Middle States Commission on Higher Education

SUNY Cortland Self-Study Process 2012
Preparation for the Self-Study

- Appointed Steering Committee

  Co-chairs:
  - Dr. Virginia Levine and Dr. Lynn Anderson
  
  - Broad representation on the Steering Committee for the Self-Study
Middle States Steering Committee Members

- Mr. Gradin Avery
- Dr. Marley Barduhn
- Ms. Amy Berg
- Mr. Jesse Campanaro
- Dr. Merle Canfield
- Dr. John Cottone
- Richard Nauseef
- Dr. Jamie Dangler
- Faculty Senate Representative TBA
- Dr. Joy Hendrick
- Ms. Jennifer Janes
- Dr. Richard Kendrick
- Dr. Bruce Mattingly
- Ms. Mary K. Murphy
- Ms. Nasrin Parvizi
- Dr. Mark Prus
- Mr. Greg Sharer
- Mr. John Shirley
- Dr. Sharon Steadman
- Mr. John Suarez
- Mr. Mike Urtz
- Dr. Carol Van Der Karr
- Dr. Vicki Wilkins
- Ms. Gail Wood
14 Middle States Standards

Characteristics of Excellence

www.msche.org
### Institutional Context

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Educational Effectiveness

STANDARD 8
Student Admissions and Retention

STANDARD 9
Student Support Services

STANDARD 10
Faculty

STANDARD 11
Educational Offerings

STANDARD 12
General Education

STANDARD 13
Related Educational Activities

STANDARD 14
Assessment of Student Learning
SUNY Cortland Self-Study Design

- SUNY Cortland 2010-2020 “A Commitment to Excellence” strategic priorities as foundation
- Comprehensive report grouping standards to align with priorities
- Five subcommittees
- Research questions
- Use of existing data and evidence
A Commitment to Excellence

• Our Mission
• Our Vision
• Our Values
Academic Excellence

Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline
Campus Priorities

Transformational Education

Ensure every student will have engaging and transformational educational experiences.
Campus Priorities

Well-being

Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.
Maximize Resources

Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.
Self-Study Model
Seven Subcommittees

• Reviewed the standards for which it was responsible
• Refined research questions based on the standards
• Identified data and documentation to show evidence of having met each fundamental element of the standard
• Reviewed the data
• Interviewed the stakeholders who had the most direct contact with the research
Subcommittee #1
Mission, Vision, Values, and Planning

Subcommittee Members:

- Bruce Mattingly -- Convener
- Carol Van Der Karr
- Susan Stratton
- Marley Barduhn
- Henry Steck
- Andrew Fitz-Gibbon

Standards 1, 2 and 6
Subcommittee #2

Academic Excellence

2a – Students
2b – Faculty
2c – Curricula/ Educational Offerings
Subcommittee #2a

Academic Excellence - Students

Subcommittee Members:

- Sharon Steadman, Convener
- Susan Wilson
- Jesse Campanaro
- Steve Cunningham
- Jose Feliciano
- Tracy Frenyea
- Isa Jubran

Standard 8
Subcommittee #2b

Academic Excellence - Faculty

Subcommittee Members:

- Mark Prus, Convener
- Girish Bhat
- Tim Phillips, Faculty Senate Representative
- Laura Gathagan
- Gigi Peterson

Standard 10
Subcommittee Members:

- Joy Hendrick—Convener
- Janet Duncan
- Andrea Lachance
- James Hokanson
- Mariangela Chandler
- Abby Thomas

Standards 11, 12, 13, and 14
Subcommittee #3
Transformational Education

Subcommittee Members:

- John Shirley—Co-Convene
- John Cottone—Co-Convene
- Gail Wood
- John Suarez
- Amy Shellman
- Kate Hovey Becker
- Sarah Zipp
- Lori Schlicht
- Mary Schlarb
- Emily Quinlan
- Sandra Wohlleber
- Aaron Zipp

Standards 9, 11, 13 and 14
Subcommittee #4
Well-being

Subcommittee Members:

- Greg Sharer—Co-Convener
- Gradin Avery—Co-Convener
- Vicki Wilkins
- Nasrin Parvizi
- Mike Urtz
- Richard Kendrick
- Jeremy Zhe-Heimerman
- Eddie Hill
- Cheryl Hines
- Julian Wright
- Catherine Smith
- Devin Coppola
- Noelle Paley
- Seth Asumah
- Vicky Johnson

Standards 3, 8, 9 and 13
Subcommittee #5
Maximize Resources

Subcommittee Members:

• Amy Berg—Convener
• Merle Canfield
• Jennifer Janes
• Mary K. Murphy
• Richard Nauseef
• Gary Evans

Standards 2, 3, 4, 5 and 7
Middle States Site Pre-Visit

• Dr. Ellie Fogarty
  Middle States Vice President and
  SUNY Cortland Liaison

• Purpose of Site Visit on 4/29/10:
  – Get to know SUNY Cortland to be of help during
    the self-study process
  – Educate about Commission standards and the
    reaccreditation process
  – Offer feedback on the Design so that it leads to
    a self-study of maximum quality and value
Middle States Feedback

- “The Design was well written and carefully developed.”

- “Emphasis on the Priorities as the organizing framework for the self-study process is very appropriate for Cortland as well as very unique.”

- “Your self-study process will be genuinely useful to the Cortland community long after the evaluation team leaves campus.”
Activities Fall 2010-Spring 2011

• Subcommittees recruited members and worked on answering research questions through analysis of new and existing data

• Multiple sources of information used to answer research questions and provide evidence of meeting the standards

• Constant review and feedback from steering committee
Subcommittee 1: Mission, Vision, Values and Planning Process

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 6: Integrity
Mission, Vision, Values and Planning Process

Research Question 1:
Why and through what process was the mission statement revised?

• Report summarizes the work of the Strategic Planning Executive Committee from 2008-2010

Research Question 2
To what extent is the mission infused in unit goals, assessment and outcomes?

• Annual report format revised in 2010 to reflect strategic priorities.
• Strategic plans from units must address broader institutional goals
Research Question 3: How effectively do the institution’s organizational structures and operations reflect and support the mission?

- Restructuring of Graduate Studies
- Retention of three school model
- Merger of Field Placement Office and Center for Educational Exchange
- Separation of International Programs Office from Clark Center
- Taskforce assessing outdoor education center and facilities
Mission, Vision, Values and Planning Process

Research Question 4: What efforts are being made to link mission, planning and resource allocation?

- Cost-saving measures (OTPS cuts) intended to maintain critical operations and avoid layoffs or retrenchment
- Decisions that support campus priorities: faculty and staff searches, funding for undergraduate research
- College Foundation’s fundraising efforts informed by campus priorities
Mission, Vision, Values and Planning Process

Research Question 5:
How does the institution demonstrate its commitment to integrity, intellectual life and student-centeredness?

- Personnel Policies, Affirmative Action
- Code of Student Conduct, TEC Fair Process Policy
- Summer Institutes: Ethics, Diversity
- NCAA compliance issues
- Research policies; IRB; IACUC
- *Bringing Theory to Practice* project
- Finance and Management policies and procedures on purchasing, audits
Subcommittee 2a: Academic Excellence-Students

Standard 8
Student Admissions and Retention

This institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student’s educational goals.
RQ 1: How effectively do admissions policies, practices, and procedures, and the infrastructure of academic programs, contribute to the ability of the College to achieve its mission?

**Analysis/Findings**

- Proactive marketing strategies/upgraded admissions process to address changing demographics
- Redesigned website
- Regular review of public data for accuracy
- Expected student learning outcomes are clearly
- Financial Aid info made easily available
Academic Excellence-Students

RQ 2: How effectively does knowledge about incoming students influence and inform the teaching and learning process and the services provided?

Analysis/Findings

• ASAP provides significant support

• “Special Talent” students receive add’l support

• EOP provides personal/academic support with some financial aid available as well
RQ 3: Regarding the future of the institution’s student enrollment base, how does the college position itself to manage anticipated demographic changes?

**Analysis/Findings**

- Enrollment planning well-organized
- College well-positioned to attract qualified students in the future
- Transfer credit evaluation well-developed
- Effective marketing and advertising
RQ 4: What are faculty, departments, academic programs, and support programs doing to support and retain students, including pre-majors, and how effective are their practices?

**Analysis/Findings**

- Special Talent athletes get required tutoring
- COR 101 a good vehicle to identify at-risk students
- ASAP serves 2/3 of the student body
- EOP tutoring process very successful
- Student Disabilities treating increased numbers (creating strain on existing resources)
Subcommittee 2b: Academic Excellence-Faculty

Standard 10: Faculty

The institution’s instructional, research and service programs are devised, developed, monitored and supported by qualified professionals.
Research Questions

RQ 1: To what extent does the institution’s faculty engage in creative curriculum development, interdisciplinary collaboration and the use of new technology in the pursuit of outstanding teaching and learning? What resources support this engagement, and how is it recognized?

RQ 2: How successful are the faculty in pursuing teaching, research and service? By what criteria and process are faculty members evaluated, and how does feedback from the process improve performance?
Findings: Research Question 1

10 year review of curriculum development
Focus on development of interdisciplinary programs integrating new technology
Learning Communities, WebCT, Distance Learning, New Graduate Programs
High Impact Learning Initiatives
  - Institutionalizing Undergraduate Research
  - Building Community Leaders
  - Bringing Theory to Practice
Faculty Development Committee Support
Annual Summer Institutes (Summer Ethics Institute, Diversity Institute, Teaching Strategies Institute)
Findings: Research Question 2

Balance between Teaching, Scholarship and Service
Exceed expectations for research and scholarship
CTE Numeric scores typically above 4
Difficulties in Service (Faculty Vacancies)
Policies on Evaluation of Faculty
  Department Personnel Policies and Procedures
  College Handbook
  Board of Trustees Policies
Review Process itself
Mentoring Programs
Faculty Development Workshops
Subcommittee 2c: Academic Excellence-Curriculum and Programs

- Standard 11: Educational Offerings
- Standard 12: General Education
- Standard 13: Related Educational Activities
- Standard 14: Assessment
Standard 11: Educational Offerings
The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education
The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.
• **Standard 13: Related Educational Activities**
  The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

• **Standard 14: Assessment**
  Assessment of student learning demonstrates that, at graduate, or other appropriate points, the institutions’ students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.
Research Questions

1. How does the College maintain academic quality in courses taught through distance learning? At off-site locations?
2. How effectively does the General Education program achieve its student learning outcomes? How are learning outcomes assessed?
3. How effectively are learning resources used by students and faculty (e.g., e-Learning, library databases, Academic Support and Achievement Program (ASAP), computer labs, etc.)?
4. What evidence demonstrates that students are meeting the College’s goals for expected learning outcomes at the program/major level? To what extent is this evidence used in program improvement?
Research Questions Continued

5. How effectively does the curriculum reflect the mission of the College?

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

6. How does the institution support underprepared students, adult learners, accelerated students and/or international students?
Key Data Sources

• On-line survey sent to department chairs and academic program coordinators
• Annual reports
  – Academic programs
  – Various support and service units
• SUNY Program Review Reports
• SUNY GE Assessment Reports
• American Council in Education (ACE) report
• SUNY Student Opinion Survey
• Graduate Survey Results
A Working Definition for Our Campus

A way of learning through which students develop skills, competencies, ethics, and knowledge that contribute to their development as a well-rounded, capable, and civically-engaged members of society.
Standards Covered

Standard 9: Student Support Services
Standard 11: Educational Offerings
Standard 13: Related Educational Activities
Standard 14: Assessment of Student Learning
Research Questions

1: What evidence is there that we are meeting the goal of every student having transformational educational experiences?

2: How are co-curricular activities linked to student learning outcomes?

3: How are experiential learning activities developed, designed and coordinated with learning objectives?

4: How is global competence impacted by participation in international programs, campus programming and curricular initiatives? What evidence is there we are maintaining effectiveness and rigor in those activities?

5: Is there evidence that opportunities offered to students beyond the traditional classroom contribute to student learning?
Sample Data Sources

NCATE
Student Opinion Survey
Graduate Survey
NSEE
ACE Lab Report
Campus annual reports
Open Doors Report
Bring Theory to Practice
SPA reports
General Assumptions

• Cortland offers a wide variety of experiential activities

• Students are engaged outside of the classroom - at least 83% of all students have participated in "hands-on learning" prior to graduation

• Many experiential activities are assessed on a regular basis and are tied to student learning outcomes

• There are gaps in measuring student learning outcomes; a campus plan must be developed to ensure that data is accurately captured and used to enhance student learning
Subcommittee 4: Well-being

Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.

Focus on three goals:
- Implement a plan for increasing participation in the life of the campus
- Appreciate and advocate for diversity, equity, and social justice
- Provide outstanding opportunities and support for healthy living

Standards covered:
Standard 3: Institutional Resources
Standard 8: Student Admission and Retention
Standard 9: Student Support Services
Standard 13: Related Educational Activities
Well-being

Programs, services and facilities that support well-being

- All divisions/areas of the College

How do programs, services and facilities compare with external benchmarks and other professional standards?

- Accreditation standards, national benchmarks, ongoing assessments

How do we inform the community of programs, services and facilities?

- Electronic, Media, Publications, word of mouth
Well-being

Level of well-being on campus

*Physical, emotional, cultural, and social well-being*

Examples of instruments and sources

- Transformational Learning Assessment (TLA); Bringing Theory to Practice
- American College Health Association's National College Health Assessment II
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
Well-being

Steps to advocate, promote and sustain diversity, equity and social justice. Effectiveness at developing appreciation.

- Diversity in the curriculum
- Student, faculty, staff enrollment/hiring, retention, graduation
- Student programming (relative to diversity); Other measures of increased diversity, awareness and appreciation

Programs, facilities and technology that support accessibility and inclusiveness. Plans for assuring future accessibility?

- Institutional commitment and need (populations served)
- Public spaces, new buildings, transit, Web, classrooms, support services, etc.
Well-being

Steps taken to promote and enhance environmental stewardship

- Institutional commitment
- Education and research
- Operations: Energy savings, construction, re-commissioning, etc.
- Planning, administration and engagement
Subcommittee 5: Maximize Resources

• Standard 2: Planning, Resource Allocation and Institutional Renewal

• Standard 3: Institutional Resources

• Standard 4: Leadership and Governance

• Standard 7: Assessment
Standard 2

Research Question 1
How do the College’s review and distribution of its financial and other resources reflect support for its mission, goals and objectives?

Research Question 2
What is the process by which specific and comprehensive plans for addressing these challenges are being formulated within the context of overall institutional planning?
Maximize Resources

Standard 3

Research Question 1:
How do the institution’s resources and uses of resources compare with those of its peer institutions?

Research Question 2:
What are the most significant challenges facing the institution relative to human resources, technology resources and physical plant resources over the next five years? What is the process by which these challenges have been or will be identified?
Maximize Resources

Standard 4

Research Question 1
To what extent have shared governance and existing structures for decision-making allowed our college to thrive? What improvements could be made?

Research Question 2
To what extent are the distinct role and responsibilities of each constituent group within arenas of shared governance understood by those involved? To what extent are existing structures utilized for decision-making?
Maximize Resources

Standard 5

Research Question 1
How effective are the administrative structures in maximizing resources? What, if any, changes in structure are needed?
Standard 7

Research Question 1
How well does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as the assessment of results in other areas, as noted in the standards? Are they related to areas of emphasis in the institution’s plan(s), and the established priorities for resource allocation and budgeting?

Research Question 2
How effectively does SUNY Cortland maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability?
Activities Spring 2011

• Chair of visitation team selected

• Angelo Armenti, Jr., Ph.D., President of California University of Pennsylvania

• B.S. degree in physics from Villanova University, and M.A. and Ph.D. degrees from Temple University in special and general relativity
What’s Next?

Fall 2011

- Early Fall: Campus community reviews self-study (campus meetings, posted on web, sandwich seminars)

- November 7, 2011: Middle States team chair Dr. Armenti reviews self-study and visits campus

- December: FINAL SELF-STUDY SUBMITTED!
Spring 2012

- Middle States team visit (April 15-18, 2012)
- Middle States Visitation Report
- Institutional response