a paperless flow of student information across campus.

The college maintains more than a hundred advanced technology classrooms, and we upgrade five to ten classrooms to that status each year. CTS is partnering with other units on campus to build technology-enabled study spaces that include such devices as sharable large screen displays and electronic whiteboards.

SUNY Oswego has creatively solved issues related to resources for technology support. Directing funds from the technology and ResNet fees to specifically target technology initiatives and improvements as well as seeking out other funding streams, such as the Student Computer Access Program, to complement these revenues has helped the college make great strides toward maintaining the most modern services, hardware, and software, while at the same time creating a more predictable and stable system for future initiatives and improvements.

Case study: Campus email system

CTS regularly reviews technology vendor contracts and license agreements to identify opportunities for improving service and support while also reducing costs. In 2009, this review process resulted in ongoing savings of over \$253,000 annually while either maintaining or even increasing services provided by technology vendors. In 2010, a review of the campus email system resulted in a recommendation to move email and calendaring systems to Google's Apps for Education service. Taking advantage of a SUNY contract with Google, the college was able to add state-of-the-art collaboration services to campus email and calendar systems while also saving approximately \$130,000 annually.

Facilities Resources

Separate from the college's operating budget is the capital budget. The college's strong master plan and capital plan have helped assure that capital funds continue to support the maintenance, renovation, and expansion of the campus. (See Capital Plan, above.)

In 2008, because of our college's well-established inclusive and comprehensive capital planning process and recognized leadership, the \$5.2 billion multiyear SUNY educational facilities capital plan dedicated more than \$215 million to SUNY Oswego for educational facilities development, including \$120 million for critical maintenance items and \$95 million for strategic initiatives. Along with the \$85 million identified for residential facilities during this current plan, the resulting 2008-2013 capital plan for SUNY Oswego exceeds \$300 million.

Chapter Findings

- SUNY Oswego successfully utilizes mature and evolving planning processes at all levels, from the overall strategic plan of the college to annual division operational and budget plans. The college's relative fiscal stability and progress in accomplishing strategic goals and objectives demonstrate this success.
- The campus master plan and facilities capital plan have provided a solid foundation for the ongoing development of the campus, bringing significant capital resources to support the college's growth and development in current and emerging programs.
- The college manages fiscal resources prudently and effectively to meet current and future obligations.
- The college evaluates and allocates human resources in a manner consistent with short-term and long-term goals.
- The college provides a robust and reliable set of technology resources to support creativity, innovation, and experimentation in learning, teaching, and research.

Chapter Recommendations

- Complete a technology plan in support of the college's strategic plan.
- Make our strategic planning effort even more transparent and vital. While not all members of the campus community wish to be directly involved in such planning, it is essential that all know how the college's strategic plans and allocation of institutional resources reflect our broader mission. Developing a virtual planning infrastructure and related processes is one way to support broad participation.
- Optimize alternative revenue streams and continue to pursue new alternative revenue streams to ensure long-term fiscal health and stability.
- Ensure that, as demand continues to increase, we maintain adequate resources for information technology and technology support.



Chapter 3

INSTITUTIONAL LEADERSHIP AND GOVERNANCE

ADDRESSES STANDARDS 4 AND 5



College leaders take questions in the Fall 2011
town hall-style President's Breakfast.

SELF-STUDY
2012



Chapter 3

Institutional Leadership and Governance

ADDRESSES STANDARDS 4 AND 5

SHARED GOVERNANCE FOR A SHARED VISION

Over the past decade, the SUNY Oswego administration and the leaders within the faculty and the professional staff through their governance structures and union representation have confronted serious challenges and embraced significant opportunities. In a period in which we have faced consistently tight budget constraints, SUNY Oswego leadership has positioned the college in our region as not only a respected center of public higher education but also an engine for creating a talented workforce to contribute to economic growth in Central New York and beyond. This chapter illustrates how existing administrative and governance structures at SUNY Oswego have adapted and reacted to meet the challenges and opportunities of our time, offering examples of how our campus leadership through collaborative efforts has put in place programs and created conditions that are realizing the goals of the strategic plan. At the same time, the opportunity for further improvements in communication and transparency across our diverse college community exists, particularly through the use of online mechanisms.

SUNY OSWEGO ADMINISTRATION

SUNY Oversight

The State University of New York is made up of sixty-four campuses: four university centers, thirteen comprehensive university colleges (of which SUNY Oswego is one), nineteen specialty colleges, and twenty-eight community colleges. Major policy authority resides with the State University Board of Trustees and, more directly from the perspective of an individual campus such as SUNY Oswego, with the [SUNY System Administration](#) in Albany, led by Chancellor Nancy Zimpher. SUNY Oswego, as with each campus within the system, also has its own College Council, whose members are appointed by the governor. The [College Council](#) holds four meetings each year and receives reports and updates from the president, vice presidents, Faculty Assembly chair, and Student Association president at each meeting. Council members are invited to the college's cultural, educational, athletic, and social events and are active participants in official ceremonies and programs such as commencement. One of the most important responsibilities of the council is its role in coordinating the search process for a college president.

Senior Administration

SUNY Oswego [President Deborah F. Stanley](#) leads an administrative team organized into four divisions: Academic Affairs, currently led by [Interim Provost and Vice President Lorrie Clemo](#); Administration and Finance, led by [Vice President Nicholas Lyons](#); Development and Alumni Relations, led by [Vice President Kerry Dorsey](#); and Student Affairs and Enrollment Management, led by [Vice President Joseph Grant](#). This upper management team has been relatively stable over the last decade. Members of the SUNY Oswego senior administration are active professionally within the wider SUNY academic community and within their respective professional organizations.

Other members of the administrative team are involved both within SUNY and beyond in committees and organizations linked to their professional responsibilities at the college. These professional responsibilities enable our colleagues to inform our campus discussions with valuable knowledge of how other institutions and organizations address issues we all confront.

The president's administrative team meets weekly as the **President's Council**, facilitating communication across divisions at the highest levels. Agendas are publicized each week and action items are reported out to the campus. At these meetings strategic initiatives involving such decisions as introducing a new program will be discussed from the various perspectives — the ability to launch a program with intellectual rigor, the financial impact and demand on facilities the new program will make, the potential of the new program to meet an interest in prospective students considering SUNY Oswego, and the contributions graduates of this new program can make to the regional community as they complete the program and enter the workforce.

There have been shifts within the management organization over the past ten years in response to institutional priorities as well as assessment results, creating new administrative positions and reassigning responsibilities within divisions. Examples include the chief technology officer position, an administrative position for engineering and sustainability within the Division of Administration and Finance, the position of associate provost of multicultural opportunities and programs, a civic engagement coordinator position, administrative staff for the new School of Communication, Media and the Arts, and two associate vice president positions within the Division of Development and Alumni Relations as well as new department head positions. Notable also was the shift of responsibility for athletics from the Division of Academic Affairs to the Division of Student Affairs and Enrollment Management. We will assess these shifts regularly in the future to determine their success and viability. Evaluation of new administrative positions, while always important, is especially critical in the current fiscal climate.

The college mounts national searches for administrative positions in accordance with SUNY guidelines and our Faculty By-Laws so the best hire can be achieved. We endeavor to balance the new perspectives and diverse professional experience of external hires with the institutional memory and familiarity with issues offered by promoting from within. Oswego frequently promotes from within. When insiders are chosen, we know that participation on a national level in professional organizations and studying national best practices are of great value.

As we have adjusted organizationally, with such innovations as the School of Communication, Media, and the Arts, we have monitored our distribution of resources among instructional and non-instructional services. As mentioned in Chapter 2: Institutional Vitality, the college has preserved funding for the Division of Academic Affairs during the recent economic downturn, with budget reductions borne by other divisions or taken from reserves. IPEDS data show that the amount we spent on instruction per administrative dollar was virtually unchanged from 2007-08, when it was \$4.15, to 2009-10 (the most recent IPEDS data available), when it was \$4.19. These data demonstrate that we have successfully prioritized and protected our core instructional mission.

The following case study is an example of how an increase in administrative staffing has supported the college's mission and strategic directions.

Case study: Administrative support for Development and Alumni Relations

Unquestionably more resources were devoted to **Development and Alumni Relations** in the period between 2002 and 2007 for the infrastructure and implementation of our first capital campaign. The investment in development has resulted in new revenue streams and has built a foundation for future fundraising that presents opportunities for the college. One consequence of this successful fundraising has been the ability to provide new funding for undergraduate research, particularly support of student/faculty research collaboration. Opportunities for students to attend professional academic conferences, to give presentations on their work, and even to publish have increased. Over the past five years, we have had over 1,700 student publications, presentations, and exhibits at local, national, and international professional events. Notable achievements include a \$50,000 donor-funded Summer Scholars Program that awards stipends to students to participate in summer research and creative activities. Student research awards have risen more than 70 percent since 2007.

Our college leadership has effectively managed resources to protect our quality and mission. As of 2011, the college has coped with the ongoing SUNY-wide financial difficulties without eliminating existing programs or retrenching tenured or tenure-track members. Nor have we lowered admissions standards to attract more applications. To the contrary, we have developed new major, minor, and certificate programs, and we have strengthened the academic profile of entering classes over the past decade with the result that prospective students view SUNY Oswego as a vibrant and attractive institution.

The college has accrued savings in ways that have not significantly compromised our operations. As senior faculty and staff members retire or attrition occurs, positions are reallocated to new programs, held vacant for periods of time, or filled with part-time or temporary employees. In the past decade, we have restructured office support staffing with sharing of positions across departments and programs. We have realized equipment and supply savings through sharing and greater emphasis on sustainable methods of conducting daily business. There have been some hardships in order to achieve these accomplishments. Nevertheless, we have sustained the central mission of the college, and efforts to fulfill the strategic vision for the college's future have moved forward.

Administrative Organization in Academic Affairs

The Division of Academic Affairs includes the **College of Liberal Arts and Sciences (CLAS)**, the **School of Business (SOB)**, the **School of Communication, Media, and the Arts (SCMA)**, and the **School of Education (SOE)**. Other units reporting to the interim provost and vice president for academic affairs include **Graduate Studies**, **International Education**, and the **Division of Extended Learning** as well as programs such as the **Interdisciplinary Programs and Activities Center (IPAC)** and the **Honors Program**.

The creation of the School of Communication, Media, and the Arts in 2008 represents the most significant reorganization within Academic Affairs since the 2002 Middle States visit. This new school brings together four departments that had previously been housed in Arts and Sciences: Art, Communication Studies, Music, and Theatre. This initiative was conceived in order to take advantage of already existing collaborations among these departments and to encourage new opportunities for joint programs. Now in its third year existing as a separate school, SCMA has a permanent, founding dean, is a vibrant force in the life of the college, and has developed new interdisciplinary minor programs such as audio design and production and an arts concentration in childhood education as well as a new graduate certificate program in integrated media. Further, the establishment of the school has enabled SUNY Oswego to become even more competitive in soliciting grant funding support for the arts. Since the school's formation, SUNY Oswego has received a \$600,000 grant to serve as the state's Summer School of the Arts for Media Arts and a grant from the New York Council on the Humanities for an interdisciplinary project involving radio and our ARTSwego performing arts series. Currently the school is working with the city to develop arts opportunities for the larger Oswego community. The college created the new school after extensive discussion and planning among the faculties of the four departments involved.

Collaboration within Academic Affairs

Collaboration between subdivisions occurs regularly within the Division of Academic Affairs. The deans of the academic units meet weekly as a leadership team to discuss issues that involve interaction among various programs, setting priorities in allocating limited resources, and establishing future directions. Academic divisions also work together to deliver programs. IPAC, for example, is home to twenty-four interdisciplinary and multidisciplinary degree-granting and minor programs that bring together faculty members from across the college. Subdivisions have also collaborated to write grant applications and secure funding. Recent examples include the [Catalyst Project](#) (SOE and CLAS) and [NSF Women in STEM](#) (SOE, CLAS, and SCMA).

Many examples across the college demonstrate our emphasis on collaborative decision making. The Enrollment Management Group and the Registrar's Advisory Group both include representatives of each of the four major academic units and members from other college offices. The director of the Honors Program has regular discussions with Admissions staff to facilitate meetings with potential honors students and their families and to manage the criteria for admission to the Honors Program.

Departmental Leadership

The senior administration has continued to work in a positive and collaborative fashion with departmental and office leadership since the last Middle States self-study. The president, provost, and deans of each school visit academic departments periodically to share ideas and perspectives. Department chairs have unimpeded access to their deans and meet both individually as needed and by school on a regular basis to discuss matters of interest and concern. In addition, collegewide meetings of chairs and directors with upper-level administrators take place each semester, providing another venue for meaningful exchange to help shape future directions for the college.

We strive to utilize this organizational structure efficiently. Even with all good intentions however, the flow of information among various departments, programs, and administrative offices is not always expeditious. During the course of this self-study, we have identified a need to improve communication — about assessment, line requests, and other critical information — between department chairs, deans, the provost, and the president.

Students and College Decision Making

There are many examples of substantive student involvement in college decision making. Surveys helped to shape plans for the new residential community, the Village and to develop the “Late Night” dining services and earlier opening hours at the library. Student government input resulted in a college hour pilot over several semesters. In addition, a few academic departments and programs have formed student advisory groups, and more such opportunities seem in the offing.

SUNY OSWEGO GOVERNANCE

The SUNY Oswego administrative team works collaboratively with the campus community through such formal structures of governance as the [Faculty Assembly](#), the employees’ unions, and the Student Association as well as through lines of authority from the vice presidents to deans to department and office chairs and directors.

The SUNY system has a faculty governing body, the [University Faculty Senate](#), made up of elected representatives from each of the four-year campuses. SUNY Oswego’s representative serves a three-year term with the possibility of election for a second consecutive term. The Faculty Senate meets three times a year, affording each campus’s representatives (the elected senator and the chair of the campus Faculty Assembly) a chance to meet with governance leaders of other campuses and with the SUNY chancellor, provost, and other leaders of the state system. At these meetings, common concerns and possible solutions are discussed, the chancellor and provost share SUNY administration perspectives, and occasionally senators have opportunities to discuss issues of public higher education with members of the New York State Legislature. The SUNY Oswego senator reports on these meetings to our Faculty Assembly, and this report is posted on the Faculty Assembly website with access available to all members of the campus community.

Faculty Assembly

SUNY Oswego’s Faculty Assembly, which meets biweekly during the academic year, is an independent body composed of 40 representatives elected by academic departments, plus Oswego’s SUNY faculty senator, a representative of the United University Professions negotiating unit, three members of the professional staff, two management-confidential administrators, and four Student Association representatives, who have full rights and responsibilities. In addition, non-voting members of the senior administration (the president, provost, vice presidents, deans, or their designees) are invited to attend meetings. The faculty elects a chair, who works with an executive committee, composed of the chairs of the Faculty Assembly councils, to prepare for the biweekly meetings.

Faculty Assembly is responsible for recommending all new and revised courses and programs that have been vetted through the appropriate councils. A proposed new major program within an academic department, for example, would first be discussed by the [Academic Policies Council](#) and include consultation with the Priorities and Planning Council. After the department representatives and members of Academic Policies have agreed that it is in a final satisfactory form, it would go before Faculty Assembly for a vote with a recommendation from Academic Policies. In response to complaints that the campus process is cumbersome, the Faculty Assembly leadership has made minor changes to expedite it. Measures that pass the Faculty Assembly then go to the president for approval. Certain proposals, such as new degree programs, require further review by SUNY system administrators and the New York State Education Department.

To better realize a vital, transparent governance system, SUNY Oswego in recent years has employed a task force model to address collegewide issues. We create each task force — composed of faculty, staff, and students — to address a specific issue and allot a particular timeframe, no longer than a year, within which to make its report.

The task force brings its recommendations to the Faculty Assembly for discussion, and, if viewed favorably by a majority, adoption. The measures then go to the president for approval and implementation. Task forces created over the past decade have addressed a broad range of issues, including retention, writing across the curriculum, sexual harassment, hybrid courses, conflict of interest and professional responsibility, college hour, general education, and a common reading program.

Case study: Admission to the Major Task Force

A task force addressing questions of admission criteria for major programs met for approximately a year. The group focused on the particular programs where there were questions regarding admission criteria or issues concerning the ability of the department offering that major to accommodate the demand from students wishing to choose the major. This task force made specific recommendations, the Faculty Assembly adopted them, and the president approved them. The Provost's Office and governance then implemented them.

Case study: Retention Task Force

This group, including representation from both the Divisions of Academic Affairs and Student Affairs, analyzed data on first-year retention. After the task force completed its report and made its recommendations, it was recreated as a standing committee, the Retention Steering Committee, to continue to address this issue. The recommendations of this task force and the subsequent committee have led to a series of steps to provide early warning about students in academic trouble in their first semester and, then, to offer programs to help those students address problems that may have led to their academic deficiencies. Assessment of one of these, the midterm grade pilot, indicates that the early warning is helping many students to confront their academic problems in time to make changes that allow them to remain in good academic standing. In 2011, Faculty Assembly voted to require midterm grades for all 100- and 200-level courses. This represents a model not only of collaboration between the administration and faculty governance but also of successful, integrative action across the Divisions of Academic Affairs and Student Affairs to accomplish a goal that directly benefits students and the college.

The membership of Faculty Assembly has enjoyed relative stability in recent years. Such constancy has supported the development of a strong institutional memory. At the same time, we believe the college could benefit from wider representation of younger faculty members whose fresh perspective and energy could assist in maintaining the Faculty Assembly's vital and dynamic role in college leadership and decision making.

Collective Bargaining Units

Formal governance is also illustrated by the healthy and regular exchange between the college's administrative leadership and the leadership of the four unions representing the college's employees. The largest of these unions are the Civil Service Employees Association (CSEA), representing civil service members, and the **United University Professions** (UUP), representing faculty and professional staff members.

The CSEA Executive Board members (president, vice president, secretary, and treasurer) meet monthly with the college's human resources director, vice president of finance, director of facilities, associate director of Campus Technology Services, and other administration representatives depending on the issues. Between meetings, representatives are encouraged to contact any parties necessary to try to solve problems as they arise. Recent issues addressed at these labor-management meetings include safety and health, workplace violence, dress code, name badges, and computer access.

The UUP president, vice president of academics, vice president of professionals, and the New York State United Teachers labor relations specialist meet monthly with the college's provost, executive assistant to the president, affirmative action officer, and other persons as needed. The college president meets with UUP representatives usually once a year. In a spirit of collegiality, minutes of these meetings are not kept and all comments are off the record. In these meetings, management representatives inform the union of upcoming activities, and union representatives bring the membership's concerns to the table. The union president has the authority to collectively bargain with the administration on matters covered by the union contract. Discussions over the past decade have included summer school wages, extra service pay, the Higher Education Opportunity Act, the process for discretionary salary increases for professionals, and contracted increases for adjunct faculty members. Usually after brief discussions, the representatives have reached amicable solutions.

Chapter Findings

- SUNY Oswego has faced fiscal challenges, in terms of both the college’s budget and the economic condition of the region, as well as challenges posed by shifting demographics and by the evolving technologies required to deliver a twenty-first century education, yet the college has met these challenges with vision and preparation that have allowed us to advance the college’s mission. Under this administration and guided by the college’s mission and goals, SUNY Oswego has upgraded campus physical facilities with an ongoing series of capital building projects, expanded academic programs, increased the college’s visible presence in Syracuse with the establishment of the Metro Center, and supported initiatives that have brought more international students to Oswego and encouraged more of our students to study abroad.
- Leadership at SUNY Oswego — from the senior administration to those directly involved in the formal governance processes to the management of departments — has engaged in collaborative planning.
- The task force model has proven to be an effective tool for shared governance. These groups have brought timeliness to policy making without sacrificing inclusiveness or transparency.
- While we find that our governance structure allows ample *opportunity* for student perspectives in our decision making, it has been difficult *in practice* to achieve widespread student participation.

Chapter Recommendations

- Create structures that will encourage more student involvement in decision-making processes across the college.
- Identify and mentor potential candidates for leadership roles, particularly among the more recently hired faculty members, so that they will be prepared to step into roles in faculty governance and departmental administration.
- Develop more effective communication practices, particularly with respect to administrative requests for information and data and the rationale behind the resulting decisions.
- Review official Faculty Assembly guidelines, membership, and culture in an effort to ensure that this body represents the will of faculty and is viewed as a relevant, important organization by newer faculty members.



Chapter 4

A LEARNER-CENTERED CAMPUS

ADDRESSES STANDARDS 8 AND 9



Psychology major Ashley Noble, class of 2008, presents her research results at Quest, Oswego's annual symposium celebrating scholarly and creative accomplishments.

SELF-STUDY
2012



Chapter 4

A Learner-Centered Campus

ADDRESSES STANDARDS 8 AND 9

THE CHANGING CHARACTERISTICS OF OUR STUDENTS

Student retention and success are at the core of a vital institution committed to intellectual rigor. This reality both informs and is confirmed in our mission. SUNY Oswego has allocated significant resources towards recruiting and retaining talented and motivated students. Following the expectations in our 2006 memorandum of understanding with SUNY System Administration, we have met and exceeded recommended selectivity standards. We offer high-achieving prospective students generous scholarships, and several regional programs and offerings encourage students to consider enrolling in SUNY Oswego.

Once enrolled, our students have the benefit of programs designed to enhance their academic and social transition to college. We have also implemented several programs that identify and intervene with students at risk in the first semester of college. As a result of collegewide efforts, SUNY Oswego has seen freshmen-to-sophomore retention increase from 73 percent in Fall 2000 to 82 percent in Fall 2010. Further advances should result from our participation in the national Foundations of Excellence Project and the ongoing work of our Retention Steering Committee.

Recruitment

The [Office of Admissions](#) supports the college's mission by ensuring that we enroll a diverse and dynamic pool of students to enhance our vibrant learning community. Our admissions policies are articulated in the [Undergraduate Catalog](#) for entering freshmen, transfers, and international students. Graduate information is described in the current [Graduate Catalog](#). We disseminate information about the college through traditional strategies (advertisements, direct mail, email, and print) as well as through an extensive online presence (video-enhanced website, virtual online tour, and social media). We conduct multiple outreach strategies including open houses, faculty and alumni calling, an active campus tour program, and personal contacts and interviews. Publications and web materials are reviewed and updated annually. Transfer students have benefited from the [SUNY course equivalency site](#) that helps students to determine how specific courses will transfer between SUNY two-year and four-year colleges.

The demographic realities in New York State and the northeastern United States have resulted in changing strategies for recruitment and enrollment at SUNY Oswego. As discussed in Chapter 2: Institutional Vitality, our admissions efforts now focus on increasing our cohort of downstate students, under-represented students, and high-achieving high school graduates.

Intellectually Vibrant Learners

Over \$2 million in merit scholarships each year and membership in the Common Application since 2009 have increased our visibility with high-achieving applicants. Our efforts have resulted in substantial improvements in selectivity, advancing our goal of creating a more intellectually vibrant college community. We have reduced our acceptance rate from 57 to 47 percent in six years. The mean SAT score for enrolled freshmen increased 30 points, while the mean high school average increased by 3 percentage points. Freshmen enrolled in SUNY selectivity categories 1 and 2 increased from 57.2 percent to 66.7 percent from 2006 to 2011.

A Student Body that Spans Cultures

A comprehensive approach to admissions and enrollment management has advanced our strategic objective of broadening our students' **cultural understanding of themselves and the world**. Our student body has been engaged in more experiences, exposing students to peers from other cultures both domestic and international.

The Student Diversity Recruitment and Retention Committee, a subcommittee of the college's Enrollment Management Group, is responsible for developing the five-year Student Diversity Recruitment and Retention Plan. Each plan details recruitment and retention activities currently in place and recommended future initiatives for meeting our commitment to admit and retain a robust, ethnically and racially diverse student body. Newly enrolled under-represented students have increased by 42 percent since 2001, and we have increased freshmen enrolling from outer geographic areas by more than 40 percent. At the beginning of every academic year, the Enrollment Management Group carefully reviews data to ensure that planned enrollments for succeeding years are on track.

The Office of International Education and Programs coordinates the dissemination of information to prospective international students as well as processing applications and providing visa support to admitted students. We require international students to meet minimum English language proficiency and to submit official high school or college transcripts and official financial documentation confirming funds to support one year of study. International students who do not meet minimum language proficiency may qualify for conditional acceptance with required registration for our summer intensive English program and fall English for academic purposes program. International exchange student enrollments have increased significantly as we have multiplied the number of formalized agreements with universities in other nations.

A SUPPORTIVE ENVIRONMENT FOR LEARNING

SUNY Oswego offers an array of services to support our students. Recent initiatives include improvements to academic support services, expanded first-year and transfer services programs, and support for varsity athletes.

Academic Support

Many talented students find enhanced peer and faculty mentoring support in programs like the **Honors Program**, **Collegiate Science and Technology Entry Program (CSTEP)**, **McNair Program**, and **Summer Scholars Program**. Penfield Library has expanded its role in the lives of students with the addition of the **Lake Effect Café**, **Xtreme Research** (one-on-one assistance from a librarian), and laptop computers for use in the library.

The **Office of Learning Services (OLS)** offers tutoring services through its Math and Science Center, Learning Center, and Writing Center. Utilizing a peer tutor model, student tutors have excelled in the specific course, have been recommended by faculty members, and are trained by OLS. We have seen a continuous increase in requests for tutoring services, especially in math and science. We are currently assessing tutoring needs collegewide by division and department. We recognize a need to improve academic support services for international students, online students, and students in specific disciplines such as STEM. In 2010-11, we added a pilot program of math and writing tutoring evenings and weekends in the library. We are now expanding the Writing Center. In response to recent assessment findings, OLS has reorganized operations to become separate from the Educational Opportunity Program and to improve and expand academic support services, target retention of under-represented students, and undertake new initiatives.

SUNY's **Educational Opportunity Program (EOP)** fulfills New York State's commitment to provide access to higher education for economically disadvantaged students who possess the potential to succeed in college but whose academic preparation in high school has not fully prepared them to pursue college education successfully. At SUNY Oswego, the program facilitates the recruitment, enrollment, retention, and graduation of these students. Our EOP has a funded enrollment of 322 students and boasts an impressive freshman-to-sophomore retention rate of 82 percent, consistent with that of the college as a whole. EOP students are represented in student leadership, Residence Life and Housing Office staff, Admissions Office staff, student orientation staff, and academic programs such as McNair and CSTEP as well as in honor societies.

Disabilities Services

Disability Support Services coordinates the delivery of reasonable accommodations to students with documented disabilities in accordance with the Americans with Disabilities Act. The number of students using services has risen considerably. This includes students taking finals in remote locations (127 exams in 2004, 302 exams in 2011 — an increase of 137 percent) as well as more specialized technology needs, including reader programs and speech-to-text programs. Changes in New York State educational laws have resulted in increased accommodations for students with disabilities. The demand for textbooks in alternate electronic or digital format increased 93 percent from 2007 to 2011. Disability Support Services is planning to assess student satisfaction with disability accommodations in 2012.

Financial Aid

Consistent with our goal of bringing more high-achieving students to our college, the academic scholarship programs that we offer (Presidential, Dean, Merit, and International Scholarships) have had success in attracting the best and brightest high school seniors. We award merit scholarships on the basis of SAT scores and high school average. More than 20 percent of undergraduates at SUNY Oswego receive one of these scholarships, which range from \$500 to \$4,400 per year. In addition, the Alumni and Development Division offers **over \$100,000 a year in competitive scholarships** for students who continue beyond their first year.

Our **Financial Aid Office's website** is a comprehensive source of information for prospective and current students. Students can use tools for estimating the cost of attendance and find instructions on how to complete a financial aid application. This site also offers Facebook links, email addresses, and telephone contacts to assist students who need additional information.

The [Veteran Services Office](#), a part of the Financial Aid Office, provides excellent information, both in person and online, to help veterans and children of veterans obtain educational benefits. The office identifies and contacts these students as part of the admissions process to give them information about benefits and services that may be available to them.

Sixty-three percent of students at SUNY Oswego receive a financial aid refund, with each recipient's refund averaging \$3,940 annually. In Fall 2007, SUNY Oswego partnered with [Higher One](#) to distribute refunds to students electronically. In 2008, SUNY named this refund process a best practice for improving customer service as well as creating efficiencies in costly administrative processes.

Athletics

Approximately 425 students, or 6.5 percent of our undergraduate population, participate in [intercollegiate athletics](#). Our varsity athletic facilities include the Campus Center, Laker Hall, and the South Athletic Complex, providing homes for the college's 24 intercollegiate teams. The Lakers compete in National Collegiate Athletic Association (NCAA) Division III and have affiliations with the State University of New York Athletic Conference, Eastern College Athletic Conference, and Empire Collegiate Wrestling Conference. A college Intercollegiate Athletic Board governs the fiscal areas of athletics and oversees the budget process.

Our student-athletes are accepted under the same academic standards and awarded financial aid in the same manner as all SUNY Oswego students. We offer academic and athletic support for our student-athletes through the Student-Athlete Advisory Committee and Student-Athlete Mentor program. We have developed one of the leading NCAA Challenging Athletic Minds for Personal Success ([CHAMPS](#))/[Life Skills](#) programs in Division III. An academic award ceremony at the end of each year recognizes student-athletes who have excelled in the classroom. Our student-athletes regularly contribute to our college and community through service: in 2010-11, our student-athletes contributed 2,200 hours of service and raised more than \$42,000 for charity.

ENCOURAGING STUDENT SUCCESS

As a learner-centered campus, we have dedicated resources to support the development of our students, ranging from traditional faculty-based academic advisement to nationally recognized retention programs and exemplary practices that encourage purposeful career planning.

Academic Advisement

In 2000, student dissatisfaction with academic advisement as reported in the Student Opinion Survey stimulated a collegewide dialogue on advisement during students' first year. In 2001, we began a [first-year advisement program](#). Recognized by the [National Academic Advising Association](#) in 2003 as an outstanding advisement program, first-year advisement continues to support first-year success by providing new students with reliable information regarding degree requirements, curricular options, academic policies and procedures, and out-of-class opportunities for interaction advantageous to their educational, vocational, and personal development.

Case study: Assessing the effectiveness of the first-year advisement program

Formal assessment of the first-year advisement program began in Fall 2008 when we surveyed faculty members and students to evaluate program effectiveness. First-year advisors give their student peer advisors high ratings, with more than 80 percent exceeding expectations. More than 70 percent of first-year students found their advisors helpful in addressing their academic issues and adjustment to campus life. However, only about 65 percent of first-year students found the College Student Inventory (CSI) to be helpful in their transition to college and planning for college success. We used these survey results to develop recommendations on meeting frequency, use of the CSI, and redesign of advisor training sessions to include more information on the advisor role in helping students transition to college. Follow-up conversations with advisors revealed a concern over the lack of a formalized approach to reporting students at risk. In response, in Fall 2009, we adopted the “triad of support” where a student’s first-year advisor, FirstChoice instructor, and residence hall director work as a group that can communicate issues specific to individual students and then report to the coordinator of first-year programs for support or intervention as appropriate. We expect to survey faculty members and students about the first-year advisement program’s effectiveness again in 2012.

After their first year at SUNY Oswego, we assign students to advisors in their academic department. In Fall 2011, we began eliminating paper advisement folders and implementing a new document imaging system that will allow advisors to view academic records and record notations electronically.

Graduate students receive advisement from a graduate faculty member in their academic department. The graduate advisor counsels graduate students and approves their programs. Academic departments maintain a folder for each of their graduate students.

Retention Initiatives

We have seen considerable progress over the past decade in raising our retention rates, as noted at the outset of this chapter. We have established a Retention Steering Committee to continue our work in this area. A Chapter 3 case study discusses our current efforts to provide early warning and intervention for students in academic difficulty. Assessment of our midterm grade pilot, for example, indicates that it is helping at-risk students to reverse course and remain in good standing. As a result of the assessment, a Midterm Grade Policy was adopted by the faculty in fall 2011.

Still, our goals for student persistence through graduation are higher than our current performance. We recognize a need to develop a comprehensive retention plan that outlines goals and strategies for the next several years. Targeting specific categories of students where our assessment findings indicate opportunity for improvement is a promising strategy we intend to pursue.

The Compass

In support of our learner-centered focus, a comprehensive career advising and student success center opened in 2007 with the new Campus Center. **The Compass** brings together six offices responsible for advising students: Student Advisement, Career Services, Experience-Based Education, Community Service and Service Learning, First-Year Programs, and Transfer Services. The National Academic Advising Association recognized the center as an “exemplary practice” in its book *The Handbook of Career Advising* (Jossey-Bass, 2009).

Case study: Major exploration through the Compass

In 2006, we surveyed students who had not declared a major to determine their comfort level with being undeclared and the effectiveness of resources we provided for major exploration. The findings showed that while students believed that choosing their major was an important decision, it was often motivated by external factors (i.e., the deadline to declare) rather than the student’s own interests and goals. Strategies for exploring majors were very informal. As a result of these findings, we piloted the Major Exploration Program in 2007-08. Over the next four years, we allocated more resources to this area and provided significantly more support and resources to students, including courses, workshops, and self-assessments. From 2006 to 2010, undeclared students’ participation in major exploration courses and workshops increased by 800 percent. Freshman-to-sophomore retention rates of undeclared students have risen from 72.57 percent for the Fall 2006 cohort to 82.29 percent for the Fall 2009 cohort.

HELPING STUDENTS DEVELOP FOR THEIR FUTURE

In the last five years, there has been a significant shift in the delivery of programs and services provided to students outside of the classroom to support their personal development and in support of our mission “empowering women and men to pursue meaningful lives as productive, responsible citizens.” This shift has been driven by close attention to assessment results, especially those focused on student learning outcomes.

In 2007, 2008, and 2009, the Division of Student Affairs developed learning outcomes for the commitment to learning, personal responsibility, and civic engagement and asked departments to emphasize these in their programs. In 2010-11, Student Affairs adopted the Council for the Advancement of Standards learning domains to develop learning outcomes for our programs and services, focusing on three specific areas: interpersonal competence; intrapersonal development; and humanitarianism and civic responsibility. Through a yearlong structured training program, departments in Student Affairs began to identify where learning occurred, clarify the specific learning outcomes intended, and assess whether the intended learning outcomes were achieved. Directors will report on progress in their annual reports for 2011-12.

Student Involvement

One of the highlights of the student experience at SUNY Oswego is the opportunity to be involved in clubs and organizations, athletics, community service, and programs, events, and workshops focusing on the arts, sustainability, global awareness, and diversity as well as activities merely intended for socializing and entertainment. Our student government, **Student Association**, funded by a student activity fee, provides over \$1.4 million in support to more than 170 clubs and organizations, contributing significantly to our vibrant campus community. **Campus Recreation** offers programs and services in intramural sports, club sports, informal recreation activities, special events, and instructional programs and provides administrative support to student-organized activities.

Assessment has resulted in changes to specific programs and activities and advanced our understanding of the learning that results from participation, as the following examples show.

- In 2009, Campus Recreation conducted a benchmarking survey to assess students' experiences with facilities and their satisfaction with services and programs. As a result of this survey, more open recreation options were made available.
- In Fall 2010, Campus Life conducted a survey of users of the Campus Center to determine their use of and satisfaction with our newest building. Discussions are currently under way to determine the key issues with Campus Center use as well as to generate ideas and recommendations for the future.
- Finally, the event management staff recently deployed a survey to assess customer satisfaction with the space reservation and event planning process. Although the response rate has been low, our intention is to develop feedback for the purpose of improving event management services.

Living on Campus

Residence Life and Housing recently opened the Village, a 350-bed apartment complex for juniors and seniors that features four- and six-bedroom apartments in an independent living arrangement. This option brings our total campus occupancy to 4,300 students, or approximately two-thirds of our undergraduate population. Ongoing renovations and our fixed four-year room and board rate make campus living an attractive and affordable option for our students.

In addition to a variety of housing options, we coordinate a vibrant residential education program. In 2010-11, each of the thirteen residence halls provided programs that focused on divisional learning outcomes. Resident student staff planned the programs, and the residence hall director assessed them.

Case study: Assessing the residential experience

Since 2006, Residence Life and Housing has conducted an annual fall survey focused on student satisfaction, program development, and future improvement. The number of students participating in this survey has increased from 596 in 2006 to 1,106 in 2011. Analysis of a series of related questions indicated that over 75 percent of students agreed that residential staff members were integral to the development of their living community. The goal for 2011-12 is to improve this to 80 percent by making the following improvements: we have adjusted expectations for residential staff (including hall directors, assistant directors, and resident advisors) and made changes to resident advisor training and reporting.

Cultural Programming

We offer a vast variety of cultural programs every year, including those sponsored by the Departments of Art, Music, and Theatre, Student Association Programming Board, ALANA (the African, Latino, Asian, and Native American student organization), ARTSwego, and Residence Life and Housing. ARTSwego is supported in large part by a student arts fee but has also leveraged significant grant support and individual donations to make possible a robust calendar of events that includes the performing arts, visiting artists and authors, and gallery exhibitions. Faculty and students collaborate on program development. ARTSwego typically engages artists in extended residencies that include classroom visits and outreach to area schools in addition to public performances.

Community Engagement

Engagement is one of five pillars in the college's strategic plan, and it is lived by students and faculty members within and beyond their academic pursuits. The Carnegie Foundation awarded SUNY Oswego a prestigious **Community Engagement Classification** in 2011, recognizing that our college has deeply intertwined community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships. Our successful application details a wealth of community service initiatives and partnerships, from alternative break projects in places like New Orleans and Jamaica, to student-driven efforts to benefit local residents like Adopt-a-Grandparent and Miss-a-Meal. More than 81 percent of seniors reported contributing to the welfare of the community during their college career and feeling strongly that these experiences had, in turn, enhanced their own educational and personal growth. We have been recognized on the U.S. **President's Higher Education Community Service Honor Roll every year since the list's inception**. In 2009-10, more than 1,500 student volunteers and 700 unpaid interns logged 110,000 community service hours. SUNY Oswego was only one of only three colleges and universities in New York State to be awarded both the Carnegie Engagement Classification and the President's Higher Education Community Service Honor Roll "with distinction" in 2011.

These distinctions were possible due to the institutional commitment to the areas of service learning, community service, and civic engagement. The **Center for Service Learning and Community Service** added the service learning emphasis in 2005 and has seen an increase of 248 percent in service learning hours since 2006-07. We created the **Civic Engagement Program** in 2006 to promote democratic practices and values among students, faculty, and staff.

SUPPORTING OTHER STUDENT NEEDS

Safety and Security

University Police is responsible for the detection and prevention of crime and the enforcement of state and local laws, rules, and regulations on our campus. The agency consists of professional certified police officers who have undergone all of the necessary training requirements for state policing agencies as administered by municipal police academies. University Police works collaboratively with other law enforcement agencies to track incidents at the college's satellite locations.

SUNY Oswego has a comprehensive **Emergency Response Plan**, updated annually that covers contingencies in all phases of emergency planning including prevention of, responding to, and recovering from emergencies. Central to our emergency planning is our training program for college employees and students. Using the National Incident Management System (NIMS) in training and planning, senior college executives stay current with NIMS certifications. New employees undergo orientation on a spectrum of emergency planning and response protocols. The college employs **New York Alert** as one of the means for electronic notification and **Rave Guardian** for notification by community members to University Police. Policies, protocols, and crime statistics are available in our annual **Security and Fire Report**.

Child Care

The **Children's Center of Oswego**, accredited by the National Association for the Education of Young Children, provides day care services to faculty, staff, and students for toddlers and pre-school-age children. It offers services year-round with costs determined on a sliding scale based on family income.

Health Care

Student health and counseling services assist students in maintaining an optimal state of health as a foundation for academic success. We maintain a high level of service by conducting ongoing internal studies and benchmarking, along with patient satisfaction surveys and feedback from the **Student Health Advisory Committee**. The **Mary Walker Health Center** is accredited by the **Accreditation Association for Ambulatory Health Care**.

In line with national trends, our **Counseling Services Center** over the past five years has experienced a sharp upsurge in demand for services (35 percent), increasing severity of problems, greater frequency of pre-existing conditions upon enrollment, and a growing need for psychiatric care and dispensing of related medications. We have augmented staffing with a part-time psychiatrist and a part-time counselor, providing an additional fifty hours per week. We increasingly rely on referrals to outside providers, particularly in caring for more severe conditions. The college's geographic location in a rural area makes it difficult to connect students to appropriate referral care. We have reduced campus outreach and group work in order to provide sufficient one-to-one counseling and better manage our wait list.

The **LifeStyles Center** promotes an environment that encourages healthy decisions and positive lifestyles. The center recruits and trains student peer educators who facilitate programs to encourage positive choices on health-related issues. It gives special attention to the areas of alcohol and other drugs, sexual health, general wellness, and violence prevention.

International Student Support

International Student and Scholar Services provides support services to international degree students, exchange students, and visiting international scholars. It coordinates a comprehensive orientation program for entering students, assigns faculty advisors, and supports students in their transition to our campus. It provides ongoing support as well as several programs designed to encourage students' connection to our campus, local community, and region. Weekly English support sessions and individual tutoring sessions are available for international scholars as needed.

Rights, Responsibilities, and Discipline

The college's judicial system addresses allegations of misconduct with an educational spirit in mind. The **Student Handbook**, included code of conduct, and related documents are distributed to students online and in print. **Judicial Affairs** collaborates with such other units as Residence Life, Lifestyles, and University Police to make students aware of community expectations. Disciplinary hearings have increased 152 percent, from 496 in 2006-07 to 1,250 in 2010-11. The increase mirrors national trends but also reflects better training of our Residence Life staff on handling incidents as well as more frequent college response to off-campus cases. In keeping with our vision to empower students to live ethical lives and build a better world, judicial sanctions provide opportunities to give back to the community through service and restitution.

Chapter Findings

- Our admissions efforts have met goals for diversity and geographic mix while allowing us to increase the academic preparedness of our entering cohorts. Scholarship opportunities have increased our yield of high-achieving high school students.
- We continue to be a best practice institution in our first-year programming. SUNY Oswego establishes a foundation for student success by inviting new students into our learner-centered culture, engaging them actively, introducing them to the resources the college offers to facilitate this engagement, and developing their capacities for self-awareness and self-directed participation.
- As recognized by the Carnegie Foundation in 2011, community engagement is an integral part of campus life. Opportunities for our students to engage in service learning and civic engagement have advanced our strategic directions in engagement and world awareness while furthering our mission to develop responsible citizens equipped to build a better world.
- We continue to offer a full range of activities and services to our students and are managing increases in the demand for services in areas such as health, tutoring, and disability accommodations.
- The assessment culture within the Division of Student Affairs has become more reflective and substantive. Most programs and services have developed goals and measures of effectiveness, building in assessment to guide program design and resource allocation.

Chapter Recommendations

- Develop and enhance our retention efforts with the formation of a comprehensive retention plan that outlines goals and objectives for the next several years. The early alert intervention pilot efforts show great promise for identifying those students most in need of support. We need to continue to assess and move toward institutionalizing these efforts.
- Expand institutional retention efforts in the first year and beyond to include targeted cohorts (sophomores, under-represented students, transfers, STEM majors) where the data indicate an opportunity for improved retention and persistence.
- Evaluate the growing demand for health, disability, and tutoring services in relation to the college's resources in this area.
- Guide the mix of services and continued refinement of existing services with ongoing assessment. In this era of shrinking state resources, it is crucial that programs have clear goals and demonstrate the achievement of those goals. Many assessment projects in the Division of Student Affairs are under way, but the next step is to use the information gathered for improvement.



Chapter 5

A VIBRANT FACULTY

ADDRESSES STANDARD 10



Frank London of the Klezmatics and associate professor Jessica Hester discuss culture across the diaspora on WRVO, Oswego's National Public Radio affiliate.

SELF-STUDY
2012



Chapter 5

A Vibrant Faculty

ADDRESSES STANDARD 10

SUPPORTING A MISSION

SUNY Oswego faculty members aim to achieve excellence in instruction by creating a climate of inquiry and by shaping and improving the curriculum. Faculty members support the college's mission through their teaching, scholarship, and service. They are committed to providing distinctive curricular and co-curricular programs, academic support services, scholarly and creative work, and contributions to the college's strategic initiatives. A close examination of data on faculty accomplishments with a keen eye as to how the college can best promote student learning reveals the faculty's significant activity and engagement in innovative pedagogy, wide-ranging forms of scholarship, and various types of institutional outreach activities.

On SUNY campuses, teaching and librarian faculty members along with other professionals are members of United University Professions (UUP), a collective bargaining unit that supports them in both wage and benefit negotiations and professional development. Throughout this chapter, we will distinguish teaching and librarian faculty members from other professionals responsible for such services as student affairs, public relations, and student recruitment.

FACULTY QUALIFICATIONS

The majority of our college's faculty members are full time (60 percent), have a Ph.D. or other terminal degree (62 percent overall, 88 percent of full-time faculty), and are tenured or on a tenure track (52 percent overall, 86 percent of full-time faculty), providing a solid academic foundation for our students' learning environment (Table 5.1). This experienced and dedicated faculty is also vibrant and dynamic, energized by their notable scholarly and creative engagement as well as the abounding opportunities on our campus to plan and utilize new learning and teaching facilities. New faculty members continually bring new knowledge, skills, and perspectives to our college. On that note, full-time faculty from divergent global and ethnic backgrounds increased by 43 percent in the last decade, from 44 in 2001 to 63 in 2009 (*Oswego by the Numbers*).

A traditional criterion of the vitality of a faculty is scholarship, and faculty scholarly engagements have increased significantly at SUNY Oswego, as documented in the voluntary online faculty activities reports. Over the past five years, the number of faculty-authored publications reported grew by 85 percent, and faculty-led student research resulted in more than 1,300 student publications, presentations, and exhibits — the highest level of scholarship in the college's history.

In 2010-11, 209 full-time faculty members submitted activities reports (2010-11 Academic Affairs Annual Report).

In that group:

- 121 faculty members (58 percent) published 272 books, book chapters, book reviews, journal articles, etc.
- 168 faculty members (80 percent) provided service to their professional organization as officers (27 percent) and as editors, proposal reviewers, conference organizers, and session organizers and chairs (53 percent).
- 56 faculty members (27 percent) served as national and international consultants (internationally in Canada, Spain, Brazil, Nigeria, Mexico, and the Congo).
- 134 faculty members (64 percent) gave 330 presentations at conferences, including internationally in countries such as China, Nigeria, Canada, Turkey, Austria, India, England, and South Africa.

Table 5.1. Characteristics of SUNY Oswego Faculty

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Faculty	507	479	516	513	532
Full-time faculty (tenured, tenure-track, and lecturers)	319	304	319	312	319
(% of all faculty)	63%	63%	62%	61%	60%
Part-time faculty	188	175	197	201	213
(% of all faculty)	37%	37%	38%	39%	40%
Female faculty	223	200	230	223	236
(% of all faculty)	44%	42%	45%	43%	44%
Faculty who are members of under-represented groups	67	52	78	78	76
(% of all faculty)	13%	11%	15%	15%	14%
Full-time faculty holding terminal degree	265	250	265	273	281
% Full-time faculty holding terminal degree	83%	82%	83%	88%	88%
Part-time faculty holding terminal degree	47	44	45	46	49
% Part-time faculty holding terminal degree	25%	25%	23%	23%	23%

While our full-time faculty numbers have remained steady, along with our headcount student enrollment, the number of part-time faculty members has risen to help teach the additional section offerings resulting from our small-class initiative and growing proportion of full-time undergraduates, and also as budget pressures have forced some programs to hire part-time instructors in place of full-time, tenure-track faculty. This has become an area of concern for full-time faculty members who bear a larger share of curricular, assessment, and advisement responsibilities. Still, the use of part-time faculty allows for institutional flexibility to meet changing curricular needs and exposes students to the experiences of practitioners in their fields. The optimal balance between full-time and part-time faculty, taking into account the college’s financial outlook, is a subject of ongoing discussion on campus.

PROFESSIONAL EXPECTATIONS

The SUNY Board of Trustees through its [policies](#) communicates professional expectations and specific criteria for faculty personnel decisions, and our Division of Academic Affairs, through the provost, reinforces them by meeting regularly with faculty groups and governance to review the criteria and distributing a variety of relevant documents to faculty. These documents include:

- The [Faculty and Professional Staff Handbook](#), a policy document distributed to all new faculty members upon arrival and available online.
- [Criteria for Faculty Personnel Decisions](#), communicating local performance expectations in the context of SUNY Board of Trustee criteria: mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness in university service, and continuing growth. This document provides the basis for recommendations for re-appointment, tenure, promotion, and salary increases.

Above and beyond system wide and college wide communications about responsibilities, each department has created and maintains a statement of departmental personnel review criteria that describes departmental expectations in terms of teaching, advising, scholarly activities, and service.

DOCUMENTING EXCELLENCE

The [Academic Affairs Annual Report](#) summarizes faculty and departmental accomplishments as communicated through each academic unit's annual report, including departmental initiatives such as new courses, programs, outreach activities, and international experiences. Data from the voluntary online faculty activities reports support departmental and college reports.

The assessment system of faculty, as established by Faculty Assembly, starts at the departmental level. The department appoints a committee to review materials using the provost's [Criteria for Faculty Personnel Decisions](#). The departmental committee then makes a recommendation to the division or subdivision committee, which has representation from each department in the division. These committees make recommendations to the academic deans, who in turn make the recommendation to the provost and the president. The process has many layers of oversight, and each year the Provost's Office provides an updated workshop for all interested parties about the process to ensure transparency. Decisions for term and continuing appointment are made in a similar fashion, without review by divisional committees.

Effectiveness in Teaching

Effective instruction is our highest priority. It is therefore heartening to learn from recent surveys that our students find their classes rewarding. For example, SUNY Oswego respondents to the 2008 NSSE survey gave faculty higher marks, compared to their SUNY peers, in the categories Enriching Educational Experiences, Active and Collaborative Learning, and Level of Academic Challenge ([2008 NSSE Report](#)).

In faculty personnel decisions, documented teaching effectiveness is essential. Student evaluations, peer evaluations, course materials, self-evaluations, and information on advising and other teaching-related activities (all explained more fully below) provide evidence of effective teaching. Each department specifies how to collect and interpret student feedback. The various forms for evaluation may include both numerical and essay responses from students. Students evaluate untenured full-time faculty members every semester; we encourage tenured faculty members to administer student evaluations regularly to assess and improve their teaching as well as to support their applications for promotion and discretionary salary increases.

Faculty members typically present to departmental personnel committees materials from their courses that provide evidence of their teaching practices and proficiency. These committees review sample materials for evidence of high expectations for student performance, knowledge of subject matter, learning outcomes, engaging teaching approaches, and a supportive and encouraging learning environment. In addition, faculty members have their teaching reviewed by departmental/program colleagues through classroom visits. These peer judgments must be a part of every recommendation affecting promotion and/or continuing appointment for teaching faculty.

We also consider faculty members' responsibilities outside the classroom in evaluating their teaching effectiveness, including their work with student organizations and advising. We regard advising in particular as an important component of faculty work. Faculty members can demonstrate effectiveness in advising through student feedback and/or self-evaluation. We have conducted ongoing assessment of the first-year advisement program (discussed in more detail in Chapter 4: A Learner-Centered Campus and Chapter 8: A Culture of Continuous Improvement), but there is currently no college wide assessment of academic advisement beyond the first year. An equally rigorous assessment would be beneficial to address concerns of advisement workloads, training and development, incentives and rewards, and effect on learning outcomes.

Scholarly Ability

Faculty scholarly and creative accomplishments are the foundation of our intellectual and cultural vitality and are crucial for the design of exemplary academic programs and an excellent education for our students. We expect faculty members to show evidence of consistent engagement in scholarly or creative activities, as defined by discipline and departmental criteria. We encourage faculty members to include students in their scholarly and creative activities and offer campus grants to support student-faculty projects. Colleagues evaluate scholarly and creative works on the basis of their significance and impact on the intellectual or artistic community and as evidence of the faculty member's intellectual vitality and knowledge.

Penfield Library invites faculty members to donate copies of their recently published professional work or programs and reviews related to their recitals, exhibitions, and productions for its [Display-to-Archives Program](#). The library continuously exhibits donated material from the past two years in its lobby.

Our faculty members as teacher-mentor-scholars forge opportunities for deep learning by our students, as the following examples illustrate.

- In the biological sciences, a 2010 federal grant helps to carry on more than 20 years of research on the endangered bog turtle. This research has involved more than 30 students in the study of the sustainability of local habitats.
- The history department houses a top scholar in the history of Indian women. Her 30-year research program in the field of women's and gender history has resulted in courses such as "History of Human Trafficking." Students in this course traveled to India in 2010 for site visits with organizations dedicated to preventing human trafficking and rehabilitating women rescued from traffickers.
- In psychology, a faculty member's well-known research in child development is supported by the National Institutes of Health and typically involves five students each semester.

Effectiveness in Service

We expect faculty members to contribute to the vitality of SUNY Oswego through service both to the college and to the broader community. Service may take the form of active participation in governance or volunteering in community organizations or professional associations. In personnel recommendations, departments and committees evaluate service activities for both participation and level of responsibility, effort, and quality. Recommendations for promotion and continuing appointment note participation and leadership in a given organization or cause over time.

Part-Time Faculty Review

The provost's Criteria for Faculty Personnel Decisions do not distinguish full-time from part-time or adjunct instructors regarding requirements for demonstrating teaching effectiveness. Academic divisions in the college offer further guidance and formative evaluation for their part-time faculty members through published policies and assigned peer mentors. For example:

- The School of Business has a formal policy for evaluating adjuncts and an informal policy for mentoring. It requires annual classroom visitations for evaluating the teaching of adjunct faculty members. Adjunct faculty members are linked with a full-time faculty member and included on the School of Business listserv for workshops and other professional development opportunities.
- In the psychology department, tenure-track faculty members perform classroom evaluations and meet with adjunct faculty members to discuss class plans and learning objectives for the class to be observed. The adjunct receives feedback, which the department also uses in recommendations for mentoring and improvement.
- The art department assigns its adjuncts to an area coordinator who serves as a mentor. When more than one adjunct teaches sections of the same course, the coordinator is responsible for communicating content with the adjuncts to ensure that students have a comparable experience. Coordinators also work with adjuncts to ensure that they meet National Association of Schools of Art and Design standards and collect assessment data.

SUPPORT FOR FACULTY

SUNY Oswego provides strong support for faculty professional development, scholarly and creative activity, and instructional pedagogy. Services and resources of several college offices and units are instrumental in providing critical faculty support, as detailed on the web page Support and Assistance for Faculty.

Internal Funding Support

To promote the faculty's continuing professional development as teachers and scholars, SUNY Oswego encourages and provides financial support for participation in professional organizations, workshops, and scholarly and creative activity. This support, especially for junior faculty members, includes travel grants, Scholarly and Creative Activity Committee (SCAC) grants, Curriculum Innovation Grants (CIG), First-Year Advisement Travel Grants, Student-Faculty Collaborative Challenge Grants, and startup grants and matching funds for external grant activity. Since 2010, the Oswego College Foundation has supported a Summer Scholars Program (SSP) to support faculty members working with students on research projects. In 2011, the SSP received \$50,000 in donor support and an additional \$13,000 through the Provost's Office. College support for all of these grants has increased or stayed steady over the past five years. For example, SCAC grant awards have increased 33 percent, while the percentage of CIG requests approved rose from 71 to 76 percent. Faculty members receiving grants submit final reports to the Provost's Office after completing their projects.

Case study: A Challenge Grant to improve physics education

Guided by physics, human-computer interaction, and computer science professors, a student and **McNair scholar** wrote a Challenge Grant proposal on using multi-touch technologies. The student designed the technology and worked with the faculty on applying new teaching methods in physics classes such that the kinesthetic learners would benefit. A commercial multi-touch board can cost between \$100,000 and \$300,000 while this project cost only \$3,000, providing a real solution to resource issues. The project resulted in presentations at two international, five regional, and four local conferences as well as a submission for publication (see [video](#)). Both faculty members and the student received awards for this project (McNair Certificates and Sigma Xi/ORSP 2010 Quest Award).

Case study: Curriculum Innovation Grant for course development in theatre

A theatre professor received a grant to support the development of a course taught in Spring 2010, "Jewish Culture and the Holocaust." The grant funded travel to Kielce and Krakow, Poland, where the faculty member collaborated with Jan Kochanowski University faculty. As part of the resulting course, ten Oswego students traveled to Poland in May 2010, visiting a number of sites connected to Jewish culture. As a result of the success of this project, seven students from Jan Kochanowski University came to Oswego in June 2011 for the second annual Jan Kochanowski University-SUNY Oswego Student Conference on Cultural Studies, which will alternate between Oswego and Kielce every year for as long as both schools support the collaboration.

In addition to financial support, the college offers reassigned time from teaching for faculty research, typically replacing about one course per semester. In 2010-11, assigned time for research amounted to the equivalent of about 77 courses. Still, faculty members cite growing service demands as a significant barrier to allocating enough time to their research agendas.

External Funding Support

The Office of Research and Sponsored Programs (ORSP) processes and administers funding for the college's externally sponsored research and scholarly and creative projects that utilize college facilities and/or personnel. External awards to faculty members and others in Academic Affairs have risen from \$2.5 million in 2009 to \$3.3 million in 2011, with almost \$6 million in committed funds for 2011 to 2015.

Case study: Women in STEM

In 2010, the National Science Foundation awarded SUNY Oswego a \$200,000 Catalyst grant to assess the status of women faculty in science, technology, engineering, and mathematics (STEM). This project will collect, publish, and present data and look at best practices at similar institutions that have improved women's participation and advanced women in STEM disciplines, building campus understanding of the factors that may hold women faculty members back in these fields. With the addition of two engineering programs, we are growing in areas where the number of women faculty members is traditionally low. This project will assist us as we seek to recruit and retain female STEM faculty members to become mentors and role models for the growing number of female students we are seeing in these disciplines; since 2000, we have witnessed a 47 percent increase in women enrolled in our math and physical science programs.

Faculty Travel

The deans, the Office of International Education and Programs, and the faculty bargaining unit, UUP, all regularly provide funding to support travel for faculty to attend professional meetings and participate in scholarly work, both in the United States and abroad. The Provost's Office supported faculty travel in the amount of \$108,356 to \$184,855 in each of the past five years. The budget downturn of 2007 to 2010 forced a reduction in the amount of travel awards. During this period, we gave priority to awards for junior faculty members to reinforce our commitment to strengthening the instruction and research programs of these newly recruited faculty members. Travel reimbursement awards for the 2011-12 academic year have increased to levels exceeding the pre-recession period for full-time faculty members, and we have broadened the criteria to provide more professional development opportunities.

According to [Academic Affairs reports between 2008 and 2010](#), sixty-five faculty members received grants to travel to about twenty countries for professional meetings and/or research. In recent years, more than twenty faculty members received travel grants from the [Office of International Education and Programs](#) for research or scholarly presentations to countries including Brazil, Kenya, Austria, South Africa, Congo, Singapore, South Korea, France, Canada, India, Germany, Bahamas, Turkey, India, Nigeria, Ireland, and Hungary.

Case study: Travel funding for professional development in pedagogy

With support from the College of Liberal Arts and Sciences Dean's Office, two economics faculty members attended a conference by the Redesign Alliance, through the National Center for Academic Transformation, in 2007. Both instructors redesigned large enrollment courses (ECO 101 and 200, enrollment over 500 students annually), incorporating the main ideas from the conference sessions on redesign pilots at other institutions. These ideas included low-stakes mastery learning exercises to provide frequent feedback, the results of which are used to inform lecture emphasis, along with online discussion forums to apply course concepts. Since the redesign, students' performance on the Test of Understanding of College Economics has improved, with students scoring, on average, above the 60th percentile in 2009, up from the 45th percentile in 2006.

SUPPORT FOR FACULTY DEVELOPMENT

Center for Excellence in Learning and Teaching

Various campus offices support faculty members' continuing growth in teaching effectiveness, coordinated through the [Center for Excellence in Learning and Teaching \(CELT\)](#). CELT offers workshops, discussion groups, seminars, and webinars on a wide range of topics each year. Past topics include assessment, civic engagement, grant writing, research, teaching strategies, advisement, sustainability, computing technology, and mentoring. Collaborating offices include ORSP, Campus Technology Services, and the Office of Public Affairs. CELT has been instrumental in challenging faculty members to consider cutting edge technologies in the classroom; for example, presentations focused on using iPods in teaching in 2006-07 and on Second Life in 2009-10. In 2008-09, CELT initiated faculty learning communities, and more than fifty faculty members participated that year in discussions focused on large class instruction and on diversity. During 2010-11, CELT offered 144 workshops, with a combined attendance of more than 1,000. Nearly all workshops are recorded and [posted online](#) for viewing.

Penfield Library

Library faculty members serve as subject specialists who liaise with academic departments to support faculty research and provide instruction. [Penfield Library](#) collections in traditional and online formats are supplemented with comprehensive interlibrary loan services, amounting to nearly 12,000 requests last year. Since SUNY Oswego's last review, technology has driven substantial changes in library services and resources, including growth of electronic journals available to 45,000 titles, addition of e-reserves, e-book collections, and a range of virtual reference services—including twenty-four-hour-a-day chat reference service. The library provides multimedia technology for faculty use, and librarians partner with teaching faculty to provide roughly 300 class sessions as well as support for a growing integration of library resources into the online course management system. The library has consistently involved faculty in planning for upcoming library renovations, gaining a valued perspective from our teacher/scholars. As mentioned above under "Documenting Excellence," Penfield's Display-to-Archives Program maintains a collection of faculty publications and creative work and honors authors annually for their contributions to scholarship. (See also Chapter 6: Intellectual Rigor.)

Campus Technology Services

CTS is proactive in maintaining current technologies in support of the educational mission of the college, and its staff provides ongoing training and assistance in using these technologies. For online and hybrid instruction, the SUNY Learning Network and local curriculum designers from the Division of Extended Learning provide training and user support. Local instructional designers also provide ongoing faculty workshops on our learning management system, ANGEL, reaching 140 faculty and staff members to date. Several times each year, CTS workshops offer hands-on instruction in new software and services. In addition [Skillport](#) e-learning, with over 1,500 on-demand courses, is available to SUNY Oswego faculty, staff, and students at no charge.

Office of the Associate Provost for Multicultural Opportunities and Programs

The role of the office is to support and improve the recruitment and retention of faculty members of color and to promote the academic achievement, multicultural competence, social development, and retention of students from under-represented racial and ethnic groups. The office recommends policies and procedures to help ensure diversity and equity and a positive campus climate for all. Among important initiatives is a mentoring program for new faculty members, outlined in the [Effective Mentoring Handbook](#) given to all new hires at faculty orientation, which focuses particular attention on the needs of faculty members in under-represented populations. From Fall 2004 to Fall 2011, the college has increased full-time faculty members of color as a share of all faculty from 11 percent to 18 percent.

Chapter Findings

- We clearly communicate faculty expectations through system, college, division, and program policies. Strong peer review processes are in place to ensure that faculty members meet these expectations.
- With many sources of internal and external funding, faculty professional development has brought innovative curricular changes and more effective pedagogies to our classrooms.
- Faculty scholarly and creative activities are at the core of the intellectual and cultural vitality of the college, bringing world recognition to our programs and enhancing the quality of the education we provide.
- The emphasis on funding and showcasing faculty-led student research has resulted in impressive gains in the opportunities for students to learn and become part of the solutions to world challenges.

Chapter Recommendations

- Document the impact of faculty professional development on student learning outcomes more effectively. The Academic Affairs Division should regularly report out and archive this documentation.
- Review the process for evaluating and assessing the work of adjunct faculty members, with standard guidelines available for all departments. This important analysis should be combined with a larger discussion on what is the appropriate use of full- and part-time instruction in light of recent budgetary constraints.
- Investigate ways to streamline faculty service obligations.
- Develop systemic strategies for enhancing the quality of academic advising, including strengthening orientation, training, and development of advisors; evaluating the quality of advising from the perspectives of both advisors and students; and providing incentives and rewards for high-quality advising.



Chapter 6

INTELLECTUAL RIGOR

ADDRESSES STANDARDS 11 AND 13



Chemistry major Katrina Coe, class of 2009, performs an experiment in her Analytic Chemistry class.

SELF-STUDY
2012



Chapter 6

INTELLECTUAL RIGOR

ADDRESSES STANDARDS 11 AND 13

SUPPORTING QUALITY ACADEMIC PROGRAMS

SUNY Oswego has a rich tradition of offering a varied and intellectually rewarding educational experience. Since the creation of our current strategic plan in particular, we have honored this academic tradition in numerous substantial ways. Today, our students benefit from a curriculum that emphasizes global issues, project-based learning, [interdisciplinary programs](#), [service learning](#) opportunities, undergraduate research, and technology. Our graduate offerings continue to expand, and several new certificate programs have come to fruition in recent years. New facilities such as the [Metro Center](#), an extension center in downtown Syracuse, as well as innovative distance learning courses have helped clear the often challenging academic path for transfer and non-traditional students; we now offer more than 200 courses online.

To ensure that our students continue to learn in an environment where intellectual rigor is prized, we have created several new institutional structures, such as the [Committee on Academic Quality](#), that continually assess old and new courses, programs, and initiatives. We have established learning outcomes for all courses, programs, and general education areas, articulated at the course, program, and institutional levels, as described in Chapter 8: A Culture of Continuous Improvement.

Our college offers a full range of baccalaureate and master's programs in four major academic units: the [College of Liberal Arts and Sciences](#), the [School of Business](#), the [School of Communication, Media, and the Arts](#), and the [School of Education](#). The College of Liberal Arts and Sciences boasts a number of distinctive offerings and programs, such as Creative Writing, Meteorology, and Zoology, and its Chemistry program is nationally accredited. The School of Business — accredited by [AACSB International](#), The Association to Advance Collegiate Schools of Business — is the only public business school in Central New York and has appeared yearly in the [Princeton Review's Best Business Schools](#). Created in 2008, the School of Communication, Media, and the Arts contains vital programs in Art, Music, and Theatre that are nationally accredited, while its communications programs have been recognized as among the best by the Academy of Television Arts and Sciences. The School of Education, accredited by the [National Council for Accreditation of Teacher Education](#), is a major resource for K-12 educators across New York.

The faculty is responsible for revising existing and developing new courses, minors, and degree and certificate programs, and [Faculty Assembly and its councils](#) are responsible for [vetting and recommending them](#), as outlined in Chapter 3: Institutional Leadership and Governance. As part of the State University of New York, we use a variant of the traditional Carnegie unit, the [semester credit hour](#), as a measure of academic credit and students' progress toward completing their degrees.

We continue to respond to student interest, as well as to our increasingly interconnected world, by shaping programs and curriculum that are relevant for the twenty-first century. Examples of curricular innovations — large and small, but all revealing — abound across our college. Student interest and institutional commitment to service learning and community engagement over the past ten years have had a profound impact in many areas. In the same period, we have developed dozens of courses and other learning experiences that incorporate study abroad. The majority of our students now enjoy smaller class sizes: more than half of our courses have 19 or fewer students. Our emphasis on project-based learning and undergraduate research is evident in the growth of student presentations at regional and national conferences and at [Quest](#), our annual symposium dedicated to displaying the scholarly and creative pursuits of our campus community, as documented in the [annual reports](#) of the Division of Academic Affairs.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The mission of the College of Liberal Arts and Sciences (CLAS) is to challenge faculty members and students to be responsible, thinking, creative members of both SUNY Oswego and the wider community. Through in-depth study and general education in the arts and sciences, CLAS prepares SUNY Oswego's students to address complex problems, communicate ideas, and approach the world with a curious and critical spirit. CLAS strives to be a learner-centered community of scholars committed to high intellectual aspiration and to applying the skills and knowledge of a liberal arts education in service to a changing and diverse world.

In terms of disciplines and associated disciplinary norms, CLAS is the most diverse of SUNY Oswego's academic units, with forty-six undergraduate major programs of study and five graduate programs. Of these, thirteen clearly have an interdisciplinary focus. The presence of a relatively large number of interdisciplinary programs is a critical feature of the curriculum. We are enhancing this particular strength in our offerings through several new initiatives such as the new degree program in Software Engineering as well as new graduate certificate programs in health-related fields.

In addition to our well-established college wide [Honors Program](#), several CLAS departments have honors tracks in which talented students can add a research-oriented focus to their studies.

Assessment in Liberal Arts and Sciences

While most CLAS programs do not undergo an accreditation review, all are subject to review on a five-to-seven-year cycle. Areas addressed include current curriculum and any proposed changes to it, learning outcomes and assessment procedures, faculty and personnel, characteristics of the student population in the major, and institutional support and resources for the program. Every academic program has developed its own assessment plan with goals for student learning. This structured self-study system provides a uniform method to ensure that we articulate learning outcomes, periodically re-examine them for appropriateness, and link them to proper assessment mechanisms. This assessment system and its results are discussed in greater detail in Chapter 8: A Culture of Continuous Improvement.

SCHOOL OF BUSINESS

The mission of the School of Business is to prepare students as competent and ethical professionals; to produce scholarly research that advances knowledge and contributes to learning and the practice of business and its related disciplines; and to serve as a resource for the local, regional, and global community. In support of the research mission, the school's faculty members maintain active research agendas. The school has established two centers of excellence (in [Accounting](#) and [Human Resource Management](#)) to further the research agenda and also to increase involvement with local businesses and the community.

The school offers a variety of graduate and undergraduate programs. In 2010, our School of Business was among the fewer than 500 schools worldwide to have AACSB accreditation for both undergraduate and graduate programs. The school offers traditional courses at the main campus and the SUNY Oswego Metro Center in Syracuse as well as online courses and hybrid courses that supplement classroom contact with online resources. In Spring 2010, the New York State Department of Education approved registration of our MBA program as a fully online degree program. The school implemented a laptop program in Fall 2004.

The school's offerings include eight undergraduate majors and three minors in addition to three graduate degrees. The B.S. degree in Risk Management and Insurance is the newest undergraduate program, started in 2009. The interdisciplinary minor in Arts Management allows students to look at the business side of the arts. The school also offers an International Business minor for non-business students. Two new graduate degrees are under development: one will target Broadcasting majors and offer an opportunity for a combined B.A./MBA degree, while the other will focus on the health industry in the Syracuse area.

The School of Business has implemented an ethics program that includes [Standards for Professional and Ethical Behavior](#), a primer on ethics. We developed the ethics program in consultation with faculty, students, and advisory board members, and faculty members are infusing it throughout the curriculum.

Assessment in Business

The school evaluates and assesses its programs on a regular basis according to its accreditation cycle with the AACSB. The school uses the [ETS Major Field Test](#) to assess its programs. Test results illustrate the rigor of our programs, with our students ranked in the 80th percentile of all test takers.

Keeping in mind the need for improving our offerings, the school is in the process of reviewing and revising the Business Administration major, the program enrolling the most students in the school. The revisions under consideration — including more emphasis on organizational behavior, international business, and decision making — are based on assessment results and benchmarking with programs at similar institutions across the country.

Case study: Building leaders with co-curricular opportunities

In addition to academic programs, our School of Business provides opportunities for co-curricular activities. There are opportunities for experiential learning through projects and firm audits. Students are also active in internships and a variety of student clubs and organizations that provide them with opportunities for experiential learning by working with local businesses. The school's chapter of **Beta Alpha Psi** provides free tax services through the Volunteer Income Tax Assistance program. In 2011, 74 students worked on more than 315 tax returns for members of the Oswego community. The school's chapter of the **Society for Human Resource Management** provides opportunities for its members to have internships and to shadow HR executives, among other activities, and was recognized the last two years with a national merit award. The school's chapter of **Students in Free Enterprise** allows students to work on projects in the local community and on campus. These students have provided consultancy services to local businesses and financial literacy education for the Oswego community through Pathfinder Bank's Money Smart program.

SCHOOL OF COMMUNICATION, MEDIA, AND THE ARTS

The new School of Communication, Media, and the Arts (SCMA) includes the Departments of Communication Studies, Art, Theatre, and Music. SCMA's mission is to foster innovative thinking, dynamic collaboration, and scholarly and artistic achievement through a balanced study of history, theory, and application.

In addition to its B.A. program in each field and B.F.A. in Art, the school strongly believes in interdisciplinary study and co-sponsors programs in Information Science, Cinema and Screen Studies, and Women's Studies. The school is currently developing a new interdisciplinary degree in digital media. The school offers numerous interdisciplinary minor options for students from Art Therapy to Museum Studies along with many discipline-specific minors. Students in Theatre, Graphic Design, and Broadcasting can double major in Trade Education and earn teaching certification if they have qualifying work experiences. SCMA and the School of Education also co-sponsor an arts concentration for students majoring in Childhood Education.

Many of the specific disciplines within the school are undergoing change as technology, social expectations, and economic changes impact the industries that typically employ our graduates. As a result, faculty members are engaged in serious discussions about appropriate changes to curriculum so as to remain current and vital.

The school hosts most of the college's cultural programs. Every year, the Theatre Department produces three main stage and several smaller theatrical productions. The Music Department sponsors many faculty and student recitals, co-sponsors a chamber music series, and collaborates with **Artswego** to produce other musical events. The Art Department hosts a series of faculty and student exhibitions along with a wide variety of traveling shows. The Communication Studies Department hosts a nationally televised **Media Summit** every fall, bringing to campus recognized experts to discuss issues related to media.

Assessment in SCMA

Three of the four SCMA departments are accredited by national accrediting organizations and regularly develop plans to assess their programs through the accreditation process. The Art, Music, and Theatre Departments are **accredited** by, respectively, the National Association of Schools of Art and Design, National Association of Schools of Music, and National Association of Schools of Theatre. In 2010, both the Music and Theatre Departments underwent a self-assessment in anticipation of accreditation visits in 2011. In 2010-11, both the Art Department and the Communication Studies Department undertook self-assessments of their degrees and courses. The Communication Studies Department follows the SUNY guidelines for program review used by most programs in the CLAS (see Chapter 8: A Culture of Continuous Improvement). Degree programs in Human Communication follow **National Communication Association** guidelines for programs. Broadcasting and Mass Communication is an institutional member of the **Broadcast Education Association**. The Public Relations major has developed its core course requirements to be consistent with the recommendations of the **Public Relations Society of America**, and Journalism follows the core recommendations of the **Association for Education of Journalism and Mass Communication**.

SCHOOL OF EDUCATION

Weaving a transformative school fabric is the **conceptual framework** for all professional programs in SUNY Oswego's School of Education. The six principles central to this framework — authentic learning, knowledge, practice, reflection, collaboration and leadership, and social justice — guide pedagogy and are the essential characteristics of, and performance expectations for, effective and successful educators and professionals. Advanced techniques and early experiences in the classroom help our students become teachers ready to meet the expectations of today's elementary and secondary students.

The School of Education was among the first in the state to receive NCATE accreditation, and it is a recognized national leader in school site establishment for professional development schools and professional development partnership schools. The school is also committed to the development of education leadership through programs in its educational administration department.

The School of Education faculty embraces alternative delivery models. In a new Master of Science in Teaching (M.S.T.) fifteen-month program, students commit to a timeline and are in classes with a cohort of students for the extent of their degree. Some classes are held at the Metro Center, some are hybrid courses containing online as well as traditional classroom components, and others are entirely online. The Vocational Teacher Preparation Department delivers an online degree program. We find that some non-traditional students find online courses more challenging than face-to-face courses, and currently, we are comparing synchronous, asynchronous, and face-to-face models of delivery.

Experiential learning is integrated in the curriculum in significant and varying ways. All of the programs have an applied component. The Counseling and Psychological Services Department has a full-year experiential component; the Technology Management program requires a laboratory assistant internship. Most student teachers submit a teacher work sample, which serves as a portfolio, and they must complete one hundred hours of practicum along with it.

Assessment in Teacher Education

Ongoing assessment occurs in compliance with the school's accrediting body, NCATE. Assessments have resulted in program improvements. **Teacher certification pass rate data** show that typically our students do very well on the LAST (Liberal Arts and Sciences Test), with a 99 percent pass rate from 2007 to 2010, and the ATSW (Applied Teaching Skills Written) test, with a 100 percent pass rate in the same period. Social studies pre-service teachers and foreign language pre-service teachers tend to score lower on the New York State Teacher Certification Exam than other concentrates; we are working to modify learning goals in their courses and improve learning outcomes.

Case study: Promoting global awareness with Project CLIMB

Project CLIMB (Collaborative Link for Instructor Mentoring in Benin) involves seven professors from the School of Education who are collaborating with school inspectors and educational leaders in the West African nation of Benin to improve the educational system. The project provides curriculum development and professional development support for Beninese teachers and school administrators and has a major focus on encouraging girls to enter and remain in school. A course created in 2007 engages SUNY Oswego students in Benin's teacher training program. Students visit schools in Benin (a former French colony) and Paris and participate with faculty members in professional development activities. More than fifty-five students have participated in the program since its inception. Through **Mercy Corps**, a non-governmental organization, a professor in the Curriculum and Instruction Department secured 1,500 scientific calculators, and our students and faculty members took them to Benin to be placed in secondary schools throughout the country for use by students in advanced math and science courses.

GRADUATE STUDIES

With more than twenty-five programs across the four major academic units, the **Division of Graduate Studies** stresses quality education and real-world experience. Over the past five years, Graduate Studies has served regional constituencies of both students and employers by streamlining the application process, improving lines of communication, and developing and revising programs. We have increased outreach through graduate fairs, business shows, and international programs and provide comprehensive information regarding graduate assistantships, diversity scholarships, **Festa Fellowships**, and financial aid.

Case study: Program development to meet workforce needs

The Division of Extended Learning, working with Graduate Studies, in 2008 conducted a market survey of health care agencies, hospitals, insurers, physicians' groups, and other health-related practitioners to learn what kinds of educational programs they needed for the rapid transition from paper-based health records systems to digitized, electronic, networked records systems. The result is two new graduate programs in health information. A certificate in health information technology will help prepare systems professionals to deal with the latest innovations for handling medical information securely and seamlessly. A certificate in integrated health systems will provide training and background on human-computer interaction, communication techniques, and social networking technologies for medical workers.

Graduate Studies is developing an assessment regime that evaluates the match between the attributes of admitted students and the institution’s mission and programs and that reflects its findings in its admissions, remediation, and related policies. Because SUNY guidelines for assessment of student learning focus on undergraduate programs, we are only now developing comprehensive assessment plans for graduate programs outside the Schools of Business and Education. Graduate Studies will work with the relevant CLAS departments to incorporate graduate program assessment activities in their existing five-year program reviews.

PROFILES IN STUDENT SUPPORT

Several divisions, programs, and institutions at the college shape curriculum and learning goals in substantive ways. They assist in promoting the college’s mission and are often critical in sustaining the college’s community outreach efforts. A brief overview of some notable examples of these programs follows.

Student Affairs

The Division of Student Affairs is responsible for many activities that fall within or complement the college’s curriculum, particularly ones related to the social and personal development of our students. It assists with their transition to college through orientation and advisement, their development while enrolled through student organizations and discipline, and their transition into the larger world following completion of their studies through career counseling, to cite just a few examples.

Case study: Service learning and community service opportunities

Data from the Student Opinion Survey indicate student satisfaction with learning opportunities. Since 2000, students have rated Oswego first or second among the twelve comparable SUNY colleges in response to questions about “Opportunities for Community Service” and “Availability of Internships.” By graduation, 72 percent of our students report being “Engaged in Community Service” and “Engaged in the Community” through internships, field experiences, practica, volunteer service and service learning. More than 81 percent of seniors report contributing to the welfare of the community during college and believing that these experiences enhanced their educational and personal growth. Our [Center for Service Learning and Community Service](#) in the Division of Student Affairs and [Experience-Based Education](#) unit of The Compass share credit with our students for these positive findings.

Library and Information Literacy

Penfield Library is a major college center for academic pursuits. Information resources include more than 470,000 physical volumes with access to over a hundred electronic databases, 45,000 e-journals, and 60,000 e-books. The librarians and other staff members are dedicated to working as partners in the teaching and learning process by creating physical, online, and social places where ideas, learning, and innovation connect. Our success can be seen in library use data: attendance of 2.48 per week per full-time-equivalent student (FTE), circulation of 15 items per year per FTE, attendance at library instruction of 0.86 per year per FTE, reference at 1.82 transactions per year per FTE, and 157 website page views per year per FTE. Data from the [2008 Academic Library Survey](#) confirms that we are at or above average among our benchmark colleges on these measures.

The library at SUNY Oswego is noted for an extensive liaison librarian program in which every librarian is assigned to one or more departments or interdisciplinary programs. The liaison or subject librarian's duties include collection management, instruction in the use of library and information resources, and specialized reference work, all in collaboration with the classroom faculty and all to address the needs of the students in their major programs. (See also Chapter 5, under "Support for Faculty.")

With a hundred student workstations, thirty laptops for use in the building, the largest and busiest computer lab on campus, wireless throughout the building, and a variety of furnishings and spaces to accommodate student preferences, Penfield offers network, hardware, and physical facilities for this century. In our planning for a learning commons, we aim to develop a twenty-first century workspace with all the new technology and facilities for collaboration as well as quiet reflection.

Case study: Developing information literacy

The information literacy program at our college is based on a conceptual framework that is both developmental and forward looking. First-year students have multiple opportunities to practice information literacy, including library instruction and library research assignments in ENG 102, CSC 101, FirstChoice courses, and many Gateway courses. The [Lake Effect Research Challenge](#) is a tutorial for basic level information literacy. It was selected for the [Peer Reviewed Instructional Materials Online](#) (PRIMO) project and was featured as the Site of the Month in July 2009. Assessment of learning at this basic level is conducted on a three-year cycle, and the results are used to improve the tutorial and other instruction.

The instruction program at Penfield Library is also notable for annual attendance of 86 percent of our FTE students, compared to an average of 52 percent of FTE students among our benchmark colleges (2008 Academic Library Survey). Besides the Research Challenge, we are developing a number of ways to deliver instruction online and to off-campus locations. We have librarians who contribute to online course spaces in the learning management system (ANGEL), including the capacity to publish learning objects in any course. In addition to simple web pages and Word documents, we use Camtasia, Flash, and Lib Guides to develop a growing collection of learning objects that can be used in a number of ways.

International Programs

The Office of International Education and Programs (OIEP) is responsible for education abroad and international student and scholar services. The office supports international activities of the college's academic departments, provides support for faculty members and departments to internationalize, and encourages a vibrant international campus culture.

Our OIEP manages a large and complex portfolio of education abroad programs that consistently rank among the most highly enrolled in the SUNY system. During the past decade, the focus of OIEP's programming has evolved from that of a traditional study abroad office to one that is richer and more varied in its offerings. In 2002-03, 104 Oswego students studied abroad on traditional semester and some summer programs. By 2010-11, that number had risen to 511, including many on faculty-led short-term programs embedded in the college's curriculum. There are three main categories of education abroad offerings at SUNY Oswego: institutional exchange partnerships and study abroad centers, student teaching/practicum and internships abroad, and faculty-led programs abroad.

Case study: Short courses with international travel expand access to global study

Beginning in 2004, SUNY Oswego embarked on a deliberate strategy to expand education abroad opportunities as well as better integrate international experiences into the curriculum. The goal was to build a new model of education abroad that fitted better into students' curricular plans, leveraged faculty expertise, and provided a way for students unable to devote a longer period of time (due to time, financial, or other constraints) for study abroad. The Quarter Course with International Travel program began with one on-campus course offering (GLS 100, "London: A Global City") during the third quarter of 2004 followed by a one-week faculty-led study trip to London during spring recess. The same instructor taught the on-campus class and led the study abroad experience. The Global and International Studies program offered the course, and OIEP administered the portion abroad. By 2009-10, faculty members from all four major academic units led twenty short-term study abroad programs. The addition of these short courses incorporating study abroad has resulted in a 103 percent increase in the number of students studying abroad over the past decade, so that the percentage of our students with international experience is now twice the national average.

Continual assessment is built into OIEP activities in multiple ways, including: college oversight committees, program evaluations completed by participating students and by the OIEP director, course evaluations, and overseas site visits and reports by faculty, administrators, and staff.

Extended Learning

The Division of Extended Learning is often the first point of contact with our college for adult students and members of the local community. The division is responsible for the college's online initiative, using the [SUNY Learning Network](#), and five part-time programs delivered primarily in the evening. Staffing in the division includes professional staff with experience in working with adult (non-traditional) students, instructional design, off-campus facility management, contract and customized training, and marketing. Staff members from Extended Learning provide support for faculty members developing online and hybrid courses. During the past five years, faculty members developed approximately one hundred courses for online delivery, including both new courses and courses that were re-developed to accommodate significant changes in content.

Extended Learning also manages the college's learning and teaching locations outside Oswego. The **SUNY Oswego Phoenix Center** offers graduate courses evenings and weekends. During the day, it is used for training and professional development. Staff members from this facility manage a large training contract with the Oswego County Department of Social Services. The **SUNY Oswego Metro Center** in Syracuse provides classroom space, offices, and a large training room, with wireless access throughout. We offer many graduate courses in business and education along with a few select courses in the liberal arts there. Similar to Phoenix, the Metro Center offers course work evenings and weekends. In Spring 2010, the New York State Department of Education officially recognized the Metro Center as an extension center. We are currently preparing documentation to request branch campus status in order to offer several graduate programs and a small group of undergraduate degree completion programs. Staff members from Extended Learning also travel regularly to Fort Drum to provide academic advisement and assist soldiers, their families, and others in the North Country with information about college programs as part of a consortium of SUNY colleges serving this military base.

Extended Learning regularly collaborates with other units in the college to offer programs and services. In addition to the Graduate Studies case study above, two examples are language support for international students, including **English for Academic Purposes** during the academic year and a residential intensive English program during the summer, and **Safe Schools, Healthy Students**, a non-credit, pre-service online workshop required of teacher education candidates applying for certification.

McNair Scholars

The **Ronald E. McNair Post Baccalaureate Achievement Program** is a national program funded by the U.S. Department of Education that aims to increase the number of historically under-represented students in graduate school, doctoral programs, and the professoriate. At SUNY Oswego, the McNair Scholars Program receives \$231,000 per year to support twenty-six talented junior and senior students. The program prepares eligible students through an in-depth research project and other scholarly activities designed to groom scholars for graduate study. Between 2004 and 2010, 80 percent of our McNair scholars have gone on to graduate study.

Chapter Findings

- SUNY Oswego boasts a distinctive curriculum born out of our mission and values that has expanded in several areas over the past several years to meet the changing needs and demands of our students.
- The growing curriculum offered through Extended Learning, International Education, and academic units largely reflects our strategic plan and appears to be serving the future needs of our students and the broader community as well.
- In order to reflect the best national practices, we have greatly enhanced assessment of our curriculum over the past five years, both in the college's four major academic units and in support areas such as Extended Learning.

Chapter Recommendations

- Evaluate the suitability and viability of our current mix of majors. This investigation is important for the college to remain responsive to the future needs of students and the region given the changing needs of a dynamic society.
- Develop more comprehensive assessment practices in the Division of Graduate Studies. We need a clear mission statement along with stronger focus on curriculum, programs, and placement. The impact of changing demographics, as well as retention and placement of graduate students, need further study.
- Implement richer assessment of the placement of our graduates to provide additional data for program improvement. We need a college wide plan, customized for specific programs.



Chapter 7

AN EDUCATION FOR THE TWENTY-FIRST CENTURY

ADDRESSES STANDARD 12



One of the human-computer interaction program's robots greets students at Quest, Oswego's annual college expo of scholarly and creative pursuits.

SELF-STUDY
2012

 **OSWEGO**
STATE UNIVERSITY OF NEW YORK

Chapter 7

An Education for the Twenty-first Century

ADDRESSES STANDARD 12

GENERAL EDUCATION AT OSWEGO

General education at SUNY Oswego speaks to the strategic directions that help shape the institution's academic programs. Vitality is most obviously present in the range of courses from which students can choose as they seek to fulfill general education requirements, the number of new courses approved as general education offerings, and new offerings that include both curricular and co-curricular elements. Present throughout general education, our commitment to intellectual rigor culminates in upper-division "Intellectual Issues" offerings that ask students to address issues from a multidisciplinary perspective and find solutions to real-world problems. Our college's commitment to diversity and global awareness can be seen in our general education requirements and, more importantly, in our classrooms. As a whole, then, we have constructed general education at Oswego to enable students to take an active role in society.

SUNY system mandates and local priorities shape our current [general education program](#). Maintaining the underlying principle that a liberal education provides the student with knowledge in breadth to complement the in-depth knowledge she or he gets in a major, our faculty merged our own general education system (GE98) and SUNY system's 2000 mandate in order to "introduce students to a range of academic disciplines; teach them to think critically; solve problems; communicate effectively; increase their knowledge of the world and of themselves; and help them grow and mature as learners" (2011-12 Undergraduate Catalog, p. 189).

MEETING SUNY AND OSWEGO REQUIREMENTS

SUNY Oswego meets systemwide general education requirements through both individually determined general education courses and infusions into major coursework in each department. Our students can also meet many of the general education requirements through previously earned high school credits or transfer credits from other colleges. We feel certain knowledge areas are of particular importance to our students and therefore include them within general education categories specific to our college. These categories are in "Modern Language," "Tolerance and Intolerance," "Intellectual Issues," "Writing Across the Curriculum," and "Advanced Information Literacy." While some of these categories, like "Modern Language" and "Writing Across the Curriculum," are not unique to our college, our approach to expanding general education requirements is distinctive.

The commitment to diversity, multicultural education, social justice, and equality that we articulate in our strategic plan is realized in our general education program. We require all students to take courses that focus on diversity in the United States under a local general education requirement and courses in non-Western civilizations under a SUNY-wide requirement.

The courses students take to fulfill the “Intellectual Issues” requirement must be SUNY Oswego’s multidisciplinary, issues-based upper-level offerings. We offer courses in a wide range of disciplines, with students needing to take one approved course in the natural sciences and one in either the “Cultures and Civilizations” or “Self and Society” categories.

Our faculty continues to develop courses that contribute to our general education program. A recent count reveals that we have added forty-four courses to our approved general education offerings in the past five years. Those courses include offerings in both systemwide and local categories. In consultation with the general education director, some students have also been able to fulfill general education requirements with courses taken overseas. Students living in the Hart Hall Global Living and Learning Center can fulfill both Western civilization and non-Western civilizations requirements with a combination of credit-bearing Hart Hall programming.

In 2010, the Faculty Assembly created the Task Force on Designing General Education for the Twenty-first Century (GE21 Task Force) to examine the current state of general education on campus as well as develop proposals for possible changes in our requirements. In its **initial report** to the Faculty Assembly, the task force noted some advantages and disadvantages to our current system. The advantages include the rigor of upper-level requirements, emphasis on multidisciplinary perspectives, and integration of requirements in major programs of study. Our program gives students needed flexibility while imparting important skills and experiences. However, the combination of major and general education requirements in some disciplines can make it difficult for students with double majors and transfer students to complete their degrees in a timely fashion.

ASSESSMENT OF GENERAL EDUCATION

Assessing System Requirements

Assessment of the general education requirements mandated by SUNY takes place on a regular three-year cycle. In any given year, we assess four categories:

Year 1:

American History, Fine and Performing Arts, Mathematics, and Writing

Year 2:

Computer Literacy and Information Management, Critical Thinking, Natural Sciences, and Social and Behavioral Sciences

Year 3:

Foreign Languages, Humanities, Non-Western Civilizations, and Western Civilization

In early fall of the academic year, chairs and directors of departments and programs receive a memo reminding them of the categories being assessed, listing the courses in each category offered in the fall semester, and asking them to provide the Associate Provost’s Office with an assessment plan update form that indicates what steps, if any, they have taken as a result of the last round of assessment, the contact person for the assessment, and a copy of the rubric to be used to assess student learning outcomes. After we construct the spring semester schedule, another memo goes to chairs and directors listing spring semester course offerings in each category being assessed. Chairs and directors receive a copy of the assessment report form with the initial memo and again near the end of the academic year. We ask departments and programs to submit assessment results by the end of May.

The associate provost produces a summary report for each category after receiving the individual department reports and aggregating the total number of students assessed and the numbers of students exceeding, meeting, approaching, and not meeting each learning outcome. The associate provost keeps this report on file for review by SUNY and distributes it to chairs and directors of the departments and programs participating in the assessment for the academic year just completed.

Assessing Local Requirements

We follow the same procedure for the regular assessment of our local categories of “Tolerance and Intolerance in the United States” and “Intellectual Issues.” Those assessment reports come to the General Education Council rather than the Associate Provost’s Office. The general education director, in consultation with the council, produces the summary report for the local categories.

We infuse “Critical Thinking,” “Oral Communication,” and our “Writing Across the Curriculum” requirements in programs, and those infusion plans, including assessment plans, are on file in the General Education Office.

Assessment Results

Regular assessment of our general education program has enabled us to effectively identify and address areas where we need improvement and reinforces support in the areas in which we succeed. Since our five-year review, we have assessed how well we have done in meeting both SUNY general education standards and our own local requirements. (See Appendix E. General Education Assessment Summaries, 2008-2011)

In the category of “Natural Sciences,” students demonstrate a solid understanding of the methods of scientists but continue to show weakness in the application of scientific data, methods, and models. To improve in this area, we are exploring resource needs so that we can offer additional hands-on experiences.

Alternately, students in the “Social and Behavioral Sciences” courses showed that they had knowledge of major concepts, models, and issues in the discipline but did not thoroughly understand scientific methods. This is due mostly to the fact that introductory courses approved for this requirement do not always expect students to collect data and perform mathematical and interpretive analysis of data. Based on these findings, in the coming years instructors in the social sciences will work to improve students’ understanding of the scientific methodologies employed by social scientists.

In “Non-Western Civilizations” and “Western Civilization” courses, students overwhelmingly met learning outcomes, although there was a marked difference in how well students in 100- and 200-level courses did in these categories versus those in upper-level classes. Departments are currently looking into more directly addressing comparative features in these courses.

Case study: “Writing Across the Curriculum”

From its inception, we built periodic and regular assessment of “Writing Across the Curriculum” into the program at the department, school, and institutional levels. The School of Business, for example, completed its assessment of writing during the Spring 2009 semester. During that assessment, a panel of ten reviewers, including school faculty members, the dean, and the director of the college writing program, assessed undergraduate and graduate student assignments. Results showed that approximately half of students met or exceeded expectations and that the greatest area of improvement in student writing was mechanics. Evidence also showed acceptable consistency between reviewers, suggesting that the assessment process was sound.

Case study: Information literacy

In 2004, the library began participating in assessment activities to assess student success in mastering basic information literacy competencies. Using an online tutorial for information literacy instruction, librarians created a rubric and established definitions to go with SUNY’s assigned levels of competency. The library faculty has made regular improvements to the tutorial in areas that demonstrated the lowest level of understanding, following assessments in 2004, 2007, and 2010. In the 2007 assessment, as an example, students scored low on evaluation of source materials. Based on these results, library faculty revised the section of the tutorial dealing with this concept. In the spring of 2010, we completed our third round of information literacy assessment. We noted dramatic improvement in the area of evaluation and generally found improvements in all areas. In 2010, we incorporated the information literacy tutorial and worksheet into our learning management system (ANGEL).

With the ongoing campus conversation about the design of general education, it is also appropriate to reflect on current assessment systems. The GE21 Task Force noted that much of the current assessment is suggestive, but not conclusive. Feedback for improvement to departments and instructors is inconsistent. We recognize a need to construct testable hypotheses about the success of new designs.

ADDITIONAL GENERAL EDUCATION INITIATIVES

SUNY Oswego’s commitment to general education and a broad education in general has led to several innovative and enriching experiences that complement and connect classroom experiences.

ARTSwego: Enriching the Student Experience

ARTSwego is the college’s performing arts series. Its mission is to serve as a catalyst for high-quality arts programs that enhance the college’s cultural environment and augment academic offerings. As part of ARTSwego’s planning, its board identifies an overarching theme for each year and discusses possible connections from the arts disciplines to other disciplines across campus. It invites faculty members from appropriate disciplines to participate in a variety of ways. Many of our general education classes have been included in dynamic study around these themes over the years. Themes have included “Arts and Diaspora,” “Arts and Technology,” and “Arts, History, and Memory.”

Case study: Arts Across the Curriculum

In 2011-12, the “Arts Across the Curriculum” initiative is “Telling Tales; the Arts and Discovery.” On the academic side, it is being administered through the [Interdisciplinary Programs and Activities Center](#). Four artists will present their work during 2011-12, and faculty members are developing courses that use the artists’ work as a springboard for student creative work. Faculty members from across the campus have proposed a string of provocative courses, all of which have been approved for the general education “Intellectual Issues” category, including “Narrative of Identity: Fields of Dreams,” “Community Building through Urban Gardening,” “Women in Science,” “Telling Tales: Science and Scientists,” “Cortázar’s Short Fiction: Instructions for Waking Up in the Morning,” and “The Art and Psychology of Comedy.” In addition, pre-service teachers from our School of Education will gain firsthand experience about ways to use the arts as a potent teaching tool as they work with eighth grade social studies classes in the Oswego Middle School and develop units of study that teach about diversity.

General Education and Citizenship

SUNY Oswego is committed to civic engagement initiatives that promote active citizenship. Our commitment to environmental awareness and [sustainability](#) is evident in the curriculum, such as our new minor in [Sustainability Studies](#), as well as outside the classroom, where students in the residence hall councils and Student Association participate in related activities such as recycling, Global Awareness Day, and Sustainability Month. The SUNY Oswego Green Team organizes activities and provides support to student groups. Students and faculty members involved in Chemistry, Biology, Political Science, Philosophy, and Communication classes have attended programming on the issue of hydrofracking and alternative energy sources, for example. A large Sustainability Fair held each year on campus attracts a large number of students, faculty and staff members, and members of the surrounding community. In 2011, students learning about the economics and politics of sustainability participated in a simulation of global decision making about climate change.

Our civic engagement program provides beyond-the-classroom experiences for students, faculty, and staff that promote democratic values; an example is our annual Constitution Week, with a range of interactive programs, visiting speakers, and displays. We intend these experiences — especially in the areas of political and economic issues, sustainability issues, social justice issues, and civic skills — to enhance students’ classroom experience and link our campus community to the larger society. As described in Chapter 4: A Learner-Centered Campus, our engagement activities, developed through the efforts of the whole institution, resulted in our recent classification by the Carnegie Foundation as a [community-engaged campus](#). A factor in determining that classification was the integration of classroom experience and engagement opportunities.

NEW INITIATIVES BASED ON ASSESSMENT

Our ongoing assessment of our general education curriculum, along with national trends in this area, inform our recent initiatives to re-vision and restructure this program as the core of a vital and rigorous curriculum.

Scientific and Quantitative Literacy

Previous assessments indicated that students at SUNY Oswego were not strong in the area of scientific and quantitative literacy. We established a Scientific and Quantitative Literacy (SQL) Committee in the 2009-10 academic year to establish SQL learning outcome goals that we could integrate into department curriculums. The committee's final report found two key areas of concern that might affect general education, although the results remain tentative: first, the committee found no appreciable improvement in student SQL skills between freshmen and seniors; and, second, it found that female students performed slightly worse than male students.

General Education Visioning

Beginning in Fall 2009, the Faculty Assembly in cooperation with the administration created a Task Force on Re-creating General Education, charged with studying alternative approaches to general education in higher education and reporting on best practices. The task force developed a set of learning outcomes in four areas: knowledge of people, cultures, languages, the arts, and the natural world; intellectual and practical skills; inquiry and analysis; and the ability to integrate information across knowledge domains and disciplines. The task force noted that such outcomes are not necessarily mapped to individual courses, but are realized in the totality of an education, through the major, general education, and extracurricular activities. Outcomes may be better integrated across clusters of courses. Finally, any redesign of general education must address such practical considerations as accepting transfer credits and developing a supporting website that is both informative and easy to navigate.

Following the report of this task force, in Fall 2010, the Faculty Assembly created the GE21 Task Force. The Task Force delivered a **status report** in February 2011. In the same semester they administered a survey to more than 500 full- and part-time faculty members. Results indicated strong faculty support for a general education curriculum with basic skills, foundational work, and diversity and showed that most faculty members believe our current program does fulfill its key purpose of exposing students to a breadth of intellectual experience beyond the limits of a major.

Despite the strong support for general education, faculty members expressed concerns over its current implementation. They believe the purpose of general education is not well communicated to our students, hampering the effectiveness of the program. They also expressed concerns over the complexity of the current structure from an advising standpoint, as well as the overall number of hours required. We found significant support for a more innovative theme-based structure, along with continuing to integrate core competencies such as writing and information literacy in the major. The GE21 Task Force is currently examining survey feedback and plans to present a proposal by the end of the 2011-12 academic year.

Chapter Findings

- General education at SUNY Oswego speaks to the strategic directions that help shape the institution. This includes vitality in the range of offerings to fulfill requirements, rigor in upper-level course work, seeking solutions with a multidisciplinary perspective, and a commitment to diversity and global awareness. At the same time, the structure ensures mastery of basic skills and exposure to a breadth of intellectual experiences.
- Overall, we have seen significant improvements in our general education curriculum, largely due to regular assessment and a commitment to address deficiencies when we observe them. We recognize, however, that there are areas of the curriculum that still need improvement, such as courses that develop students' scientific and quantitative literacy.
- Continuing efforts to develop a better understanding of the strengths and weaknesses of our general education program demand not only ongoing assessment of both discipline-specific and collegewide practices but also better communication and focus on the findings and recommendations these assessments produce.
- SUNY Oswego has adopted a reflective and inclusive process for general education design that incorporates best practices and the assessment results of our current general education program.

Chapter Recommendations

- Improve communication of assessment results back to the departments and instructors. Regular assessment of general education standards fulfills its commitment to address deficiencies only if these issues are well communicated to the departments and instructors teaching the affected courses.
- Make transparent the logic of general education to faculty members and students alike. For a general education curriculum to be effective, students need to understand the value of it, rather than see these courses as a burden.
- Encourage efforts to expand general education course offerings related to civic engagement, sustainability, and the arts.



Chapter 8

A CULTURE OF CONTINUOUS IMPROVEMENT

ADDRESSES STANDARDS 7 AND 14



Oswego's new science complex is incorporating advanced sustainable features on its way to LEED gold certification.

SELF-STUDY
2012



Chapter 8

A Culture of Continuous Improvement

ADDRESSES STANDARDS 7 AND 14

SELF-REFLECTION IN PURSUIT OF EXCELLENCE

Developing and maintaining the highest possible intellectual standards, those that are regularly assessed, should be central to any institution of higher learning worthy of the name. The leading administrators and faculty members at SUNY Oswego take this responsibility most seriously. Assessment, in particular, infuses our strategic plan, [Engaging Challenge: The Sesquicentennial Plan](#). In pursuing vitality, we develop exemplary programs to ensure all students graduate with an appreciation of the arts and humanities; an understanding of science, technology, and mathematics; the ability to work within and across disciplinary boundaries; and the tools needed to participate in a global environment.

We believe that our success as educators is due in large part to the various ways we assess our programs. However, we also recognize that assessment represents one of the major opportunities for sustaining and building on our effectiveness as a teaching institution. The sections that follow provide an overview of our assessment practices, report on the evaluation of these practices conducted as a part of our re-accreditation self-study, and describe current initiatives through which we are improving our ability to assess institutional effectiveness and student learning.

CREATING A CULTURE OF CONTINUOUS IMPROVEMENT

The college's integrated assessment processes ensure that the goals of our strategic plan and student learning outcomes are assessed annually and that improvements are systematic. Our assessment plans emphasize the importance of using multiple sources of data with both quantitative and qualitative measures to maximize reliability and validity. The following sections describe the key elements of our assessment processes.

Office of Institutional Research and Assessment

The primary repository of institutional data, the [Office of Institutional Research and Assessment](#), is responsible for the collection, analysis, and distribution of much of the data used in administrative planning and decision making. It also produces a wide variety of reports and studies on our students, faculty, academic departments, and other units. These include:

- **National surveys.** The college participates in several national surveys, including the [National Survey of Student Engagement](#), the [Faculty Survey of Student Engagement](#), and most recently the [Foundations of Excellence](#) survey. The surveys collect a wealth of data and allow us to critically examine our performance and benchmark nationally.

- **Student satisfaction opinions and feedback.** As part of our commitment to student success, we frequently administer satisfaction surveys to students to elicit their opinions regarding their experiences at the college. Among service areas that have been the topic of surveys are **technology**, **food service**, the College Store, the **library**, and Campus Center programs and activities.
- **Needs assessment.** The college is committed to providing educational opportunities that meet regional needs and market demands for new degree programs. In various cases, the Office of Institutional Research and Assessment develops instruments to use in these needs assessments, analyzes the data collected, or conducts the entire study. Some of the more recent needs assessment studies include the **Alumni Education and Professional Development Interest Survey** and **Assessing Consumer Preferences for Adult Education**.

Assessment Coordinator

The provost and vice president for academic affairs is responsible for coordinating the assessment of student learning at the college. In 2009, the provost appointed a faculty member as a half-time assessment coordinator to work with departments and programs to ensure that the campus is using the best current approaches to student learning outcomes assessment.

Assessment Advisory Committee

In 2010, the Faculty Assembly created a standing committee to enhance student learning outcomes assessment activities and to work with the assessment coordinator to ensure collegewide understanding and practice of learning outcomes assessment for continuous improvement in student learning. The Assessment Advisory Committee works with the coordinator to gather and convey best practices in assessment and to ensure policies and procedures are appropriate for our campus. To assure full coordination between the newly formed committee and others responsible for key components of the assessment process, representatives from the Office of Institutional Research and Assessment, the General Education Board, the Writing Across the Curriculum Committee, and the Office of the Provost all serve on the Assessment Advisory Committee.

General Education Council

We assess all areas of general education on a rolling three-year cycle. (We discuss the general education curriculum in detail in Chapter 7: Education for the Twenty-first Century; briefly, ours encompasses both SUNY-wide and campus-level requirements). Data are gathered by faculty members at the course level, aggregated in the departments, and submitted to the associate provost, who aggregates the departmental reports into a college assessment report on the systemwide requirements and submits it to SUNY system administration. SUNY Oswego's General Education Council, a Faculty Assembly council, initiates assessment of the local general education requirements. This assessment, together with a review of the college's findings on the systemwide requirements, allows the council to report relevant feedback to the departments summarizing the current state of student learning and recommendations to improve it. With each new cycle, departments report back on changes they have made since the previous round of assessment. As noted in Chapter 7, we find that this system's actual implementation needs improvement. Our communication of assessment results back to the departments and instructors has not been consistent or sustained.

Student Affairs Assessment

The Division of Student Affairs regularly assesses program efficacy and solicits student feedback through national and college-created survey instruments. In 2010, Student Affairs redesigned their divisional assessment process to improve efficiency and effectiveness, avoid duplication of efforts, and better coordinate with the Office of Institutional Research and Assessment. Each Student Affairs unit annually submits an assessment proposal with a plan for the upcoming year as well as changes and improvements made from the previous assessment.

Library Assessment

Penfield Library conducts regular student learning outcomes assessment as active partners in teaching and learning. Assessment data indicate how patrons use library resources, and we use these data to determine changes or additions to library space, services, and collections. We acknowledge a need to focus library assessment at a more granular level to improve library services and students' success. Specifically, we face challenges in attempting to collect and track longitudinal data to assess student information literacy over an extended period.

Accredited Programs

Many of our academic programs are accredited with various national or international accrediting agencies in their fields. Most of the accrediting bodies require demonstration of assessment of student learning as part of the accrediting process. Our accredited programs include in their annual reports the changes and improvements they have made as a result of their assessment of student learning. (See [chart of accredited programs](#).)

Accredited programs include all undergraduate and graduate programs in the School of Business (accredited by [AACSB International](#) – the Association to Advance Collegiate Schools of Business) as well as undergraduate and graduate programs leading to licensure in the School of Education (accredited by the [National Council for Accreditation of Teacher Education](#)). Two programs in the School of Education have additional accreditation: the school psychology and technology education programs. Three programs in the School of Communication, Media, and the Arts are accredited: music, theatre, and art. In the College of Liberal Arts and Sciences, chemistry is accredited and software engineering is in the process of becoming accredited.

Assessment of Academic Majors

In accordance with SUNY policy, each academic program undergoes a review on a five-year cycle. (Under certain circumstances, programs receive extensions to a six-year cycle.) To prepare for reviews, departments perform self-studies, assessing the effectiveness of their program offerings, and submit results to the dean and provost. The review culminates with a site visit and report by external consultants. Program review results in a written memorandum of understanding between the department and the dean documenting planned program changes.

In addition to the assessments that are required by SUNY policy and by professional accrediting agencies, all academic programs conduct ongoing assessments that enable them to continuously monitor and refine their programs and assess student learning outcomes. The table in Appendix F summarizes assessment activities that occur at regularly scheduled intervals. Each of these activities is designed to evaluate, on an ongoing basis, specific program goals.

Since 2009-10, the assessment coordinator and Assessment Advisory Committee members have served as advisory experts and have offered workshops and met with departments to assist faculty members in developing program assessment plans to stipulate learning outcomes, map outcomes to measurable criteria, collect evidence, and make improvements based on the interpretation of the evidence. Many academic programs have improved their assessment plans and implemented changes based on the results of these workshops and outcomes assessment activities.

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

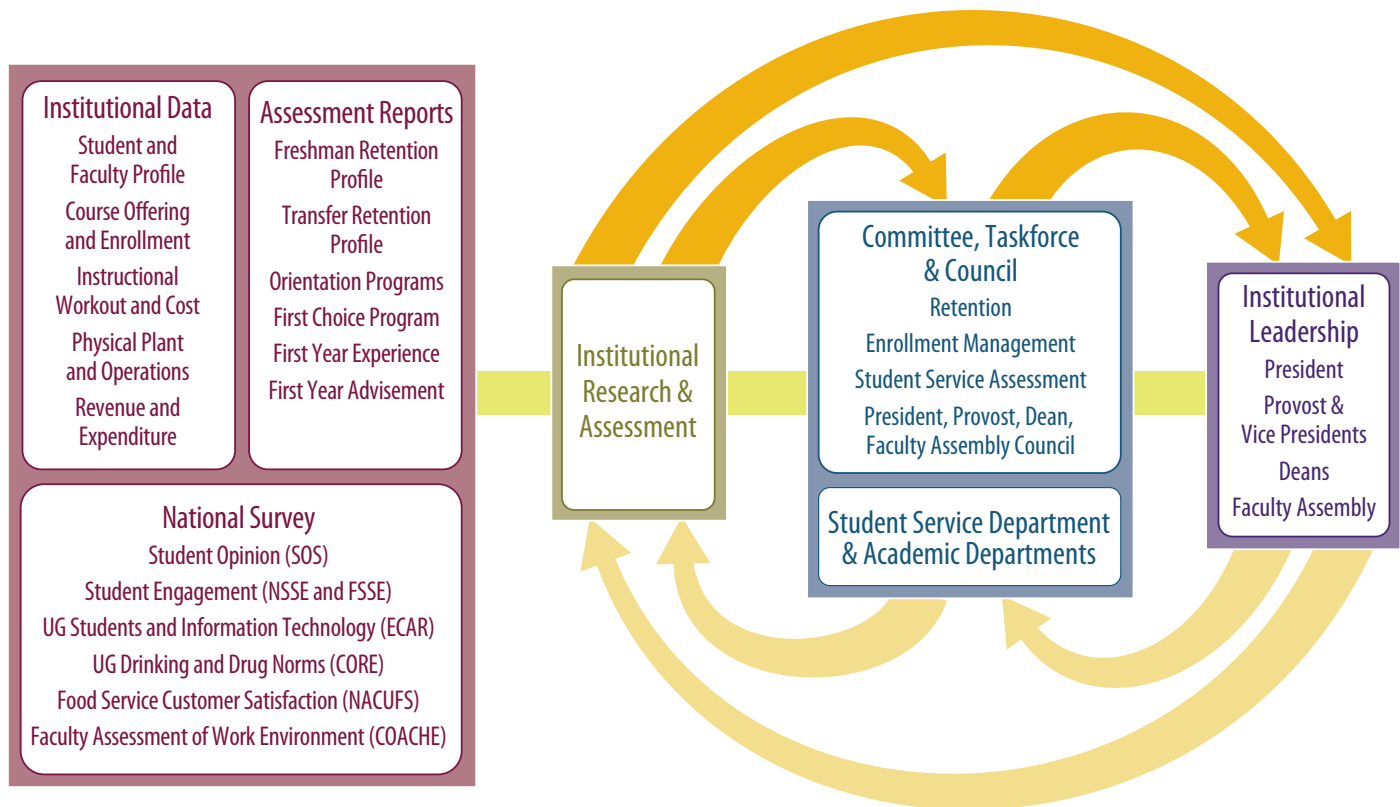
Institutional assessment at SUNY Oswego consists of outcomes assessment focused on our college’s goals, as defined by our mission and strategic plan. The college’s academic priorities — reflecting student, market, and environmental demand; the intellectual strength of the faculty; external program recognition; and fiscal constraints — are guides for enrollment growth and resource allocation.

Articulating and Assessing Institutional Goals

SUNY Oswego clearly articulates the institution’s goals in the strategic plan and has documented processes to achieve these goals. In all divisions of the college, annual reports assess progress toward the goals outlined in our strategic plan. Across the college, we engage in an array of assessment practices that focus on courses, degree programs, learning environments, offerings of the Divisions of Academic Affairs and Student Affairs, and the college as a whole.

Figure 8.1 below depicts our system of institutional assessment. At its core is the collection of quantitative and qualitative data with locally designed and national instruments. The Office of Institutional Research and Assessment collects and analyzes data and disseminates results to the relevant college bodies — such as the Enrollment Management Committee, Retention Steering Committee, and various Student Affairs’ units — to inform their action plans and policy recommendations as well as administrative planning and decision making. Throughout each level, feedback occurs about the type of data needed to assess progress, the actions to take based on the results, and the timelines and responsibilities for all involved.

Fig. 8.1. Institutional Effectiveness Assessment Information Sharing System



We have linked each core element of our strategic plan with data sources to use in assessing our progress as we adjust programs and strategies to improve our success. The [Strategic Plan Assessment Map](#) shows our five strategic directions, their corresponding goals, measurable outcomes, achievements, and record of actions taken to improve success. The assessment map informs institutional decision making and helps us better understand the programs and variables that affect our progress. In addition, the [List of Institutional Assessment Projects](#) shows the breadth of our commitment to continuous improvement in all aspects of the college.

Case study: Expanding opportunities for developing world awareness

SUNY Oswego's strategic plan calls for providing transformative learning experiences for students that nurture their social conscience and their interest in critical global challenges. Through our planning and assessment processes, we have established ourselves as one of the leading international education programs in the SUNY system. We started with investment in necessary infrastructure and technologies to support faculty and student success in international education. Flexible programs of study with a variety of delivery modes allow students to learn in a manner that suits their needs, whether on campus in our Hart Hall Global Living and Learning Center or abroad in our research, internship, and service-learning programs.

We then embarked on strategic international initiatives that have networked us with universities, governments, non-governmental organizations, and industries worldwide through our [Global Laboratory](#) and its partnerships with international communities in developing countries such as Benin, India, Haiti, Tanzania, Brazil, Cuba, the Democratic Republic of Congo, South Sudan, and Nigeria. These breakthroughs in study abroad have enhanced cross-cultural and cross-border learning and research, while bringing private, federal, and foundation funding to the college. These resources form the foundation for broader internationalization opportunities.

SUNY Oswego's strategic efforts on internationalization have been remarkably successful by all conventional measures, most notably: the number of students participating in study and research abroad (20 percent of graduating seniors have study abroad experience — more than twice the national average), over 80 study abroad programs in 30 countries, a 102 percent increase in study abroad participation in the last decade, and an over 40 percent increase in the ethnic diversity of our faculty members and students over the past decade. In Summer 2011, 30 students were engaged in 23 sponsored research projects at six of our Global Laboratory sites in Brazil, Congo, Iceland, and Taiwan.

We find our assessment practices for institutional effectiveness to be inclusive and widely understood by campus constituents. We attribute their success to these key components:

- Regular review of the college's long-term strategic directions and goals. We review goals and establish plans for improvement each year at the president's retreat, at the Academic Affairs retreat, and in divisional units.
- Continuous development and implementation of student learning outcomes assessment, administrative unit performance assessment, and program reviews.
- Annual collection and review by the college's administrators of documentation of our current practices of assessment and program improvement across all college units, academic and non-academic.

- The Office of Institutional Research and Assessment’s efficient process for disseminating assessment results to deans, vice presidents, and other appropriate college staff as well as SUNY system administrators, accrediting bodies, and other interested parties.
- Information exchanges with other institutions and organizations regarding accreditation, benchmarking, instrument development, and assessment-related activities that enrich our continuous improvement efforts.

Using Assessment for Improvement, Planning, and Resource Allocation

A methodical commitment to assessment has resulted in significant progress in our five current strategic goals. Our campus renewal projects, for example, have supported our college’s vitality by attracting much needed investment, intellectual rigor by improving the learning environment, and solutions by advancing campus sustainability efforts.

Case study: Facility design to support learning

In the past decade, we began a comprehensive assessment of the spaces on campus and how they support teaching and learning. This assessment encompasses not only traditional classrooms, but also laboratory, study, meeting, residential, library, and outdoor spaces. Traditional configurations hampered innovative teaching and learning styles as faculty members moved to more learner-centered and active-learning pedagogies. To address these concerns and to keep pace with the evolving nature of teaching and learning approaches, we charged the **Campus Concept Committee** to analyze and make recommendations for future learning space on campus.

We solicited broad input, including from capital development consultants, surveys of students and faculty members, and campus utilization data. This model of broad campus input and iterative decision making has successfully guided improvements of 871,000 square feet of state-of-the-art learning environments and \$712 million in capital construction and renovation across the campus in the past decade.

Our newly designed learning environments have received awards and become best practices across higher education. Poucher Hall reopened as a humanities center in Spring 2006 after extensive renovations that have been recognized for **excellence in design** by a section of the American Society of Interior Designers. All new construction on campus since 2007 has met or exceeded **the U.S. Green Building Council’s Leadership in Energy and Environmental Design** silver standards; the Village townhouse complex meets LEED gold standards. In September 2010, we broke ground for the Sciences and Engineering Innovation Corridor, a \$118 million project that also aims for the LEED gold standard. This project will support future scientists, engineers, and teachers with a promise of novel cross-disciplinary and multi-institutional teaching and research partnerships.

Assessment continues after construction and renovations are complete. For example, we recently conducted a user satisfaction survey for the five-year-old Campus Center that is guiding plans for improvements in this multi-use environment.

Chapter 2: Institutional Vitality elaborates on our commitment to institutional assessment in operations, including the role of assessment in planning for online learning, enrollment management in light of demographic changes and college priorities, improving such auxiliary enterprises as food service and the College Store, and resource allocation for the small class initiative.

Improving Assessment of Institutional Effectiveness

The key area for improvement in our institutional effectiveness assessment system lies in the regular communication of goals, progress, and improvement plans to the college community as a whole. Better cross communication between the Divisions of Academic Affairs and Student Affairs would in many cases help to make our efforts to improve programs and outcomes more effective and efficient, while allowing us to allocate and use our resources more efficiently as well.

ASSESSMENT OF STUDENT LEARNING

Educational excellence can only occur with sustained, systematic assessment of student learning. A curriculum that maximizes opportunities to learn must incorporate regular measures of student learning and continually use the results to improve instruction, pedagogy, and content. This is a difficult but vital process. SUNY Oswego's assessment processes in both general education and the specific disciplines and programs of study are designed to provide regular feedback on learning outcomes that the faculty can use to improve programs.

Learning Outcomes

We articulate goals for learning outcomes at the course, program, and college levels. Course syllabi, learning agreements, college websites, program self-studies, assessment plans, and assessment summaries all provide mechanisms for publicizing our expectations for student knowledge, skills, and competencies.

Our faculty governance requires articulation of student learning outcomes in all course outlines in the undergraduate and graduate curriculums. However, in the course of this self-study, we recognized the shortcomings of communicating student learning outcomes to students. In response, the Faculty Assembly in May 2011 adopted a new policy establishing minimum content guidelines for course syllabi that include student learning outcomes.

Some co-curricular offerings articulate learning outcomes — for example, through customized learning agreements for credit-bearing internships — but we see a need to develop and implement additional assessment in this area.

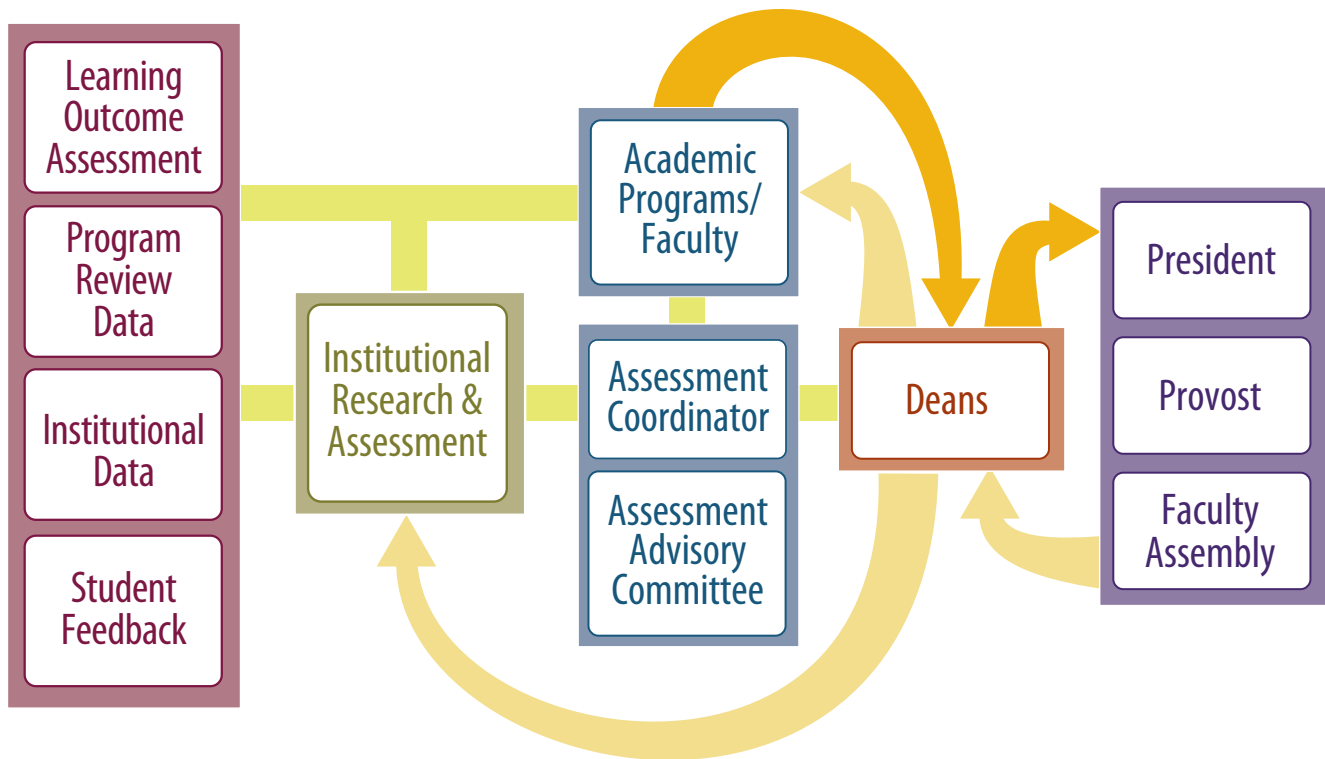
Student Learning Assessment Systems

Figures 8.2 and 8.3 below depict our systems of student learning assessment in each area. Assessment of student learning in programs of study and in general education begins at the course level with student learning outcomes articulated in course syllabi and continues through periodic program reviews.

In academic programs, departments and/or programs collect and analyze data on the achievement of student learning objectives in accordance with program assessment plans. Since 2011, programs submit annual summaries of assessment activity, findings, and actions (see [Assessment of Student Learning Outcomes by Program](#)). Assessment activities are also reported and analyzed in the regular cycle of program review or, for our accredited programs, as specified by the respective accrediting agency. As outlined under “Creating a Culture of Continuous Improvement” earlier in this chapter, the assessment coordinator serves as a resource in designing, implementing, and improving departmental and program assessment plans; the Assessment Advisory Committee consults on best practices for program assessment; the Office of Institutional Research and Assessment serves as a resource, providing institutional data relevant to each program's performance; and deans annually review assessment progress for each program and jointly draft a memorandum of understanding for program improvement following each program review.

Governance structures play a role in this process through various committees. For example, the Faculty Assembly's Undergraduate Curriculum Committee and Academic Policies Council, and then the assembly itself, would need to review and approve changes in the curriculum and major; the Priorities and Planning Council would review the resource implications; and the provost and president would make final decisions about resource allocations and have final approval in policy and program changes.

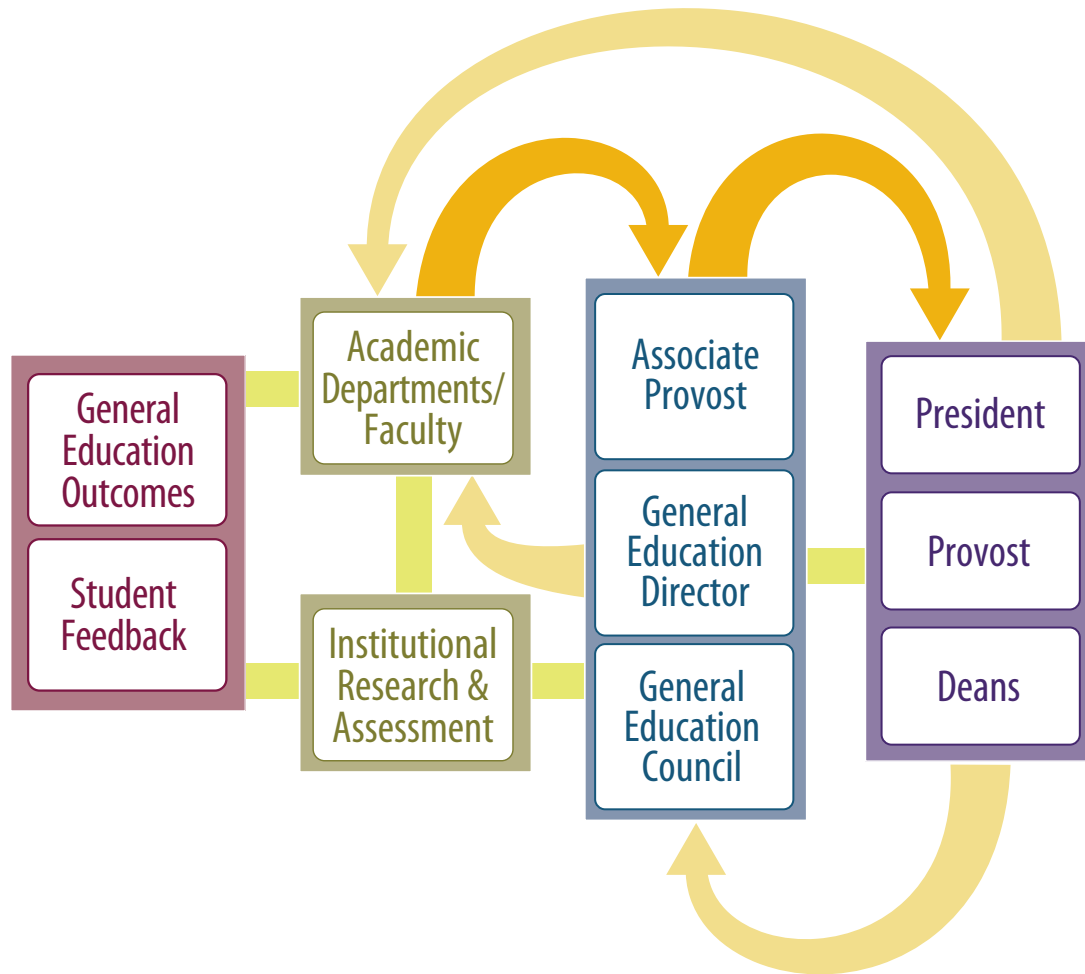
Fig. 8.2. Student Learning Assessment Information Sharing System



As described in Chapter 7, our general education program is shaped by both SUNY mandates and local priorities. Expected learning outcomes in SUNY general education categories appear both on [the SUNY website](#) and [the Oswego general education website](#). Learning outcomes in our local categories are also on this website and in [course submission guidelines](#). Although SUNY provides common rubrics for general education assessment, departments and programs bear the responsibility for the selection and use of instruments to measure the achievement of student learning objectives in the general education courses they offer. Data on student learning collected and summarized at this level are sent annually to the associate provost and general education director for further aggregation in each general education category. These results are reported to and discussed with the General Education Council, the deans, the provost, and the president. Reports of category assessment are distributed to chairs and directors of the departments and programs participating in the assessment for that academic year.

As indicated in Chapter 7, as these assessments give us a better understanding of the strengths and weaknesses of our general education program, we need to better communicate them, along with the recommendations that the assessments produce, to the departments and instructors of the courses involved so that they may make appropriate adjustments.

Fig. 8.3. General Education Assessment Information Sharing System



Using Assessment to Improve Student Learning

Today, we find promising evidence that the culture of continuous improvement in student learning has greatly improved since the Periodic Review Report of 2007 and that there is evidence of ongoing assessment of student learning within all major programs. Departments are using a recommended number of goals and a variety of learning objectives, and they are applying findings to make changes in the major. For example, over the last two years, our Department of English has been formalizing the continuous quality improvement process, making changes in the curriculum, introducing new courses in response to the needs of industry, and incorporating outcomes assessment principles into the program. In their newly introduced “Words in the World” capstone course, their students serve as writing consultants on projects commissioned and supervised by partners in local businesses and nonprofit organizations.

Assessment of student learning occurs in all undergraduate major programs across the college. The following case study illustrates a particularly effective example.

Case study: Measuring and improving student learning in Introductory Economics

The Department of Economics is a model for using existing assessment instruments to measure student learning outcomes and using proven pedagogy to make improvements. The department uses a rolling three-year process for assessing student learning outcomes, with a different type of instrument or measure each year. It administers the Test of Understanding of College Economics (TUCE) every third year to ECO 101 and ECO 200 students at the beginning and end of the course. This test gives us a national comparison as well as a value-added measure.

In the initial phase of this assessment plan, the department administered the Microeconomics TUCE III at the beginning and end of the Fall 2003 semester to all students enrolled in ECO 101 “Principles of Microeconomics.” Post-test scores placed students at the 35th percentile. While the pre- and post-test scores showed some significant value-added overall, our students still fell short relative to students nationwide. Fall 2006 results were slightly better but still disappointing.

To improve learning outcomes in these lower level core courses, the two large-section instructors undertook course redesign in the large sections of ECO 101 and ECO 200. Adopting some of the best practices for course redesign as provided by the National Center for Academic Transformation, the redesign involved the use of our online learning management system to deliver a mastery learning structure. The courses provided a variety of multimedia materials to assist students struggling with particular topics. The use of personal response systems (“clickers”) enhanced active learning in the large-class environment.

In Fall 2008, Microeconomics TUCE IV post-test scores correspond to the 51st percentile. The Macroeconomic TUCE IV scores for Spring 2008 and 2009 correspond to the 49th percentile. In the most recent TUCE data from Fall 2009, almost half of all ECO 101 students in the large section scored at the 75th percentile upon completing the course.

Opportunities for Improvement in Assessing Student Learning

As we began planning for our accreditation self-study in Fall 2009, we recognized that assessment of student learning outcomes represented an opportunity for improvement. Over the next two years we initiated an interrelated set of actions aimed at creating a carefully designed, high-quality, collegewide assessment system that, in stages, has already enhanced student learning at SUNY Oswego.

The set of actions adopted to strengthen the college’s infrastructure and culture of student learning assessment included creating the assessment coordinator position and shared governance committee (Assessment Advisory Committee) for support as well as the assessment-related professional development. Through two years of intensive work, the college has produced three critical outputs:

- A user-friendly rubric to assist departments in preparing and improving their assessment plans
- A revised assessment process and collegewide assessment-related professional development activities for faculty and staff members

- A system accountability plan and annual narrative assessment report from each academic program submitted annually and aligned with the college's strategic goals

As a result, we have seen the following improvements in student learning assessment:

- Every undergraduate academic program has developed its own assessment plan with goals for student learning. These plans all include at least one direct measure of student learning. Graduate programs in the College of Liberal Arts and Sciences are presently developing assessment plans. Institutional assessment of student learning developed under SUNY guidelines is aimed at undergraduate programs. As a result, comprehensive assessment plans for graduate programs outside the School of Business and the School of Education do not exist and are currently under development. These plans will incorporate assessment activities in the five-year program reviews in the relevant departments.
- Learning outcome goals are clearly evident in course syllabi.
- We have revised the structure for collecting, evaluating, and disseminating results of student learning outcomes. A secondary purpose of assessment is accountability; demonstrating to our accreditors, governing bodies, constituents, and other interested parties that we are effective in our aims. The college has a collective responsibility for producing, reporting, interpreting, and explaining learning outcomes. In support of this effort, we adopted an improved, sustainable feedback loop in Summer 2011. In addition, in Fall 2011, we created a new reporting tool to solicit targeted information from all academic departments related to program performance. We now require departments to share practices and results of their assessment program in their annual report to the provost. The process provides the college a vehicle for making outcomes assessment ongoing, rather than episodic.
- The development of a common language about assessment offers us further opportunities to engage in campus dialogue about assessment and its value. At the request of faculty members wanting to improve their assessment plans and student learning outcomes, we have scheduled two additional collegewide assessment workshops for Fall 2011 and Spring 2012. Campus conversations of assessment encourage a culture of self-analysis as an integral component of college decision making and resource allocation.

During the 2011-12 academic year, the college established new responsibilities in order to ensure that all assessment activities meet our college's expectations. To simplify our reporting, we have defined specific markers and deadlines regarding the collection, review, and dissemination of assessment information, predicated on an annual assessment cycle. The new cycle will help produce assessment information that can be shared with many audiences in multiple ways: Departments will now report the results of their assessment progress for each program every year along with the assessment plan for the upcoming academic year. Deans will review the results of the assessment activities from department assessment reports and activities proposed for the next academic year and send each department a written response regarding student outcome assessment and program review. The assessment coordinator and Assessment Advisory Committee will contribute their expertise in support of the deans, share outstanding assessment practices, maintain a good repository of assessment resources, and help departments meet our college's standards for assessment.

In the upcoming year, under the leadership of the provost, the Office of Institutional Research and Assessment and the assessment coordinator will continue to develop assessment policy and monitor ongoing assessment activities. For the first time, the assessment coordinator will compile a comprehensive report analyzing all of the year's academic program assessment reports. This annual report will include a status report on the changes implemented to improve student learning outcomes in response to assessment findings as well as the budgetary impacts of those changes. The initiative will help to standardize assessment data collection at the program level and further align learning outcomes assessment with the college's budget and resource allocation system.

Case study: Developing and assessing learning goals in communication studies

Our Department of Communication Studies provides an example of improving program assessment processes. The department completed a five-year self-study in Spring 2010. During this process, and during the preparation of the first draft of this Middle States self-study, it became clear the department could conduct more effective assessments of student learning if it better articulated learning outcomes. The Provost's Office allocated professional development funds for Communication Studies faculty members to attend several national assessment workshops. Participating faculty members, together with the assessment coordinator, guided the department faculty as a whole in the creation of meaningful and measurable learning outcomes for all four majors within the department. By January 2011, each major program had new learning outcomes objectives, and, by February 2011, each major program had a workable assessment plan for the next three to five years. In Spring 2011, two majors within the department began assessment activities under the new plan. Both found significant value added for student learning in communication competence and use of media tools. These results also guided changes in content coverage and assignments in the core courses in these majors.

SUPPORT FOR ASSESSMENT

To promote a culture of continuous improvement — a key goal outlined in our strategic vision — the college provides staff support, accurate and timely information, and assessment-related professional development to academic departments and administrative units.

Personnel

The Office of Institutional Research and Assessment is a primary resource in the systematic collection and interpretation of assessment data. The office works with the other assessment-task staff and committees to develop a variety of research and information services related to student learning outcomes and student services. Faculty, staff, and key academic leaders responsible for unit and program assessment also receive assistance from the Office of the Provost, the Center for Excellence in Learning and Teaching, and the assessment coordinator.

In 2009, the college allocated additional personnel to assist with assessment and accreditation efforts, including a half-time assessment coordinator and a full-time assistant dean for accreditation and assessment in the School of Education. In each of the other schools, the associate deans have major responsibility for assessment. This past year, more than eighty faculty members contributed to our assessment of the general education curriculum.

Professional Development

Professional development activities in assessment are ongoing. Members of the Assessment Advisory Committee and the General Education Council, as well as key faculty and professional staff members involved in academic program assessment, have attended off-site workshops on assessment and returned to campus to participate in collegewide conversations on assessment.

The provost organized three collegewide assessment workshops in Spring, Summer, and Fall 2011 with a follow-up workshop planned for Winter 2012. Dr. Barbara Walvoord, a national expert on assessment, led the workshops. With more than 200 participants, the workshops helped create an environment that is receptive, supportive, and enabling to assessment of student learning. The workshops are part of an effort to promote campus conversation about assessment practices that improve student learning in a simple and effective manner.

During 2010-11, the Center for Excellence in Learning and Teaching organized four assessment workshops attended by more than fifty faculty members. In addition, the School of Business, Division of Student Affairs, and Office of Institutional Research and Assessment have hosted a number of learning outcome assessment webinars.

Funding

The increased support for assessment evident since our Periodic Review Report in 2006 includes additional financial support and personnel dedicated to assessment, purchase of external evaluation instruments, wide-scale assessment training for faculty and staff members, and targeted evaluation of specific areas related to our college's strategic goals. The increased support has resulted in a tangible infrastructure that supports assessment in an effective, efficient, and timely manner, a faculty and staff that are well versed in developing assessment plans and making organizational changes as a result of assessment findings, and a growing campus culture that values assessment as an essential element of institutional excellence.

For example, in 2009-10, the college allocated \$30,000 for assessment of our first-year and transfer programs through participation in the [Foundations of Excellence](#) program. This thorough evaluation has allowed faculty and staff members to collaborate in the Divisions of Academic Affairs and Student Affairs to identify strengths and weaknesses of our first-year programs and to begin generating recommendations to closer align programs with student retention goals. During the past three years, the college committed more than \$60,000 in conference registration and travel funding to support assessment-related professional development for faculty and staff members as they developed and implemented full-cycle assessment activities for student learning outcomes in their majors.

Still, there is room for significant improvement in our assessment systems. Focused attention on assessment from leadership is necessary for assessment that is ongoing and widespread. We now expect all deans to meet with their departments every summer for feedback on assessment plans. We need to collect and appropriately disseminate information related to program performance in a consistent and sustained manner. The Office of Institutional Research and Assessment now functions as the repository for all assessment and program reports for the entire campus, with the assessment coordinator as the campus expert in monitoring assessment activities. We need a clearly understood reward structure to influence behavior. We must visibly link travel support, discretionary pay raises, faculty searches, and other program resources to best practices in the assessment of student learning.

Chapter Findings

- We find our institutional effectiveness practices to be inclusive and widely understood by campus constituents. We recognize that excellent institutions are self-reflective and continually seek to improve.
- SUNY Oswego has improved overall quality and enhanced teaching and learning as a result of faculty members and administrators working together to implement a sound, collegewide program for outcomes assessment.
- Having a critical mass of well-trained faculty members capable of developing and implementing assessment plans has been important in the progress we have made in improving our college's overall assessment system.

Chapter Recommendations

- Increase the visibility of assessment plans and summaries to the campus community. Creating a more visible platform for communicating assessment plans and accomplishments should assist in creating an improved culture of assessment and individual accountability.
- Regularly communicate resource allocation decisions resulting from assessment findings. Recognition of the link between resources and sound assessment processes will further incentivize assessment activities across programs.
- Improve the system of sharing assessment results. Opportunities for sharing across programs, along with richer top-down feedback, will strengthen the effectiveness and sustainability of all assessment systems.
- Integrate graduate program assessment into the program review cycle.
- Create a climate of reflection and action for use of findings in program planning and improvement. All units in the Divisions of Academic Affairs and Student Affairs should sponsor annual retreats to reflect on current assessment data and devise improvement plans for the coming years.



Chapter 9

TAKING STOCK AND MOVING ON

CONCLUSION



Summa cum laude graduates celebrate at Commencement.

SELF-STUDY
2012



Chapter 9

Taking Stock and Moving Forward

CONCLUSION

One of the virtues of a major institutional self-study is that it compels a break from routine matters and allows members of an academic community to pause and reflect upon their school's mission and performance. Such a process offers an opportunity to return to first principles. In the case of the State University of New York at Oswego, this entailed both a close reexamination of our strategic plan, Engaging Challenge: The Sesquicentennial Plan, and a transparent, comprehensive self-study to determine if we are following through with our mission by meeting the Characteristics of Excellence in higher education as outlined by the Middle States Commission on Higher Education. As the preceding chapters make clear, we are meeting each of the fourteen standards required for accreditation.

Consistent with other formal institutional initiatives at SUNY Oswego, our self-study process was inclusive and thorough, helping our college identify and celebrate our major strengths, including the effectiveness of our undergraduate and graduate programs, our financial stability, the breadth of our faculty members and student engagement and campus services, and the ways in which the fulfillment of our mission benefits our students, community, and society.

Several overriding themes emerge from the self-study that demonstrate the progress we have made in the past ten years in becoming a college highly recognized for strong academic programs, interdisciplinary and international initiatives, sustainability commitments, innovative student services, modern and functional facilities, and strong partnerships with the region. The self-study informs the campus community about the array of contributing factors, processes, and best practices that explain our recent progress. It highlights the institutional management of internal and external forces that has served to position SUNY Oswego for the future, and it demonstrates that we have successfully met all the Characteristics of Excellence and are committed to achieving institutionally desirable outcomes that contribute to SUNY Oswego's efficacy and service for the greater good into the future.

We find that SUNY Oswego is meeting national best practices in several standards. Our analysis of Standards 1 and 6 (Chapter 1: Institutional Excellence) reveals that we have advanced a culture of academic integrity while at the same time managing our resources to meet current and future college needs as detailed in Standards 2 and 3 (Chapter 2: Institutional Vitality). There is a great deal of evidence that our college's unique first-year programming provides students an exceptional learner-centered environment where they engage one another academically as well as socially to thrive both in our immediate scholarly community and well beyond graduation (Chapter 4: A Learner-Centered Campus). These results, among others, are heartening and not entirely unexpected by many hard-working people within our college community. Nevertheless, without an intensive self-study we would not be able to adequately measure the positive effect many of our programs and policies have had over the past decade.

At the same time, this report details areas of concern, some of which we have already addressed and others that we will be addressing as we move into the second decade of the twenty-first century. The many different constituencies from across the college community that were represented in our work groups challenged some assumptions and mined data that informed the recommendations in this report. Be they large or small, these recommendations will guide our planning as we chart the future course for SUNY Oswego. The need to better communicate information across the institution — be it existing assessment results, resource allocation decisions, or the role of planning in day-to-day decisions — is one goal that we must meet. Even as this self-study developed, members of the administration and faculty members instituted a number of reforms to “close the loop” in our assessment practices (Chapter 8: A Culture of Continuous Improvement). Further action in this critical area will be required if we as a community dedicated to student learning wish to consolidate our “culture of continuous improvement.” We have work left to do, but we feel confident in our ability to meet these challenges.

The 2011-12 academic year is an especially meaningful one for us because it marks the 150th year that this college has been serving the people of the great state of New York. As proud employees of a public institution, our administrators, faculty, and staff take this public trust and responsibility most seriously. It informs our mission, programs, and teaching. At a time when resources are scarce and the future of higher education in the United States seems more uncertain than ever before, the fact that we have had an opportunity to take our own measure through this self-study seems auspicious. It has provided a source of satisfaction for a job well done while at the same time preparing us for changes that will surely come to pass.



APPENDICES

- Appendix A Operating Revenue, 2009-2012
- Appendix B Summary of Capital Investments
- Appendix C Enrollment Data
- Appendix D Retention, Persistence, and Graduation Rates
- Appendix E General Education Assessment Summaries, 2009-2011
- Appendix F Schedule of Program Reviews and Accreditation Status
- Appendix G Commonly Used Acronyms
- Appendix H Documents Cited in this Report

Appendix A

Operating Revenue, 2009-2012

CORE INSTRUCTIONAL COSTS	FY 11-12 Budget (in M)	% to Total	FY 10-11 Budget (in M)	% to Total	FY 09-10 Budget (in M)	% to Total
Core Instructional Costs						
State Taxpayer Support	\$15.6	11.0%	\$17.9	12.8%	\$19.6	14.6%
Tuition & Fees	\$40.8	28.7%	\$38.3	27.4%	\$38.2	28.4%
Subtotal Core Instructional Costs	\$56.4	39.7%	\$56.2	40.1%	\$57.8	42.9%
State-wide Programs						
State Taxpayer Support	\$1.0	0.7%	\$1.1	0.8%	\$1.1	0.8%
Additional Credit-Bearing Activities						
Summer	\$3.5	2.5%	\$3.4	2.4%	\$3.3	2.4%
Contract Courses	\$0.1	0.1%	\$0.1	0.1%	\$0.1	0.1%
Overseas Academic Programs	\$0.8	0.6%	\$0.7	0.5%	\$0.4	0.3%
Subtotal Additional Credit-Bearing Activities	\$4.4	3.1%	\$4.2	3.0%	\$3.8	2.8%
Additional Fee-Generating Activities						
Broad Based Fees (Tech, Health, Athletic)	\$7.5	5.3%	\$7.3	5.2%	\$6.9	5.1%
Vehicle Registration and Parking Fee	\$0.4	0.3%	\$0.4	0.3%	\$0.4	0.3%
Course Related Fees	\$0.2	0.1%	\$0.2	0.1%	\$0.2	0.1%
Student Fees - Study Abroad & Health Fees	\$1.2	0.8%	\$1.2	0.9%	\$1.1	0.8%
Other Student Fees - Transcript, Late Payment, Application	\$0.3	0.2%	\$0.3	0.2%	\$0.3	0.2%
Subtotal Additional Fee Generating Activities	\$9.6	6.8%	\$9.4	6.7%	\$8.9	6.6%
Auxiliary Enterprises						
Residence Hall Operations (DIFR)	\$31.9	22.5%	\$30.1	21.5%	\$25.8	19.2%
AS Dining Services Operations	\$17.5	12.3%	\$17.6	12.6%	\$16.5	12.2%
Other Auxiliary Services (Bookstore; Laundry Services)	\$5.3	3.7%	\$5.7	4.1%	\$5.9	4.4%
Subtotal Auxiliary Enterprises	\$54.7	38.5%	\$53.4	38.1%	\$48.2	35.8%
Student Activities	\$1.4	1.0%	\$1.4	1.0%	\$1.4	1.0%
Research & Development	\$6.0	4.2%	\$5.5	3.9%	\$5.0	3.7%
Fund Raising (Including Investment Income & In-kind Support)	\$5.5	3.9%	\$5.8	4.1%	\$5.1	3.8%
Funds Held for Others ("Agency" Accounts)	\$3.0	2.1%	\$3.0	2.1%	\$3.4	2.5%
TOTAL OPERATING REVENUE	\$142.0	100.0%	\$140.0	100.0%	\$134.7	100.0%

Appendix B

Summary of Capital Investments: Completed or In-Progress New Construction and Major Rehabilitation

Capital Projects 1997-2010/11: Residential Buildings

COMPLETED RES HALL PROJECTS

Renovation/Additions To Hart Hall	\$8,000,000
Renovations/Additions To Johnson Hall	\$14,600,000
Seneca Hall Parking Lot	\$575,000
Elevator Study	\$100,000
Shell And Safety Improvements, Phase 1	\$6,000,000
Residence Hall Card Access	\$1,250,000
Renovations/Additions To Riggs Hall	\$13,385,000
Renovations/Additions To Lakeside Dining	\$7,000,000
Shell And Safety Improvements, Phase 2 & 3	\$5,600,000
Fire Alarm Modernization Ph 1,2	\$5,500,000
Interior & Exterior Signage	\$800,000
Communications & Electrical Study	\$100,000
Replace Roofs- Cayuga & Oneida Halls	\$800,000
New Apartments/Townhouse Village	\$40,500,000
Elevator Modernizations	\$4,000,000
Total	\$108,210,000

RES HALL PROJECTS IN CONSTRUCTION – 2010/11

Communications Upgrades Ph 1	\$6,000,000
Shell & Safety Improvements Phase V	\$6,000,000
Windows, Shell Cayuga & Oneida	
Signage ADA Upgrades	\$1,300,000
Onondaga Bathroom Improvements	\$3,000,000
Misc Minor Repair Projects	\$750,000
Total	\$17,050,000

RES HALL PROJECTS UNDER DESIGN – 2010/11

Communications Upgrades Phase II	\$10,200,000
Dining Hall Connector Shell Preservations	\$2,000,000
Res Fitness Centers Rehab & Upgrades	\$2,000,000
Security Enhancements	\$900,000
Rehab Concept Options – Study	\$650,000
Total	\$15,750,000

FUTURE RES HALL PROJECTS

Major Rehabilitations – Scales/Waterbury Halls	\$27,500,000
Major Rehabilitation – Funnelle Hall	\$16,500,000
Mechanical Upgrades	\$4,000,000
Total	\$48,000,000

Total Residential Capital Project Activity **\$189,010,000**

Capital Projects 1997-2010/11: Academic Buildings

COMPLETED ACADEMIC PROJECTS

Campus Center Construct	\$24,000,000
Campus Center Utility Relocate Phase I	\$2,250,000
Critical Maintenance (Various)	\$8,000,000
Culkin Ext Repair, Mahar & Repl Windows Culkin	\$1,500,000
High Voltage Dist & PCB Transfer Replace	\$2,900,000
Laker Hall Locker Room Rehab	\$1,000,000
Mahar & Tyler Plaza Replace/Repair	\$1,500,000
Mahar Hall HVAC Rehab	\$1,000,000
PCB Transformers - Oswego Replace	\$5,000,000
Poucher Hall Rehab	\$5,500,000
Rehab / Repair Program (Minor)	\$2,000,000
Rich Hall Rehab/Conversion	\$7,500,000
Road Resurface / Repair	\$1,200,000
Roof Replacements	\$2,000,000
Safety-Phase Vi Alterations	\$1,300,000
Sheldon Hall West Wing Rehab	\$5,500,000
Smart Classrooms	\$550,000
Steam Distribution System Phase V Replace	\$2,100,000
Swetman / Poucher Surge	\$1,500,000
Various Buildings/Surge Space Rehab	\$1,000,000
School of Education Program Study	\$120,000
Program Study - Sciences, Engineering & Tech	\$600,000
Campus Center Retail Buildout	\$675,000
Mahar Hall Window Replace	\$1,150,000
Mechanical Upgrades - Various Buildings	\$6,700,000
Laker Hall Pool Mechanical Upgrades	\$500,000
Rehab / Repair Program (Minor)	\$1,900,000
TV / Radio Facility Renovation	\$875,000
Swetman Hall - Phase I Rehab	\$21,500,000
Swetman Hall - Phase 2 - East Wing Rehab	\$2,100,000
Vehicle & Pedestrian Surface Repair/Replace	\$3,200,000
Wilber Hall Mech Fire Alarm System Upgrades	\$1,900,000
Campus Center Program & Safety Improvements	\$400,000
Total	\$118,920,000

Academic Projects Under Construction – 2010/11

ADA Building Signage - Campus Wide	\$1,900,000
Renovations/Additions to Sciences, Engineering	\$110,000,000
Rehabilitate Park & Wilber Halls/Sch of Ed Ph I	\$5,800,000
Rehab of Elevators - Various Academic Bldgs	\$2,000,000
Campus Wide Infrastructure Study	\$1,500,000
Historic Preservation - Sheldon Hall Exterior	\$8,900,000
Facilities Master Plan	\$820,000
Roof Replacements Penfield & Culkin Halls	\$1,200,000
Sanitary Infrastructure Upgrades	\$2,600,000
Total	\$134,720,000

Academic Projects in Design – 2010/11

Rehabilitate Park & Wilber Halls - Sch of Ed Ph II	\$29,400,000
Rehab of Romney Field House	\$2,600,000
Tyler Hall - Ph 1 ADA Entry & Theatre	\$9,500,000
Rice Creek Renovations	\$2,500,000
Electrical Infrastructure Upgrades	\$4,000,000
Total	\$48,000,000

Future Academic Projects

Exterior Rehab Various Buildings	\$12,000,000
Lanigan Hall Rehab Ph 1	\$10,000,000
Penfield Library Rehab	\$18,000,000
Mechanical Upgrades	\$5,600,000
Upgrades to Pedestrian/Vehicular Surfaces	\$5,000,000
Infrastructure Upgrades	\$10,000,000
Hewitt Union Rehab	\$45,000,000
Laker Hall Pool Renovation	\$3,000,000
Lanigan Hall Rehab Ph 2	\$10,000,000
Mahar Hall Rehab	\$12,500,000
Penfield Library Rehab Ph 2	\$11,000,000
Recreation Center - Construct	\$25,000,000
Athletic Facilities Rehab/ Conversions Phase 2	\$15,000,000
Rehab Commissary, Mtce Bldgs and Storage	\$9,000,000
Sheldon Hall Addition / Ballroom and Accessibility	\$15,000,000
Replace Roofs - Various Bldgs	\$7,800,000
Tyler Hall Rehab Ph 2	\$30,000,000
Various Critical Maintenance	\$37,500,000
Total	\$281,400,000

Total Capital Project Activity (State side) \$583,040,000

Summary of Completed, On-Going and Planned Capital Project Activity

Total Capital Project Activity (State side) 97- 2010/11	\$583,040,000
Total Residence Hall Capital Projects 1997-20010/11	\$189,010,000
Grand Total of all Capital Project Activity	\$772,050,000

SUNY Oswego Academic Learner Centered Facilities Investment, 2000-2011

FACILITY	COST	YEAR COMPLETED
School of Business – Rich Hall	\$ 7,380,000	2003
Advanced Technology Classrooms	\$ 1,300,000	2000
Social Sciences Laboratories– Mahar	\$ 860,000	2002
Johnson Hall First Year Experience	\$ 14,600,000	2003
Campus Center		
Humanities Center – Poucher Wing	\$ 5,600,000	2005
Convocation and Event Center	\$ 29,000,000	2006
Learning & Academic Success Center	\$ 28,400,000	2007
Penfield Lake Effect Café	\$ 400,000	2004
Sheldon Hall West Wing	\$4,900,000	2005
Wilber Hall , Curriculum & Instruction	\$ 1,850,000	2007
Lanigan Broadcasting Studios	\$ 875,000	2008
Metro Center	\$ 2,000,000	2008
Hart Hall Global Living Learning Center	\$ 8,000,000	2000
Science, Engineering & Innovation Corridor	\$ 115,000,000	Ongoing
School of Education Complex	\$ 35,000,000	Ongoing
Historic Preservation Sheldon Hall	\$ 8,900,000	Ongoing
Total	\$ 264,065,000	

Appendix C

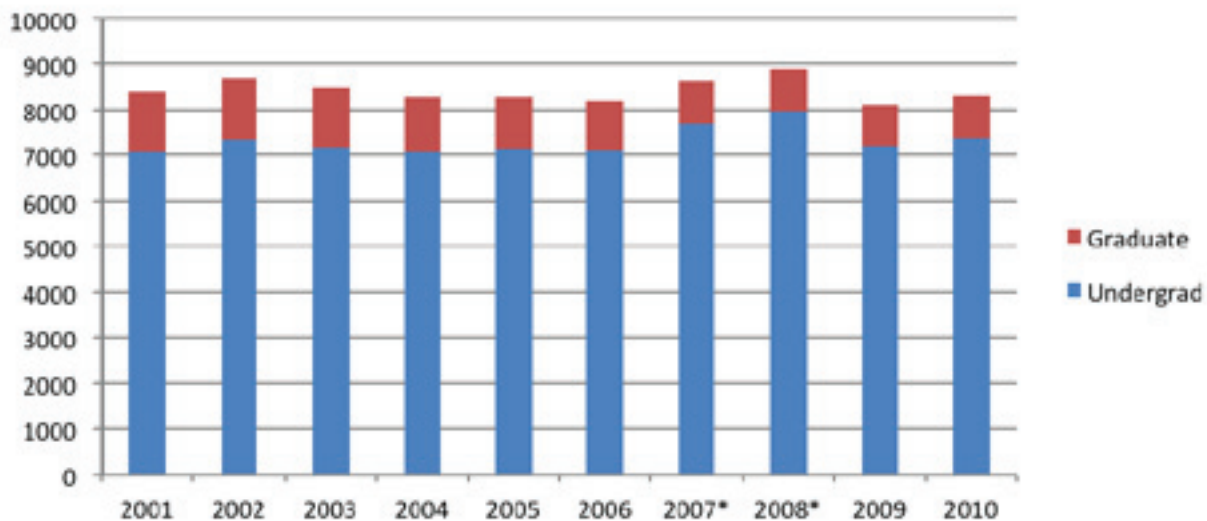
Enrollment Data

SUNY Oswego Headcount Enrollment, 2005-2010

	Fall 2005	Fall 2006	Fall 2007*	Fall 2008*	Fall 2009	Fall 2010
Undergraduate	7,138	7,096	7,680	7,971	7,200	7,377
Graduate	1,144	1,087	980	938	919	920

Any undergraduate student enrolled for less than 12 credit hours is considered part-time.
 Any graduate student enrolled for less than 9 credit hours is considered part-time

*Fall 2007 & 2008 Enrollment includes PT High School Language Program students



Geographic Origin, Fall 2010

NEW YORK COUNTIES (TOTAL)	Freshmen	All Undergrad	Graduate
	97.80%	97.20%	98.5%
OSWEGO/CONTIGUOUS CNTY	23.30%	37.00%	70.3%
Oswego	6.60%	13.90%	24.7%
Cayuga	1.20%	2.00%	4.5%
Jefferson	1.10%	2.00%	4.0%
Lewis	0.10%	0.30%	0.8%
Madison	0.70%	1.40%	1.5%
Oneida	2.70%	3.30%	3.3%
Onondaga	10.70%	14.00%	31.6%
LONG ISLAND	17.80%	11.80%	2.1%
Nassau	5.70%	4.40%	0.8%
Suffolk	12.10%	7.40%	1.3%
NEW YORK CITY	11.00%	7.00%	1.4%
Bronx	4.50%	2.20%	0.1%
Kings	2.20%	1.80%	0.3%
New York	1.40%	1.10%	0.2%
Queens	2.20%	1.50%	0.7%
Richmond	0.60%	0.40%	0.1%
OTHER NY COUNTIES	45.70%	41.30%	24.7%
REST OF U.S.	1.60%	1.90%	0.3%
FOREIGN COUNTRIES	0.60%	0.90%	1.2%

Race/Ethnicity of Oswego Students

RACIAL/ETHNIC GROUP	FALL 2007 (%)	ADJ. %*	FALL 2008 (%)	ADJ. %*	FALL 2009 (%)	FALL 2010 (%)
UNDERGRADUATE						
White (Non-Hispanic)	89.2%	88.2%	89.2%	88.0%	87.4%	82.5%
Black (Non-Hispanic)	3.8%	4.1%	3.8%	4.2%	4.3%	4.2%
Hispanic	3.7%	4.0%	3.7%	4.1%	4.8%	5.8%
Asian/Pacific Islander	1.7%	1.8%	1.6%	1.8%	1.9%	1.7%
Native American	0.5%	0.5%	0.5%	0.6%	0.4%	0.3%
Non-Resident Alien	1.1%	1.2%	1.2%	1.3%	1.1%	0.9%
Two or more races, non-Hispanic						1.7%
Unknown						2.9%
GRADUATE						
White (Non-Hispanic)	93.5%		94.7%		95.1%	90.9%
Black (Non-Hispanic)	1.9%		1.5%		1.6%	1.5%
Hispanic	1.3%		1.2%		1.1%	1.8%
Asian/Pacific Islander	0.8%		0.7%		0.5%	1.3%
Native American	0.2%		0.1%		0.7%	0.4%
Non-Resident Alien	2.2%		1.8%		1.0%	1.2%
Two or more races, non-Hispanic						0.8%
Unknown						2.1%

*Adjusted % excludes PT High School Language students.

Appendix D

Retention, Persistence, and Graduation Rates

Retention and Persistence, 2005-2009

Fall Cohort	# of Full Time New FR	First Year Retention (FR-SO)	2nd Year Retention (SO-JR)	Two-Year Retention (FR-JR)
2009	1375	81.7%	90.7%	74.1%
2008	1449	80.5%	88.5%	71.3%
2007	1372	75.1%	87.8%	66.0%
2006	1343	75.1%	86.5%	65.7%
2005	1343	75%	87%	65.6%

Six-Year Graduation Rates, 2000-2004

Initial Term of Cohort	6-year Graduation Rate
Fall 2000	56.0%
Fall 2001	59.0%
Fall 2002	59.0%
Fall 2003	59.0%
Fall 2004	63.0%

Appendix E

General Education Assessment Summaries, 2009-2011

Note: Older assessments summaries under system reporting prior to 2009 are available in the document library

Assessment of Student Learning Outcomes in General Education, 2009-10							
Critical Thinking							
Outcome 1:	Identify, analyze, and evaluate arguments as they occur in their own and others' work						
Outcome 2:	Develop well-reasoned arguments						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome 1:	F'09/S'10	635	22%	32%	40%	18%	10%
Outcome 2:	F'09/S'10	644	22%	25%	47%	18%	10%
Natural Sciences							
Outcome1:	Understand methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis						
Outcome2:	Apply scientific data, concepts and models to answer questions.						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'09/S'10	342	65%	7%	53%	23%	17%
Outcome2	F'09/S'10	342	65%	14%	37%	38%	11%
Social Sciences							
Outcome 1:	Understand methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis						
Outcome 2:	Knowledge of major concepts, models, and issues of at least one discipline in social sciences						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'09/S'10	2021	89%	35%	42%	16%	8%
Outcome2	F'09/S'10	1104	93%	33%	40%	17%	9%

Information Management							
Outcome1:	Perform the basic operations of personal computer use						
Outcome 2:	Understand and use basic research techniques						
Outcome 3:	Locate, evaluate, and synthesize information from a variety of sources						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'09/S'10	695	58%	55%	25%	12%	9%
Outcome2	F'09/S'10	695	58%	56%	28%	11%	7%
Outcome 3	F'09/S'10	695	58%	42%	47%	10%	3%

Mathematics							
Outcome 1:	Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics						
Outcome 2:	Represent mathematical information symbolically, visually, numerically, and verbally						
Outcome 3:	Employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.						
Outcome 4:	Estimate and check mathematical results for reasonableness						
Outcome 5:	Recognize the limits of mathematical and statistical methods						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome 1	F'09/S'10	618	90%	34%	19%	31%	16%
Outcome 2	F'09/S'10	618	90%	34%	15%	19%	33%
Outcome 3	F'09/S'10	618	90%	37%	27%	19%	18%
Outcome 4	F'09/S'10	618	90%	53%	11%	4%	32%
Outcome 5	F'09/S'10	618	90%	31%	22%	26%	22%

Assessment of Student Learning Outcomes in General Education, 2010-2011

Humanities

Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program

		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome	F'10/S'11	572	79%	47%	41%	7%	5%

Western Civilization

Outcome1: Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization

Outcome2: Relate the development of Western civilization to that of other regions of the world

		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'10/S'11	713	90%	38%	51%	7%	4%
Outcome2	F'10/S'11	713	90%	38%	52%	6%	4%

Other World Civilizations							
		Students Assessed					
		n	%	% Exceeding	% Meeting	% Approaching	% Not Meeting
Outcome	F'10/S'11	1801	100%	29%	53%	8%	7%
Foreign Language							
Outcome1:	Basic proficiency in the understanding and use of a foreign language						
Outcome 2:	Knowledge of the distinctive features of culture(s) associated with the language they are studying						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'10/S'11	491	100%	93%	3%	0%	4%
Outcome2	F'10/S'11	491	100%	93%	3%	0%	4%

Program Improvements

- Since the last round of assessment of **Humanities**, we instituted a number of changes:
 - Music** faculty added coaching of oral and written assignments, worked with the writing center, required one set of drafts, and explained sampling of good papers in class. They also upgraded course packets with user-friendly word lists and summary of material to be covered in all exams. Some also added practice listening tests in class.
 - Philosophy** faculty clarified expectations on the syllabi, increased participation in the first-year programs, began using the learning management system (ANGEL) to post lecture notes and study guides, and encouraged deeper involvement in writing, argument construction, and information literacy, such as supervising library research assignments and incorporating in-class peer review essays.
 - Art** faculty modified course content to include several key shifts to a more inclusive view of American culture. They modified courses to demonstrate more accurately the ongoing influence of and interdependence with various European artistic traditions. Where appropriate, social, political, and technological influences of American art were also discussed.

2. Since the last round of assessment of **Western**, we instituted a number of changes:
 - **Philosophy** faculty clarified expectations on the syllabi, increased the time discussing the historical context of specific philosophers and issues, and increased coverage of how Western civilization relates to developments in other parts of the world.
 - **Music** faculty made a number of changes in their courses.
 - o Upgraded course packets, adding:
 - Detailed outlines of eighteenth century Classicism, nineteenth century Romanticism, and twentieth and twenty-first century movements, with short biographical summaries of composers and trends
 - Original historical articles and documents of covered periods
 - o Began the semester with exercises in footnoting and related assignments at the library.
 - o Added better explanation on use of books rather than online sources.
 - **Art** faculty began administering quizzes throughout the course to better prepare students for major exams and aid in retention of material.

3. Since the last round of assessment of **Other World**, we instituted a number of changes:
 - **Business** faculty changed some case studies, and students now do some of them in teams.
 - **History** faculty
 - o Added online assignments and quizzes using the learning management system (ANGEL).
 - o Added learning aid contents and links to the course website.
 - o Made a greater emphasis on visual aids such as maps and video clips.
 - **Anthropology** faculty put greater emphasis on comprehensive essay questions on exams and less emphasis on multiple-choice questions.

In the course of conducting this cycle of assessment, were there any significant deviations...

N/A

Major Findings of this Assessment:

1. **Western Civilization**

90 percent of students showed they meet or exceed achieving both learning outcomes for this category. Faculty used data on the work in various courses approved for this category from an average of 90 percent of the students taking courses; 713 students were assessed. During 2007-08, data from only 227 students were used in assessment of this category, and a number of courses had not participated. The percentage of students who met or exceeded expectations in that round of assessment was around 80 percent for both categories. Students showed about a 10 percent improvement in meeting expectations since the last round of assessment for this category.

Here are some of the findings from faculty in disciplines offering courses in this category:

Philosophy faculty report that one of their faculty members added review course material and posted all study guides to his website. Another professor revised her syllabus to clarify expectations, adding course objectives and methods for achieving them; this faculty member has also increased support for students' writing skills.

Music faculty members find that students need emphasis on importance of footnoting in papers. Students also need to use more authoritative books as resources than what they find online.

History faculty felt the choice of textbooks would be critical in their courses as students had varying opinions about the textbook used.

Art faculty have determined that the ideal class size for art history courses in this category of general education is 49 seats. Given the significant level of written assignments, in-class reading discussions, and other activities, a final exam grade alone may not be sufficient in determining how well students meet the desired outcomes.

2. Humanities

88 percent of students showed they meet or exceed achieving the learning outcome for this category. The sampling on the average in this case was 79 percent of students in the courses assessed. In this category we saw more than doubling of sample size and an increase in the number of sections participating in assessment. Number of students exceeding expectations went up by about 6 percent to 47 percent but there was not much change in the overall achievement of the learning outcomes.

Here are some of the findings from faculty in disciplines offering courses in this category:

Music faculty found that more coaching of students in correlating all material is needed in learning to hear and identify the composer, the work, and its form.

English faculty observed that the key factor that distinguished the students who scored at the "Exceeding Expectations" level was that they often took advantage of talking to their instructor about their progress on their papers, wrote their papers earlier than others, and missed very few class meetings.

3. **Other World Civilizations**

81 percent of our students showed they meet or exceed achieving the learning outcome for this category. Students performed slightly better than those who took the courses in this category three years ago. Once again, as seen in other categories, we had a significantly larger sample size, more than three times the size of the sample size three years ago with many more sections participating in the assessment process.

Education faculty saw significant challenges in articulating evidence-based opinions and arguments. They see the need for more one-to-one mentoring.

Business faculty thought that while students did quite well overall, the history of non-Western civilization was not articulated as well as expected.

History faculty found the number of students meeting expectations of broad historical patterns was almost twice what it was in the past. Technology played a big role in the classroom.

Art faculty point to the use of technology in finding gains in students meeting outcomes.

4. **Foreign Language**

Some of our students have met this competency through their high school work. 491 students were assessed in our Foreign Language courses with 93 percent exceeding expectations. The high percentage of students exceeding expectations is mainly because of our campus-based requirement being at the 102 level. Our students are meeting expectations for this category easily.

Action to be Taken in Addressing These Assessment Findings

We are very pleased with the way the outcomes are being met in general education overall. Here is a summary of the actions that we intend to engage in as a result of this assessment:

1. **Business** faculty teaching a course for Other World Civilizations plan to emphasize history of non-Western civilizations in future case studies, lecture, and discussion.
2. **Education** faculty teaching a course for Other World Civilizations recommend decreasing class size to allow additional time for modeling and scaffolding.
3. **History** faculty teaching a course for Other World Civilizations plan to meet in order to continue to reduce the number of students who fail to meet expectations and to evaluate the usefulness and the shortcomings of technology in the classroom.
4. **Music** faculty teaching a course for Humanities report that they wish to pursue the development of a more efficient tutorial system to help students who find it difficult to keep up with the general level of the class. They also need to make more emphasis on students' awareness of organization of all materials in learning to hear and understand all listening examples.

Appendix F

Schedule of Program Reviews and Accreditation Status

Name of Program	Program Review/ Accreditation	Last Review/ Visit	Student Learning Outcomes	Next Review/ Visit	Notes
School of Education	National Council for Accreditation of Teacher Education (NCATE)	2007	yes	2014	
School of Business	Association to Advance Collegiate Schools of Business (AACSB)	2002	yes	2012	
School of Communication, Media, and the Arts			yes		
Art	National Association of Schools of Art and Design (NASAD)	2009-10	yes	2015-16	
Broadcasting & Mass Communication		2009-10	yes	2014-15	
Communications Studies		2009-10	yes	2014-15	
Journalism		2009-10	yes	2014-15	
Music	National Association of Schools of Music (NASM)	2002	yes	2011-12	
Public Relations		2009-10	yes	2014-15	
Theatre	National Association of Schools of Theatre (NAST)	2010-11	yes	2020-21	
College of Liberal Arts and Sciences					
American Studies		2009-10		2014-15	
Anthropology		2009-10	yes	2014-15	
Applied Mathematics		2009-10		2014-15	
Biochemistry	American Chemical Society	2009-10		2014-15	
Biological Sciences		2010-2011	yes	2016-17	

NAME OF PROGRAM	PROGRAM REVIEW/ ACCREDITATION	LAST REVIEW/ VISIT	STUDENT LEARNING OUTCOMES	NEXT REVIEW/ VISIT	NOTES
Chemistry	American Chemical Society	2009-10	yes	2014-15	
Cinema & Screen Studies				2012-13	
Cognitive Science		2011-12	yes	2016-17	
Computer Science		2008-09	yes	2013-14	
Creative Writing		2007-08		2012-13	
Economics		2007-08	yes	2012-13	
English		2007-08	yes	2012-13	
French		2008-09	yes	2013-14	
Geochemistry		2010-11		2015-16	
Geology		2008-09	yes	2013-14	
German		2008-09	yes	2013-14	included in Modern Lang
Global & International Studies		2007-08	yes	2012-13	
History		2011-12	yes	2016-17	
Human Development		2010-11	yes	2015-16	
Information Science		2009-10	yes	2014-15	
Language & International Trade		2008-09	yes	2013-14	included in Modern Lang
Linguistics		2007-08	yes	2012-13	
Mathematical Economics		2007-08		2012-13	
Mathematics		2009-10	yes	2014-15	
Meteorology		2008-09	yes	2013-14	
Philosophy		2008-09	yes	2013-14	
Philosophy/Psychology		2008-09	yes	2013-14	
Physics		2009-10	yes	2014-15	
Political Science		2010-11	yes	2015-16	
Psychology		2010-11	yes	2015-16	
Psych/ Human Computer Interaction					
Public Justice		2009-10	yes	2014-15	
Russian		2008-09	yes	2013-14	included in Modern Lang
Sociology		2011-12	yes	2016-17	
Software Engineering	In Process		yes		included in Com. Sci.
Spanish		2008-09	yes	2013-14	included in Modern Lang
Women's Studies		2009-10	yes	2014-15	
Zoology*		2010-11		2015-16	
* Must be completed by Dec 31, 2011					

Appendix G

Commonly Used Acronyms

We have generally avoided the use of acronyms in this self-study, but the campus community routinely uses many as shorthand in the daily course of business. We provide this guide to assist as you interact with our faculty, staff, and students.

AACSB: Association to Advance Collegiate Schools of Business

AAFTE: annual average full-time equivalent enrollment

ABET (pronounced AY - bett): Formerly known as the Accreditation Board for Engineering and Technology

ACS: American Chemical Society

AFL: Accounting, Finance, and Law Department

ALANA (pronounced uh - LAH - nuh): African, Latino, Asian and Native American student organization and leadership conference

ANGEL (pronounced like angel): A New Global Environment for Learning, the electronic learning/course management system currently used at SUNY Oswego and now affiliated with better-known Blackboard

AOC: Academic Outreach Council

APC: Academic Policies Council

AS or ASC: Auxiliary Services Corporation

ATC: Advanced Technology Classroom

ATSW: Applied Teaching Skills Written test

C&I: Curriculum and Instruction Department

CAPP (pronounced like cap): Curriculum, Advising, and Program Planning

CCC: Campus Concept Committee

CELT (pronounced SELT): Center for Excellence in Learning and Teaching

CHP: Central Heating Plant

CIG: Curriculum Innovation Grants

CII: Committee on Intellectual Integrity

CLAS (sometimes pronounced CLASS): College of Liberal Arts and Sciences

CMS: Can be either course management system, commonly called learning management system elsewhere (ANGEL at Oswego, see above) or content management system for managing the website (Ingeniux at Oswego)

COLT (pronounced like colt): Committee on Learning and Teaching

CPS: Counseling and Psychological Services Department

CSEA: Civil Service Employees Association

CSTEP (pronounced SEE - stepp): Collegiate Science and Technology Entry Program

CTAB (pronounced SEE - tabb; also known as Tech Board): Campus Technology Advisory Board

CTS: Campus Technology Services

D3: Division III athletics

DIFR (pronounced DIFF - er): Dormitory Income Fund Reimbursable

DSI: discretionary salary increases, merit pay raise

DSS: Disability Support Services

EBE: Experience-Based Education

ECAR: Educause Center for Applied Research

EOP: Educational Opportunity Program

FA: Faculty Assembly

FoE: Foundations of Excellence

FSSE (pronounced FESS - ee): Faculty Survey of Student Engagement

FTE: Full-Time Equivalent

FYRE: First-Year Residential Experience

GE: general education

GE21 Task Force: Task Force on Designing General Education for the Twenty-first Century

HCI: Human-Computer Interaction Program

HPW: Health, Promotion, and Wellness Department

HR: Human Resources

HSC: Human Subjects Committee

IAB: Intercollegiate Athletics Board

IFR: Income Fund Reimbursable

IPAC (pronounced I - pack): Interdisciplinary Programs and Activities Center

IR&A or IR: Office of Institutional Research and Assessment

IRB: Institutional Review Board

ISSS: International Student and Scholar Services

ITC: Information Technology Council

LAST: Liberal Arts and Sciences Test

LEED (pronounced LEED): Leadership in Energy and Environmental Design

MBBC: Molecular Biology and Biochemistry Center

MOU: Memorandum of Understanding

NACUFS: National Association of College and University Food Services

NASAD: National Association of Schools of Art and Design

NASM: National Association of Schools of Music

NAST: National Association of Schools of Theatre

NCATE (pronounced EN - kate): National Council for Accreditation of Teacher Education

NIMS (pronounced NIMMS): National Incident Management System

NSSE (pronounced NESS - ee): National Survey of Student Engagement

NYISO: New York Independent System Operator

NYSCTE: New York State Teacher Certification Exam

NYSED : New York State Education Department

OBCR: Office of Business and Community Relations

OIEP: Office of International Education and Programs

OLS: Office of Learning Services

ORI (pronounced OR - ee): Oswego Reading Initiative

ORSP: Office of Research and Sponsored Programs

PC: President's Council

PDPS: Professional Development Partnership Schools

PDS: Professional Development Schools

PEF: Public Employees Federation

PPC: Priorities and Planning Council

RF: Research Foundation

SA: Student Association

SAPB: Student Association Programming Board

SCAC (pronounced SKACK): Scholarly and Creative Activities Committee

SCMA (sometimes pronounced SKEE - muh): School of Communication, Media, and the Arts

SEFA: State Employees' Federated Appeal (affiliated with United Way)

SHAC (pronounced SHACK): Student Health Advisory Committee

SHRM: Society for Human Resource Management

SIFE (pronounced SIFE): Students in Free Enterprise

SLN: SUNY Learning Network

SMRT (sometimes pronounced SMART): SUNY Management Resource Tool

SOB: School of Business

SOE: School of Education

SOS: Student Opinion Survey

SPAB (pronounced SPABB): Strategic Planning Advisory Board

SQL: Scientific and Quantitative Literacy

SSP: Summer Scholars Program

STEM (pronounced STEMM): Science, technology, engineering, and mathematics

SUNY (pronounced SOO - nee): State University of New York

SUNYAC (pronounced SOO - nee - ack): State University of New York Athletic Conference

SUTRA (pronounced SOO - truh): State University Tuition Reimbursement Account

TESOL (pronounced TEE - sahl): Teaching English to Speakers of Other Languages Program

TWS: teacher work sample

UCC: Undergraduate Curriculum Committee

UP: University Police

UUP: United University Professions

VIEWS (pronounced like views): The five pillars of SUNY Oswego's current strategic plan, Engaging Challenge: The Sesquicentennial Plan, Vitality, Intellectual Rigor, Engagement, World Awareness, and Solutions.

VTP: Vocational Teacher Preparation

WAC (pronounced WACK): Writing Across the Curriculum

Appendix H

Documents Cited in this Report

- Academic Affairs Annual Reports
- Accreditation Reports: AACSB, NCATE, NASAD, NASM, NAST, ABET, ACS (xls)
- Advance It – Catalyst Grant, NSF grant proposal (pdf)
- Alumni Education and Professional Development Interest Survey (pdf)
- Assessing Consumer Preferences for Adult Education (pdf)
- Assessment of Student Learning Outcomes by Program (pdf)
- The Bill of Rights and Responsibilities for Faculty, Students, Administrators, Staff, and College Council at Oswego
- Campus Update
- Chart of Accredited Programs
- Code of Student Rights, Responsibilities, and Conduct
- Common Data Set (pdf)
- Conflict of Interest & Professional Ethics (pdf)
- Criteria for Personnel Decisions
- Campus Technology Services Policies
- Effective Mentoring Handbook (pdf)
- Emergency Response Plan
- Engagement 2000 (pdf)
- Engaging Challenge: The Sesquicentennial Plan
- Enrollment Management Plan
- Faculty and Professional Staff Handbook
- GE 2000 Course Development and Submission Guidelines
- Internal Control Policies and Purchasing
- List of Institutional Assessment Projects
- Library Visioning Survey (pdf)
- Master Facilities Plan
- NACADA The Handbook of Career Advising (Jossey-Bass, 2009)
- NACUFS Consumer Satisfaction Survey, 2010 (pdf)
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- The Policies of the Board of Trustees of the State University of New York (pdf)
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- School of Business Advisement Rights and Responsibilities.
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- School of Education Policy Handbook
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- The Student Handbook, Code of Conduct (pdf)
- Student Notes
- SUNY Guidelines for Major Program Review, June 2009 (doc)
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- Task Force on Designing General Education for the 21st Century Status Report, February 2011 (pdf) (includes the final report of the Task Force for Re-Creating General Education)
- Undergraduate and Graduate Catalogs
- Up and Coming: 2010 Annual Report