



Institutional Self-Study

for the

Middle States Commission on Higher Education

Prepared by: State University of New York College at
Cortland

April 15-18, 2012

VOLUME II: 2012 DOCUMENT ROADMAP

Document Roadmap

2-8-12

Documenting Compliance with the Accreditation Standards of The Middle States Commission on Higher Education

This template is provided as an optional tool for institutions undertaking self-study.

Institutions undertaking comprehensive self-studies (including comprehensive with emphasis) are not required to complete document roadmaps but may find it helpful to do so.

Institutions undertaking selected topics self-study complete document roadmaps for those standards not addressed or addressed only partially in their self-studies.

Instructions: Type your responses in the expandable, shaded boxes.

Name of Institution:
Name of the Institution's Chief Executive Officer:
Date Completed:

STANDARD 1: MISSION AND GOALS

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

Assemble the following, as appropriate.

- Document Set 1: [Statements of Mission, Vision, Values and Institutional Goals.](#)**

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 1 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Clearly defined mission and goals:		
- that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes	<input checked="" type="checkbox"/> Budget Information - IPEDS <input checked="" type="checkbox"/> Strategic Planning Documents (minutes, survey/focus group/open meeting results)	Chapter 4 Research Question 4.1 and 4.4 Chapter 10 Research Question 10.1
- that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character	<input checked="" type="checkbox"/> Institutional Priorities <input checked="" type="checkbox"/> Mission Statement <input checked="" type="checkbox"/> Vision Statement	Chapter 4 Research Question 4.1
- that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments	<input checked="" type="checkbox"/> Strategic Planning Documents	Chapter 4 Research Question 4.1 and 4.2
- that are periodically evaluated and formally approved	<input checked="" type="checkbox"/> Faculty Senate Meeting Minutes <input checked="" type="checkbox"/> Faculty Senate Meeting Report <input checked="" type="checkbox"/> Strategic Planning Documents	Chapter 4 Research Question 4.1 and 4.2
- that are publicized and widely known by the institution's members	<input checked="" type="checkbox"/> Bulletin <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Website <input checked="" type="checkbox"/> President's Desk Update <input checked="" type="checkbox"/> Strategic Planning Website	Chapter 4 Research Questions 4.1 and 4.2
b. Mission and goals that relate to external as well as internal contexts and constituencies	<input checked="" type="checkbox"/> Alignment of divisional unit plans with college priorities- example from RPLS <input checked="" type="checkbox"/> Alignment of divisional unit plans with college priorities- example from Multicultural Council <input checked="" type="checkbox"/> Annual Report Format Memo <input checked="" type="checkbox"/> Power of SUNY Plan	Chapter 4 Research Questions 4.1 and 4.2

c. Institutional goals that are consistent with mission	<input checked="" type="checkbox"/> Institutional Priorities <input checked="" type="checkbox"/> Mission Statement <input checked="" type="checkbox"/> Vision Statement	Chapter 4 Research Questions 4.1, 4.2, and 4.3
d. Goals that focus on student learning, other outcomes, and institutional improvement	<input checked="" type="checkbox"/> Institutional Priorities <input checked="" type="checkbox"/> Unit Annual Reports (includes unit plans and unit assessment results)	Chapter 4 Research Questions 4.1, 4.2, and 4.3
Additional documents that demonstrate compliance with Standard 1	<input checked="" type="checkbox"/> Academic Affairs Strategic Plan (2005-2010) (2010-2020) <input checked="" type="checkbox"/> Brand Communication Manual <input checked="" type="checkbox"/> Brand Marketing Guide <input checked="" type="checkbox"/> Memorandum of Understanding (MOU II) <input checked="" type="checkbox"/> Middle States Periodic Review Report (2007) <input checked="" type="checkbox"/> Middle States Self-Study (2002) <input checked="" type="checkbox"/> Mission Review II	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 1: Mission and Goals, including relevant Fundamental Elements.

SUNY Cortland has a clearly defined mission that was recently updated with broad campus input. The mission defines who we serve and what we aspire to accomplish. Through an extensive, collaborative process, the college developed our institutional priorities for the next several years. The priorities reflect the unique strengths of our campus, and are used to shape programs, practices, and assessment. The next phase of campus strategic planning will involve the articulation of the campus plan with the SUNY System plan, “The Power of SUNY.”

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

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

Assemble the following, as appropriate.

Document Set 2: [Institutional Strategic Plan](#)

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 2 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
<p>a. Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels</p>	<p><input checked="" type="checkbox"/> Strategic Planning Documents <input checked="" type="checkbox"/> Strategic Planning Handout</p> <p><input checked="" type="checkbox"/> 2008-09 Cut Distribution <input checked="" type="checkbox"/> 2010-11 Cut Distribution <input checked="" type="checkbox"/> Scholarship Support Comparisons <input checked="" type="checkbox"/> Scholarship Yearly Comparison <input checked="" type="checkbox"/> State OTPS Cut <input checked="" type="checkbox"/> Vacancy Savings Roster</p>	<p>Chapter 4 Research Question 4.2, 4.3, and 4.4</p> <p>Chapter 10 Research Question 10.1</p>
<p>b. Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results</p>	<p><input checked="" type="checkbox"/> Strategic Planning Documents</p> <p><input checked="" type="checkbox"/> Faculty Senate <input checked="" type="checkbox"/> Strategic Planning Process <input checked="" type="checkbox"/> Strategic Planning Data <input checked="" type="checkbox"/> SUNY Six Big Ideas</p>	<p>Chapter 4 Research Question 4.2</p> <p>Chapter 10 Research Question 10.1 and 10.2</p>
<p>c. Well defined decision-making processes and authority that facilitates planning and renewal</p>	<p><input checked="" type="checkbox"/> Cortland Climate Action Plan <input checked="" type="checkbox"/> Facilities Master Plan Advisory Committee <input checked="" type="checkbox"/> Facilities Master Plan <input checked="" type="checkbox"/> Institutional Priorities <input checked="" type="checkbox"/> Residence Hall Master Plan</p>	<p>Chapter 10 Research Question 10.1</p>
<p>d. The assignment of responsibility for improvements and assurance of accountability</p>	<p><input checked="" type="checkbox"/> President's Cabinet</p>	<p>Chapter 10 Research Question 10.2</p>
<p>e. A record of institutional and unit improvements and their results</p>	<p><input checked="" type="checkbox"/> Accreditation Report - NCATE <input checked="" type="checkbox"/> Accreditation Report – RPLS <input checked="" type="checkbox"/> Accreditation Report – Student Health Services <input checked="" type="checkbox"/> Accreditation Report - UPD <input checked="" type="checkbox"/> Annual Reports – Academic Units <input checked="" type="checkbox"/> Annual Reports – Service Units <input checked="" type="checkbox"/> Career Services Graduate Survey <input checked="" type="checkbox"/> General Education Assessment <input checked="" type="checkbox"/> IRA Office Annual Report Data to</p>	<p>Chapter 10 Research Question 10.2, 10.8 and 10.9</p>

	Departments <input checked="" type="checkbox"/> Program Reviews <input checked="" type="checkbox"/> Workload Analyses	
f. Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	<input checked="" type="checkbox"/> Strategic Planning Documents <input checked="" type="checkbox"/> Strategic Planning Steering Committee <input checked="" type="checkbox"/> SUNY Six Big Ideas	Chapter 4 Research Question 4.4 Chapter 10 Research Question 10.2
Additional documents that demonstrate compliance with Standard 2	<input checked="" type="checkbox"/> National Center for Education Statistics IPEDS Data Feedback Reports <input checked="" type="checkbox"/> SUNY Strategic Plan 2004-2008	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 2: Planning, Resource Allocation, and Institutional Renewal, including relevant Fundamental Elements.

SUNY Cortland has continually conducted ongoing planning, from the SUNY-wide Memorandum of Understanding in the early 2000's, to the most recent institutional strategic planning initiative. The institutional priorities developed in the new strategic plan drive resource allocation, though assessment of outcomes in each priority area is still early in development. Two full rounds of assessment of progress toward each institutional priority, via unit annual reports, have been completed. The campus continues to develop a system to fully aggregate, communicate, and utilize the unit data for each priority area of the campus-wide strategic plan. Early indicators show broad activity to support progress toward our goals and maintenance of institutional quality at all levels.

STANDARD 3: INSTITUTIONAL RESOURCES

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

Assemble the following, as appropriate.

- Document Set 3-A: Financial Statements: (available on flash drive and in document room on campus)**The institution's two most recent externally-audited financial statements, including management letters. Provide appropriate supporting documents to help the Commission understand the audited financial statements; these may include the original financial plans and budgets for these fiscal years, a summary of budget procedures used in these fiscal years and, if applicable, SEC 10K filings or Forms 990. If either of the financial statements shows a deficit, include in Appendix 3-B clear, well-founded plans to yield a balance or surplus in a timely fashion.
- Document Set 3-B: Financial Plans: (available on flash drive and in document room on campus)**The institution's budget for revenues and expenditures, in detail, for the current fiscal year and the next five fiscal years.
- Document Set 3-C: Analytical Narrative (available on flash drive and in document room on campus)**that (1) provides information on the financial plan's underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution's strategic, operating, and other plans, and (4) assesses the institution's financial capacity and risk factors.
- Document Set 3-D: Physical Facilities:**
 - A thorough description of physical facilities, including space for instruction, library, student support services, and administrative services ([Facilities Summary](#); [Facilities Inventory](#))
 - [Capital facilities master plan](#)

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Standard 3 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	<input checked="" type="checkbox"/> American College and University Presidents' Climate Commitment <input checked="" type="checkbox"/> Appendix 9-5: Sustainability <input checked="" type="checkbox"/> ASC Sustainability Initiatives <input checked="" type="checkbox"/> Carbon Neutrality Committee <input checked="" type="checkbox"/> Community Bike Project <input checked="" type="checkbox"/> Cortaca Climate Challenge <input checked="" type="checkbox"/> Cortland Climate Action Plan <input checked="" type="checkbox"/> Earth Day programming <input checked="" type="checkbox"/> Green Reps <input checked="" type="checkbox"/> IPEDS comparison groups <input checked="" type="checkbox"/> Low mow and no mow landscaping programs <input checked="" type="checkbox"/> Sustainability Track <input checked="" type="checkbox"/> Sustainability Week	Chapter 9 Research Question 9.5 Chapter 10 Research Question 10.3
b. Rational and consistent policies and procedures in place to determine allocation of assets	<input checked="" type="checkbox"/> Accreditation Report - NCATE <input checked="" type="checkbox"/> Accreditation Report – RPLS <input checked="" type="checkbox"/> Accreditation Report – Student Health	Chapter 10 Research Question 10.2

	Services <input checked="" type="checkbox"/> Accreditation Report - UPD <input checked="" type="checkbox"/> AmeriCorps <input checked="" type="checkbox"/> Annual Reports <input checked="" type="checkbox"/> Sponsored Research <input checked="" type="checkbox"/> Strategic Planning Process	
c. An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations	<input checked="" type="checkbox"/> Faculty Development Center <input checked="" type="checkbox"/> HR Exit Interview Results <input checked="" type="checkbox"/> HR New Hire Program <input checked="" type="checkbox"/> HR On-Campus Workshops <input checked="" type="checkbox"/> Small Grants Program	Chapter 10 Research Question 10.4
d. A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate	<input checked="" type="checkbox"/> Accountability, Audit and Internal Control Act of 1987 <input checked="" type="checkbox"/> Capital Campaign <input checked="" type="checkbox"/> Internal Control Program <input checked="" type="checkbox"/> SUNY Comprehensive Financial Audit and Memo	Chapter 10 Research Question 10.4
e. A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation	<input checked="" type="checkbox"/> American College and University Presidents' Climate Commitment <input checked="" type="checkbox"/> Appendix 9-5: Sustainability <input checked="" type="checkbox"/> Cortland Climate Action Plan <input checked="" type="checkbox"/> Facilities Master Plan Space Analysis <input checked="" type="checkbox"/> The Facilities Master Plan Space Utilization <input checked="" type="checkbox"/> Physical Plant <input checked="" type="checkbox"/> Student Life Center	Chapter 9 Research Question 9.5 Chapter 10 Research Question 10.4
f. Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance	<input checked="" type="checkbox"/> Facilities Inventory <input checked="" type="checkbox"/> Facilities Summary	Chapter 10 Research Question 10.4
g. An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation	<input checked="" type="checkbox"/> Procurement and Ownership of Technology Equipment policy	Chapter 10 Research Question 10.4
h. Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets	<input checked="" type="checkbox"/> Accountability, Audit and Internal Control Act of 1987 <input checked="" type="checkbox"/> Internal Control Program <input checked="" type="checkbox"/> SUNY Comprehensive Financial Audit	Chapter 10 Research Question 10.4
i. An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter	<input checked="" type="checkbox"/> SUNY Comprehensive Financial Audit	Chapter 10 Research Question 10.4
j. Periodic assessment of the effective and efficient use of institutional resources	<input checked="" type="checkbox"/> American College and University Presidents' Climate Commitment <input checked="" type="checkbox"/> Appendix 9-5: Sustainability	Chapter 9 Research Question 9.5

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> ASC Sustainability Initiatives <input checked="" type="checkbox"/> Carbon Neutrality Committee <input checked="" type="checkbox"/> Community Bike Project <input checked="" type="checkbox"/> Cortaca Climate Challenge <input checked="" type="checkbox"/> Cortland Climate Action Plan <input checked="" type="checkbox"/> Earth Day programming <input checked="" type="checkbox"/> Green Reps <input checked="" type="checkbox"/> Low mow and no mow landscaping programs <input checked="" type="checkbox"/> Sustainability Track <input checked="" type="checkbox"/> Sustainability Week 	<p>Chapter 10 Research Question 10.4</p>
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Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 3: Institutional Resources, including relevant Fundamental Elements.

A thorough analysis of the resources available to SUNY Cortland shows that the campus uses its resources efficiently despite challenges such as reduced budgets, increased technology demands, and a significant number of retirements. The college has set goals to reduce its carbon/energy footprint and increase sustainability in all aspects of operations and facilities. In addition, the college is filling vacant faculty lines at a high rate. The college continually assesses its use of resources through master planning, audits, and other processes to further ensure that its mission is fulfilled within the scope of its resources. Initiatives like the capital campaign recently launched help to increase available resources for the campus and its core programs and activities.

STANDARD 4: LEADERSHIP AND GOVERNANCE

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

Assemble the following, as appropriate.

- Document Set 4-A: Bylaws:** The bylaws or other basic institutional documents identifying the group legally responsible for the institution.
- Document Set 4-B: Governing Board:** Documentation of the structure, authority, and autonomy of the governing board, including policies and procedures manuals, board and committee procedures, and board and committee minutes. The documentation should describe how the governing board regularly reviews basic policies. ([meeting schedule 2011-12](#))
- Document Set 4-C: Governing Board Members:** A list of current governing board members, including the name, affiliation, and occupation of each member. Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees; and identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer. (additional listing on [college website](#) and in [college catalog](#))

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 4 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	<input checked="" type="checkbox"/> College Council <input checked="" type="checkbox"/> Faculty Senate <input checked="" type="checkbox"/> President's Cabinet <input checked="" type="checkbox"/> University Faculty Senate <input checked="" type="checkbox"/> College Council By-Laws <input checked="" type="checkbox"/> ACT Handbook	Chapter 10 Research Question 10.5
b. Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:		
- delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process.	<input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Presidential Committees <input checked="" type="checkbox"/> College Council By-Laws <input checked="" type="checkbox"/> ACT Handbook	Chapter 10 Research Question 10.5
- assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making.	<input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> SUNY Board of Trustees Policies <input checked="" type="checkbox"/> College Council By-Laws <input checked="" type="checkbox"/> ACT Handbook	Chapter 10 Research Question 10.5
- provide for the selection process for	<input checked="" type="checkbox"/> College Handbook	Chapter 10

governing body members		Research Question 10.5
c. Appropriate opportunity for student input regarding decisions that affect them	<input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Student Government Association (SGA) <input checked="" type="checkbox"/> College Council Roster (with student member)	Chapter 10 Research Question 10.5 and 10.6
d. A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled	<input checked="" type="checkbox"/> College Handbook	Chapter 10 Research Question 10.5
e. A governing body not chaired by the chief executive officer	<input checked="" type="checkbox"/> Faculty Senate <input checked="" type="checkbox"/> College Council Roster	Chapter 10 Research Question 10.5 and 10.6
f. A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any	<input checked="" type="checkbox"/> Certification	Chapter 2 Chapter 10 Research Question 10.6
g. A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution	<input checked="" type="checkbox"/> Code of Ethics Law <input checked="" type="checkbox"/> Ethics in State Government Policy <input checked="" type="checkbox"/> HR Policies <input checked="" type="checkbox"/> College Council By-Laws <input checked="" type="checkbox"/> ACT Handbook	Chapter 4 Research Question 4.5
h. A governing body that assists in generating resources needed to sustain and improve the institution	<input checked="" type="checkbox"/> Cortland College Foundation <input checked="" type="checkbox"/> Cortland College Foundation Board of Directors	Chapter 10 Research Question 10.6
i. A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives	<input checked="" type="checkbox"/> College Council Orientation Overview <input checked="" type="checkbox"/> College Council Orientation 2008 <input checked="" type="checkbox"/> College Council Orientation 2006	Chapter 10 Research Question 10.6
j. A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives	<input checked="" type="checkbox"/> Governance Structure Review	Chapter 10 Research Question 10.6
k. A chief executive officer, appointed by the governing board, with primary responsibility to the institution	<input checked="" type="checkbox"/> Organizational Chart <input checked="" type="checkbox"/> President	Chapter 10 Research Question 10.6
l. Periodic assessment of the effectiveness of	<input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 10

institutional leadership and governance	<input checked="" type="checkbox"/> College Council By-Laws <input checked="" type="checkbox"/> ACT Handbook	Research Question 10.6
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Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 4: Leadership and Governance, including relevant Fundamental Elements.

SUNY Cortland has a clearly defined system of governance both within the SUNY System and at the campus level. SUNY Cortland was active in the SUNY System comprehensive strategic planning and has active participation in SUNY Faculty Senate. Policies about ethics are clear and widely communicated. The SUNY Board of Trustees Policies, the Association of Council Member and College Trustees Handbook, and the Cortland College Handbook provide written guidance on governance. The President of the College and President’s Cabinet are reviewed annually. The SUNY Cortland Faculty Senate has major responsibility for academic and curricular policy and programming. The Student Government Association promotes participation by students in all aspects of the campus, including governance. The Cortland College Foundation and its board assist in generating financial resources to sustain and improve the college. Overall the institution’s system of governance ensures integrity and the ability to meet our mission.

STANDARD 5: ADMINISTRATION

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

Assemble the following, as appropriate.

- Document Set 5-A: Chief Executive Officer:**
 - Resume or vita for the chief executive officer including the officer's name and title (available in document room on campus) (see also [biography on college website](#))
 - [Evidence that the CEO was appointed by the governing board](#)
 - The appointment date of the CEO (June 3, 2003)
- Document Set 5-B: [Administrative Organization](#):** The organizational chart for the institution, including [names and titles of the individuals](#) in each position identified in the chart.
- Document Set 5-C: [Continuity of Leadership](#):** Institutional procedures for continuity of leadership in the event that the institution is sold, the owner or president dies, etc.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 5 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution	<input checked="" type="checkbox"/> President <input checked="" type="checkbox"/> Organizational Chart	Chapter 10 Research Question 10.7
b. A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission	<input checked="" type="checkbox"/> President	Chapter 10 Research Question 10.7
c. Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions	<input checked="" type="checkbox"/> President's Cabinet	Chapter 10 Research Question 10.7
d. Qualified staffing appropriate to the goals, type, size, and complexity of the institution	<input checked="" type="checkbox"/> Faculty Listing <input checked="" type="checkbox"/> Ratio of full-time to part-time faculty <input checked="" type="checkbox"/> Placement goals	Chapter 10 Research Question 10.7
e. Adequate information and decision-making systems to support the work of administrative leaders	<input checked="" type="checkbox"/> College Handbook	Chapter 10 Research Question 10.7
f. Clear documentation of the lines of organization and authority	<input checked="" type="checkbox"/> Organizational Chart <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 10 Research Question 10.7
g. Periodic assessment of the effectiveness of administrative structures and services	<input checked="" type="checkbox"/> SUNY Board of Trustees Policies <input checked="" type="checkbox"/> Section 240.05 of the College Handbook <input checked="" type="checkbox"/> Chapter 220 of the College	Chapter 10 Research Question 10.7

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 5: Administration, including relevant Fundamental Elements.

SUNY Cortland's administrative structures appear to be effective in facilitating learning, scholarship, quality improvement, and governance. Available resources and effective uses of those resources are routinely reviewed and acted upon. When deficiencies are identified, administrative structures work to find reasonable solutions.

STANDARD 6: INTEGRITY

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

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 6 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	<input checked="" type="checkbox"/> Academic Grievance Tribunal <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> COR 101 <input checked="" type="checkbox"/> Code of Student Conduct <input checked="" type="checkbox"/> Student Conduct Office	Chapter 4 Research Question 4.5
b. Fair and impartial practices in the hiring, evaluation and dismissal of employees	<input checked="" type="checkbox"/> Affirmative Action Policies <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Human Resources Policies and Procedures <input checked="" type="checkbox"/> Search Committee Procedure Manual <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 4 Research Question 4.5
c. Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents	<input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Conflict of Interest Policy <input checked="" type="checkbox"/> Consensual Relationships Policy <input checked="" type="checkbox"/> Ethics in State Government Policy <input checked="" type="checkbox"/> Institutional Review Board Policies <input checked="" type="checkbox"/> Research and Sponsored Programs Policies	Chapter 4 Research Question 4.5
d. Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	<input checked="" type="checkbox"/> Academic Integrity <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Course Teacher Evaluation Policy <input checked="" type="checkbox"/> College Teacher Evaluation Handbook <input checked="" type="checkbox"/> Curriculum Guide <input checked="" type="checkbox"/> Faculty Senate By-Laws <input checked="" type="checkbox"/> Field Experience Handbook <input checked="" type="checkbox"/> NCAA Compliance Documents <input checked="" type="checkbox"/> Code of Student Conduct <input checked="" type="checkbox"/> Teacher Education Council <input checked="" type="checkbox"/> Teacher Education Candidate Review Committee <input checked="" type="checkbox"/> Title IX Report	Chapter 4 Research Question 4.5
e. A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom	<input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Curriculum Guide <input checked="" type="checkbox"/> Faculty Senate Meeting Minutes <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 4 Research Question 4.5
f. An institutional commitment to principles of protecting intellectual property rights	<input checked="" type="checkbox"/> Research Foundation Policies <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 4 Research Question 4.5
g. A climate that fosters respect among students, faculty, staff, and administration for	<input checked="" type="checkbox"/> Bringing Theory to Practice <input checked="" type="checkbox"/> Center for Ethics, Peace, and Social Justice	Chapter 4 Research Question 4.5

<p>a range of backgrounds, ideas, and perspectives</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Disability Support Services <input checked="" type="checkbox"/> Faculty Senate Meeting Minutes <input checked="" type="checkbox"/> Multicultural Life and Diversity <input checked="" type="checkbox"/> President's Interfaith and Community Service Campus Challenge <input checked="" type="checkbox"/> State of Poverty Simulation <input checked="" type="checkbox"/> Student Government Association <input checked="" type="checkbox"/> Summer Ethics Institute 	
<p>h. Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academics-Catalogs <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Admissions <input checked="" type="checkbox"/> Advisement and Transition <input checked="" type="checkbox"/> College Website <input checked="" type="checkbox"/> Marketing Materials (e.g. Viewbook, Your Next Moment, Enrollment Info Booklet, Winning Moments, Career Moments) 	<p>Chapter 5 Research Question 5.1</p>
<p>i. Required and elective courses that are sufficiently available to allow students to graduate within the published program length</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> Course Retirement Policy <input checked="" type="checkbox"/> Online Course Schedule <input checked="" type="checkbox"/> 	<p>Chapter 5 Research Question 5.1</p>
<p>j. Reasonable, continuing student access to paper or electronic catalogs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Catalog 	<p>Chapter 5 Research Question 5.1</p>
<p>k. When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Catalog 	
<p>l. When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> Registrar web page 	
<p>m. Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> President's Desk Updates 	<p>Chapter 4 Research Question 4.2</p> <p>Chapter 10 Research Question 10.1</p>
<p>n. Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> College Website – Accreditation <input checked="" type="checkbox"/> College Facts and Figures 	<p>Chapter 10 Research Question 10.9</p>
<p>o. Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment Overview on web <input checked="" type="checkbox"/> Quick Data on web 	<p>Chapter 10 Research Question 10.8 and 10.9</p>
<p>p. Institutional information provided in a manner that ensures student and public</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Admissions 	<p>Chapter 5 Research Question 5.1</p>

access, such as print, electronic, or video presentation	<input checked="" type="checkbox"/> Advisement and Transition <input checked="" type="checkbox"/> Ask Cortland (chat) <input checked="" type="checkbox"/> College Board <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> Collegeview.com <input checked="" type="checkbox"/> Collegeweeklive.com <input checked="" type="checkbox"/> Facebook <input checked="" type="checkbox"/> Hobsons <input checked="" type="checkbox"/> mySpace <input checked="" type="checkbox"/> Transfer Equivalencies <input checked="" type="checkbox"/> yourcampus360.com	
q. Fulfillment of all applicable standards and reporting and other requirements of the Commission	<input checked="" type="checkbox"/> Certification	Chapter 2
r. Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented	<input checked="" type="checkbox"/> Business Office Policies and Procedures and Internal Control	Chapter 4 Research Question 4.5

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 6: Integrity, including relevant Fundamental Elements.

SUNY Cortland, through broad campus dialogue, identified integrity as one of its three core values. The self-study clarified how seriously the campus holds this value in the conduct of its programs and activities. At all levels, and across constituencies, SUNY Cortland showed a high level of integrity, adhering to clearly articulated ethical standards, including academic freedom.

STANDARD 7: INSTITUTIONAL ASSESSMENT

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

Assemble the following, as appropriate.

- Document Set 7: [Institutional Assessment Documentation](#):** Documentation of an implemented, systematic, and sustained institutional assessment process. Documentation of processes for assessing student learning outcomes may be included either here or in a separate Appendix 14.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

For this standard, two types of links are provided, internal links and external links.

- ⊙ = targets/anchors within the self-study
- ☑ = external links

Internal links are those that are within the self-study, where the standard/fundamental is addressed. External links are to documents that further substantiate the standard/fundamental elements.

Standard 7 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:	<i>External link:</i> ☑ Assessment at SUNY Cortland	
➤ A foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another	<i>External link:</i> ☑ Online Surveys Administered at Cortland ☑ Assessment Policies <i>Internal links:</i> ⊙ Goals and Activities Align with Strategic Priorities ⊙ Assessment Conducted in Many Ways ⊙ Faculty and Staff Support Academic Excellence ⊙ Regular Self-Assessment and Reaccreditation Encourages Institutional Planning ⊙ Student Learning Outcomes ⊙ Assessment Philosophy	Chapter 10 Research Questions 10.8 and 10.9

<p>➤ Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:</p> <ul style="list-style-type: none"> ○ maximize the use of existing data and information; ○ clearly and purposefully relate to the goals they are assessing; ○ are of sufficient quality that results can be used with confidence to inform decisions 	<p><i>External links:</i></p> <ul style="list-style-type: none"> ☑ Assessment at SUNY Cortland <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ Faculty and Staff Support Academic Excellence ⊙ Class Surveys ⊙ Regular Review of Teacher Education Programs ⊙ SUNY Cortland Assessment Plan ⊙ Teacher Certification Exam Results ⊙ SOS Summaries Help Monitor Retention ⊙ Student Surveys Assess Teaching Quality ⊙ College Uses Own Assessment Instruments ⊙ Software and Computer Lab Usage ⊙ Indicators of Access and Engagement ⊙ Online Survey Assesses Learning Outcomes ⊙ Use of Multiple Measures ⊙ College Encourages Excellence ⊙ Multiple Data Sources to Assess Well-Being ⊙ Well-Being Assessment Finding: Flourishing Behaviors ⊙ Outcomes Assessed Every 3 Years ⊙ Faculty and Staff Support Academic Excellence ⊙ Class Surveys ⊙ Advisement and Transition Office Provides Integrated Programming ⊙ GPA Minimum for Teacher Education Candidates ⊙ Example of Students Meeting College and Program Learning Outcomes ⊙ Department Chairs Evaluate Grade Averages ⊙ Indirect Student Learning Outcome Measures ⊙ Teacher Education Candidate Assessment System (TECAS) ⊙ Assessment Conducted in Many Ways ⊙ Faculty and Staff Support Academic Excellence ⊙ Measures Used to Monitor/Assess Quality Teaching ⊙ 99% Pass Rate on NYS Teacher Certification Exams ⊙ Overall/Major GPA Requirements ⊙ Use of TOEFL Scores ⊙ Indicators of Access and Engagement 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
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	<ul style="list-style-type: none"> ⊙ Co-Curricular Activities Linked to Learning Outcomes and Planning ⊙ Direct Student Learning Outcome Measures ⊙ Teacher Certification Exam Results ⊙ SOS Summaries Help Monitor Retention ⊙ Measures Used to Monitor/Assess Quality Teaching ⊙ Cortland's Mission for Outstanding Teaching ⊙ Course Teacher Evaluations (CTE) ⊙ College Uses Own Assessment Instruments ⊙ Campus Well-Being Study ⊙ Regular Self-Assessment and Reaccreditation Encourages Institutional Planning ⊙ Direct Student Learning Outcome Measures ⊙ Indirect Student Learning Outcome Measures ⊙ Teacher Education Candidate Assessment System (TECAS) ⊙ Regular Review of Teacher Education Programs ⊙ Regular Self-Assessment and Reaccreditation Encourages Institutional Planning 	
<ul style="list-style-type: none"> ➤ Support and collaboration of faculty and administration 	<p><i>Internal link:</i></p> <ul style="list-style-type: none"> ⊙ Assessment Conducted in Many Ways 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
<ul style="list-style-type: none"> ➤ Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources 	<p><i>External links:</i></p> <ul style="list-style-type: none"> ☑ Annual Reports ☑ Program Reviews ☑ General Education Assessment ☑ SUNY Faculty Senate Guide for Evaluation of Undergraduate Academic Programs ☑ SUNY Memorandum on Assessment of Institutional Effectiveness ☑ Program Review Policy ☑ Course Teacher Evaluation (CTE) Requirement ☑ Annual Report Request Memo ☑ Middle States ☑ Middle States Accreditation ☑ NCATE Accreditation ☑ Specialized Program Associations ☑ New York State Education Department (NYSED) Website <p><i>Internal links:</i></p>	<p>Chapter 10 Research Questions 10.8 and 10.9</p>

	<ul style="list-style-type: none"> ⊙ Regular Review of Teacher Education Programs ⊙ General Education (GE) Formal Assessment Plan ⊙ Results, Review, Recommendations (RRR) Process ⊙ Full Review and Assessment of Academic Programs Every 7 Years ⊙ Assessment Policies ⊙ Data Collection Schedule ⊙ Teacher Education Candidate Assessment System (TECAS) 	
➤ Sufficient simplicity, practicality, detail, and ownership to be sustainable	<p><i>External links:</i></p> <ul style="list-style-type: none"> ☑ Assessment at SUNY Cortland <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ College Uses Own Assessment Instruments ⊙ General Education (GE) Assessment Results Review Process 	Chapter 10 Research Questions 10.8 and 10.9
➤ Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process	<p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ Opportunities to Articulate and Assess College's Strategic Priorities ⊙ Review of Course Syllabi ⊙ Results, Review, Recommendations (RRR) Process ⊙ Review of General Education Course Material ⊙ Department Chair Survey Findings ⊙ Needs Assessment Taskforce to Address eLearning Needs ⊙ Full Review and Assessment of Academic Programs Every 7 Years ⊙ Promotion of Social Justice on Campus ⊙ Regular Self-Assessment and Reaccreditation Encourages Institutional Planning ⊙ Annual Reports 	Chapter 10 Research Questions 10.8 and 10.9
b. Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal and to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research)	<p><i>External links:</i></p> <ul style="list-style-type: none"> ☑ Annual Reports ☑ Program Reviews ☑ General Education Assessment <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ General Education (GE) Formal Assessment Plan ⊙ Results, Review, Recommendations (RRR) Process 	Chapter 10 Research Questions 10.8 and 10.9

c. Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results	<i>External link:</i> <input checked="" type="checkbox"/> Strategic Planning Documents <i>Internal links:</i> <input type="checkbox"/> General Education (GE) Formal Assessment Plan <input type="checkbox"/> SUNY Cortland Assessment Plan	Chapter 4 Research Question 4.1
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- ⊙ = targets/anchors within the self-study
- ☑ = external links

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 7: Institutional Assessment, including relevant Fundamental Elements.

SUNY Cortland has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and strategic priorities. Assessment at SUNY Cortland involves both “top down” and “bottom up” approaches. Many aspects of the system are mandated and/or developed (top down) by the federal and state government, the SUNY university system, SUNY Cortland itself, as well as various accrediting bodies (e.g., NCATE and Middle States). Assessment also begins with faculty members assessing students on a daily basis, and develops into program, department, school, unit and university assessment systems. From this perspective assessment is a bottom up generated system.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

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

Assemble the following, as appropriate.

- **Document Set 8-A: Admissions Philosophy and Practices:** Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practices
 - [Admissions](#)
 - [Freshmen Admission](#)
 - [Transfer Admission](#)
 - [Transfer Equivalencies](#)
 - [Undergraduate International Student Admission](#)
 - [Admissions FAQ](#)
 - [Undergraduate College Catalog - Admissions Evaluation Process](#)
 - [Graduate Admission](#)
 - [International Graduate Admission](#)
 - [Graduate College Catalog - Admissions](#)
 - [Academics](#)
 - [Advisement and Transition](#)
 - [Admissions Office Annual Reports](#)
 - [Brand Marketing Guide](#)
 - [SUNY Cortland Brand](#)
 - [Student Recruitment Materials](#)
 - [SUNY Application](#)
 - [Common Application](#)
 - [Accepted Student Messaging](#)

- **Document Set 8-B: Admissions Profile:** Number of inquiries, applications, admits, deposit-payers, and newly enrolled degree-seeking students, with appropriate cohort breakdowns, for the most recent year for which this information is available
 - [New Freshmen Profiles](#)
 - [New Transfer Profiles](#)
 - [EOP Freshmen Profiles](#)
 - [Special Talent Freshmen Profiles](#)
 - [Special Talent Transfer Profiles](#)
 - [Out-of-State Profiles](#)

- **Document Set 8-C: Enrollment Profile:** Current enrollment profile, with distributions by program or major, age, gender, racial/ethnic status, geographic origin, full-time/part-time status, and eligibility for financial aid.
 - [Enrollment by School](#)
 - [Freshmen Enrollment by Major](#)
 - [Official and Planned Enrollment](#)
 - [Undergraduate Program Enrollment](#)
 - [Graduate Program Enrollment](#)
 - [Enrollment by Race](#)
 - [Enrollment by Gender](#)
 - [Out-of-State Enrollment](#)
 - [EOP Enrollment](#)

- ❑ **Document Set 8-D: Enrollment Projections:** Five-year enrollment projections, with distribution by program or major, and the assumptions upon which these projections are based
 - [Projected Demographics](#)
 - [Historical AAFTE Enrollment](#)
 - [Headcount Enrollment History](#)
 - [SUNY Five-year Enrollment Plan](#)
 - [SUNY Cortland Enrollment Plan](#)
 - [Updated SUNY Cortland Enrollment Plan](#)

- ❑ **Document Set 8-E: Financial Aid Profile:** Brochures and other publications on financial aid and most recent student loan default rate
 - [Financial Aid Information](#)
 - [Scholarships](#)
 - [Net Price Calculator](#)
 - [Cost of Attending](#)
 - [Student Loan Default Rate](#)

- ❑ **Document Set 8-F: Retention and Graduation Rates:** Current and recent student retention and graduation rates, including clear definitions of each rate and how each is calculated

Retention

- [Retention-Freshmen](#)
- [Retention-Transfers](#)
- [Retention-Freshmen by Race](#)
- [Retention-Freshmen-EOP](#)

Graduation

- [Graduation Rates](#)
- [Graduation Rates by Race](#)
- [Graduation Rates-EOP](#)
- [IPEDS Graduation Rate Calculations](#)

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 8 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Admissions policies, developed and implemented, that support and reflect the mission of the institution	<input checked="" type="checkbox"/> Admissions Office Annual Reports <input checked="" type="checkbox"/> Brand Marketing Guide <input checked="" type="checkbox"/> Enrollment Plan <input checked="" type="checkbox"/> Enrollment Planning Update <input checked="" type="checkbox"/> Enrollment Projections <input checked="" type="checkbox"/> Enrollment Trends <input checked="" type="checkbox"/> Marketing Materials (e.g. Viewbook , Your Next Moment , Enrollment Info Booklet , Winning Moments , Career Moments) <input checked="" type="checkbox"/> SUNY Cortland Brand	Chapter 5 Research Question 5.1
b. Admissions policies and criteria available to assist the prospective student in making informed decisions	<input checked="" type="checkbox"/> Accepted Students Website <input checked="" type="checkbox"/> Admissions FAQ/Website <input checked="" type="checkbox"/> Enrollment Facts <input checked="" type="checkbox"/> Freshmen Admissions Process <input checked="" type="checkbox"/> SUNY Application <input checked="" type="checkbox"/> The Common Application <input checked="" type="checkbox"/> Transfer Admissions Process	Chapter 5 Research Question 5.1

<p>c. Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points</p>	<ul style="list-style-type: none"> ☑ ASAP Office ☑ Educational Opportunities Office ☑ Athletic Tutoring Memos and Reports ☑ EOP Memo from Amy Dahlman ☑ Memo from Associate Deans ☑ NCAA's CHAMPS/Life Skills ☑ Student-Athlete Academic Support ☑ Resources for Well-Being 	<p>Chapter 5 Research Question 5.2 and 5.4</p> <p>Chapter 9 Research Question 9.1</p>
<p>d. Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing</p>	<ul style="list-style-type: none"> ☑ Academics Section of College Catalog ☑ Academics Website ☑ Admission Website ☑ Advanced Placement ☑ Advisement and Transition ☑ College Catalog ☑ CLEP at SUNY Cortland ☑ Foreign Language Placement ☑ International Baccalaureate ☑ Marketing Materials (e.g. Viewbook, Your Next Moment, Enrollment Info Booklet, Winning Moments, Career Moments) 	<p>Chapter 5 Research Question 5.1</p>
<p>e. Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students</p>	<ul style="list-style-type: none"> ☑ Academic Convocation ☑ Bachelor's Degree Requirements ☑ Career Services Survey ☑ College Catalog ☑ Exam pass rates ☑ General Education Requirements ☑ National Survey of Student Engagement ☑ Student Opinion Survey 	<p>Chapter 5 Research Question 5.1</p>
<p>f. Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds</p>	<ul style="list-style-type: none"> ☑ Academics in College Catalog ☑ Admissions ☑ Advisement and Transition ☑ College Catalog Financial Aid Information ☑ Financial Aid Annual Reports ☑ Financial Aid Information ☑ Freshmen Admissions Process ☑ Scholarships ☑ Student Opinion Survey ☑ Transfer Admissions Process 	<p>Chapter 5 Research Question 5.1</p>
<p>g. Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning</p>	<ul style="list-style-type: none"> ☑ Advisement and Transition Transfer Credit Services ☑ Advisement and Transition Transfer Student Support ☑ College Catalog Transfer Credit Policies and Evaluation ☑ Transfer Admissions Process 	<p>Chapter 5 Research Question 5.1 and 5.3</p>
<p>h. Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies</p>	<ul style="list-style-type: none"> ☑ Advisement and Transition Office ☑ COR 101 College Student Inventory ☑ COR 101 Learning Goals and Objectives ☑ COR 101 CTE Results ☑ Enrollment by Race ☑ Enrollment Planning ☑ Enrollment History ☑ First-year student retention ☑ Four, five and six-year graduation rates 	<p>Chapter 5 Research Question 5.1, 5.2, and 5.4</p> <p>Chapter 9 Research Question 9.3</p>

	<input checked="" type="checkbox"/> Graduation Rates <input checked="" type="checkbox"/> Graduation rates EOP <input checked="" type="checkbox"/> Graduation rates by race <input checked="" type="checkbox"/> IPEDS Graduation Rates Data <input checked="" type="checkbox"/> National Survey of Student Engagement <input checked="" type="checkbox"/> New Freshmen Profile <input checked="" type="checkbox"/> Projection of High School Graduates <input checked="" type="checkbox"/> Retention - Freshmen <input checked="" type="checkbox"/> Retention-EOP Freshmen <input checked="" type="checkbox"/> Retention Freshmen by race <input checked="" type="checkbox"/> Retention -Transfers <input checked="" type="checkbox"/> Scholarship Website <input checked="" type="checkbox"/> Stamats Score Card <input checked="" type="checkbox"/> Student Disability Services <input checked="" type="checkbox"/> Student Opinion Survey <input checked="" type="checkbox"/> Study Behavior Inventory <input checked="" type="checkbox"/> Transfer Profile <input checked="" type="checkbox"/> Wiser Advisor Newsletters	
Additional documents that demonstrate compliance with Standard 8	<input checked="" type="checkbox"/> Title II Report Card	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 8: Student Admissions and Retention, including relevant Fundamental Elements.

SUNY Cortland is effective in recruiting, admitting, and retaining students and in providing the necessary supports to those students who need them to achieve their academic goals. More rigorous assessment of outcomes from specific services would further strengthen this area.

	Prevention <input checked="" type="checkbox"/> University Police Department	
d. Appropriate student advisement procedures and processes	<input checked="" type="checkbox"/> Advisement and Transition Office <input checked="" type="checkbox"/> Advising Satisfaction Responses	Chapter 9 Research Question 9.1
e. If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	<input checked="" type="checkbox"/> Athletics	Chapter 8 Research Questions 8.1 and 8.3 Chapter 9 Research Question 9.1
f. Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances	<input checked="" type="checkbox"/> Academic Integrity <input checked="" type="checkbox"/> Code of Student Conduct <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Student Conduct Office	
g. Records of student complaints or grievances	<input checked="" type="checkbox"/> Academic Dishonesty Report Fall 2010 <input checked="" type="checkbox"/> Academic Dishonesty Report Spring 2011	
h. Policies and procedures, developed and implemented, for safe and secure maintenance of student records	<input checked="" type="checkbox"/> FERPA at SUNY Cortland	
i. Published and implemented policies for the release of student information	<input checked="" type="checkbox"/> FERPA at SUNY Cortland <input checked="" type="checkbox"/> FERPA for Parents	
j. Ongoing assessment of student support services and the utilization of assessment results for improvement	<input checked="" type="checkbox"/> Annual Reports-Service Units <input checked="" type="checkbox"/> Council for the Advancement of Standards <input checked="" type="checkbox"/> Counseling Center Accreditation <input checked="" type="checkbox"/> Student Health Services Accreditation <input checked="" type="checkbox"/> University Police Accreditation	Chapter 9 Research Questions 9.1 and 9.2

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 9: Student Support Services, including relevant Fundamental Elements.

SUNY Cortland holds student-centeredness as one of its core values. The breadth, depth, and quality of student support services shows clear evidence of student-centeredness permeating the institution. Students can receive support in academics, financial services, personal, transfer, admissions, and career counseling services. In addition, a rich selection of services that support well-being, as broadly defined by our campus strategic priorities, are available to all students.

STANDARD 10: FACULTY

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

Assemble the following, as appropriate.

- Document Set 10-A: Faculty Profile:** [Current counts of all instructional staff currently employed by the institution, with breakdowns by full-time, part-time, and adjunct status](#) (also see [Common Data Set](#)) and by location (on campus and at each off-campus location, as applicable)
- Document Set 10-B: Faculty Data:**
 - [Names, titles, most advanced degree, field of experience](#)
 - Current teaching load (in credits per semester and in hours per week) of each instructional staff person (**available in document room on campus**)
- Document Set 10-C: [Faculty/Staff Handbook](#)**

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 10 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately	<input checked="" type="checkbox"/> College Handbook Chapter 230 <input checked="" type="checkbox"/> Faculty Listing <input checked="" type="checkbox"/> Faculty-Staff Excellence <input checked="" type="checkbox"/> Faculty Workload <input checked="" type="checkbox"/> Status of New Faculty Positions	Chapter 6 Research Question 6.2
b. Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified	<input checked="" type="checkbox"/> College Handbook Course Syllabi Policy <input checked="" type="checkbox"/> Course Syllabi <input checked="" type="checkbox"/> Curriculum Website <input checked="" type="checkbox"/> Curriculum Process and Guide <input checked="" type="checkbox"/> Curriculum Committee Members (all levels) <input checked="" type="checkbox"/> Title III New Programs <input checked="" type="checkbox"/> Unified Teaching and Learning Initiative	Chapter 6 Research Question 6.1
c. Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth	<input checked="" type="checkbox"/> College Catalog Faculty Section <input checked="" type="checkbox"/> Departmental Annual Reports <input checked="" type="checkbox"/> Faculty and Staff Excellence <input checked="" type="checkbox"/> Faculty Development Center <input checked="" type="checkbox"/> Student Opinion Survey	Chapter 6 Research Question 6.1 and 6.2 Chapter 7 Research Question 7.1
d. Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service	<input checked="" type="checkbox"/> Auxiliary Services Corporation (ASC) <input checked="" type="checkbox"/> College Research Committee <input checked="" type="checkbox"/> Cortland College Foundation Small Grants <input checked="" type="checkbox"/> Faculty Development Center <input checked="" type="checkbox"/> Institute for Infusing Diversity and Multiculturalism into the Curriculum <input checked="" type="checkbox"/> Office of Research and Sponsored	Chapter 6 Research Question 6.2

	Programs <input checked="" type="checkbox"/> Orientation program <input checked="" type="checkbox"/> Sabbatical leaves <input checked="" type="checkbox"/> Summer Ethics Institute <input checked="" type="checkbox"/> Undergraduate Research Council <input checked="" type="checkbox"/> United University Programs/Joint Labor Management Committee	
e. Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	<input checked="" type="checkbox"/> Credit hour teaching load (available in document room on campus) <input checked="" type="checkbox"/> Departmental annual reports	Chapter 6 Research Question 6.2
f. Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons	<input checked="" type="checkbox"/> Academic Faculty Affairs Committee <input checked="" type="checkbox"/> College Handbook 220 and 230 <input checked="" type="checkbox"/> Human Resources policies <input checked="" type="checkbox"/> Promotion/appointment success rates <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 6 Research Question 6.2
g. Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution	<input checked="" type="checkbox"/> Department Personnel Policies <input checked="" type="checkbox"/> College Handbook 220 and 230 <input checked="" type="checkbox"/> SUNY Board of Trustees Policies	Chapter 6 Research Question 6.2
h. Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty	<input checked="" type="checkbox"/> CTE policy <input checked="" type="checkbox"/> Part-time Faculty Handbook	Chapter 6 Research Question 6.2
i. Adherence to principles of academic freedom, within the context of institutional mission	<input checked="" type="checkbox"/> Academic Freedom Policy	Chapter 4 Research Question 4.5 Chapter 6 Research Question 6.2
j. Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs	<input checked="" type="checkbox"/> Academic Faculty Affairs Committee	Chapter 6 Research Question 6.2 Chapter 10 Research Questions 10.5, 10.8 and 10.9

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 10: Faculty, including relevant Fundamental Elements.

One of SUNY Cortland's strengths is its faculty and staff. The instructional and research programs at the College are developed, implemented and evaluated by the faculty. Service programs are devised and monitored by qualified faculty and staff. A priority for the institution is to continue to replace faculty and staff lost to retirement and bring the number of full-time faculty back to previous levels.

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.

Assemble the following, as appropriate.

- Document Set 11-A: List of Educational Offerings ([Undergraduate](#); [Graduate](#)):** List of all educational programs, indicating whether they are undergraduate or graduate, if not provided in the catalog
- Document Set 11-B: Graduation requirements of each program ([Undergraduate](#); [Graduate](#)),** if not provided in the catalog
- Document Set 11-C: [Additional Academic Programs](#):** Information on existing, new, or planned programs that are not in the current catalog(s)
- Document Set 11-D: Library and Other Information Resources:**
 - Documentation of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats
 - See [MyRedDragon Library tab](#) (login required)
 - See [Library at Cortland.edu](#)
 - [Reference and Instruction Annual Report](#)
 - Documentation of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty
 - See [MyRedDragon Library tab](#) (login required)
 - See [Library at Cortland.edu](#)
 - Documentation of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources
 - [Reference and Instruction Annual Report](#)
 - Copies of formal agreements with other institutions for the use of their information resources and/or reference services
 - SUNY Open Access program: <http://www2.cortland.edu/library/about/policies/open-access-policy.dot>
- Document Set 11-E: Academic Rigor ([link to course syllabi](#) [login required]):** Evidence that the content of every academic program is appropriate to the collegiate level

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 11 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and	<input checked="" type="checkbox"/> Center for Gender and Intercultural Studies <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook	Chapter 7 Research Question 7.5

<p>conducted at levels of rigor appropriate to the programs or degrees offered</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Community and civic activities <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Diversity Summer Institute <input checked="" type="checkbox"/> General Education Program <input checked="" type="checkbox"/> Graduate Survey <input checked="" type="checkbox"/> Interfaith and Community Service Challenge <input checked="" type="checkbox"/> NeoVox <input checked="" type="checkbox"/> NYPIRG activities <input checked="" type="checkbox"/> Program Review Examples: <ul style="list-style-type: none"> Sociology/Anthropology, English, Geology <input checked="" type="checkbox"/> Program Reviews – All Departments <input checked="" type="checkbox"/> Service-learning courses <input checked="" type="checkbox"/> Service opportunities <input checked="" type="checkbox"/> State of Poverty Simulation <input checked="" type="checkbox"/> SUNY Cortland Mission Statement <input checked="" type="checkbox"/> Several majors address diversity: African American Studies, Anthropology/ Archeology, Business Economics/Concentration in International Business, Community Health and Health Education/ Concentration in International Health, Modern Language, Inclusive Special Education, International Sport Management, International Studies, Physical Education/Concentration in Adapted Physical Education, Sociology/ Concentration in Social Gerontology, Speech and Language Disabilities, Teaching Students With Disabilities, Therapeutic Recreation <input checked="" type="checkbox"/> Several centers/offices address diversity: CGIS, C.U.R.E., Africana Studies Department, Foundations and Social Advocacy Department, Clark Center for International Education, Student Disability Services, Institute for Disability Studies, MEOP, IRRC, Center for Ethics, Peace and Social Justice, Center for the 4th and 5th Rs (for other related program/curriculum offerings see Academics) <input checked="" type="checkbox"/> Anadolu Universities <input checked="" type="checkbox"/> COR 101 <input checked="" type="checkbox"/> GE 6 and GE 11 (College Catalog) <input checked="" type="checkbox"/> International institutions <input checked="" type="checkbox"/> International scholars <input checked="" type="checkbox"/> London Metropolitan University <input checked="" type="checkbox"/> Summer Institute for Infusing Diversity and Multiculturalism <input checked="" type="checkbox"/> SUNY Study Abroad <input checked="" type="checkbox"/> Undergraduate Research Council: <ul style="list-style-type: none"> <input type="checkbox"/> Description <input type="checkbox"/> Self-Study <input type="checkbox"/> Action Plan <input type="checkbox"/> Memo and email to from provost to campus <input checked="" type="checkbox"/> Noyce Grant External Report STEM 	<p>Chapter 9 Research Question 9.3</p>
<p>b. Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CAPP <input checked="" type="checkbox"/> College Handbook (Section 260.02) <input checked="" type="checkbox"/> Composition course requirements <input checked="" type="checkbox"/> CTEs <input checked="" type="checkbox"/> Departmental Annual Reports 	<p>Chapter 7 Research Questions 7.1 and 7.4</p>

<p>experience and to promote synthesis of learning</p>	<ul style="list-style-type: none"> ☑ Department Chair Survey ☑ Department Chair Survey Results ☑ DSI ☑ External programmatic accreditations ☑ Faculty awards recipients ☑ Middle States Institutional Self-Study Report 2002 ☑ myRedDragon portal ☑ NCATE ☑ RPLS Department COAPRT Accreditation ☑ SUNY Program Review Policy ☑ SUNY Student Opinion Survey 2009 ☑ Teacher Certification Exam pass rates ☑ Teacher Education program admission GPAs ☑ Writing Fellows program ☑ Writing Intensive requirements ☑ Writing Resource Center 	
<p>c. Program goals that are stated in terms of student learning outcomes</p>	<ul style="list-style-type: none"> ☑ Alumni surveys ☑ College Catalog-Undergraduate ☑ College Catalog - Graduate ☑ Departmental Annual Reports ☑ Department Chair Survey ☑ External programmatic accreditations ☑ Middle States Self-Study Report 2002 ☑ NCATE ☑ RPLS Department COAPRT Accreditation ☑ SUNY Program Review Policy ☑ TaskStream 	<p>Chapter 7 Research Questions 7.1 and 7.4</p>
<p>d. Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress</p>	<ul style="list-style-type: none"> ☑ Alumni surveys ☑ American Council in Education Report ☑ Departmental Annual Reports ☑ Department Chair Survey ☑ External programmatic accreditations ☑ Global Workforce ☑ Inclusive Recreation Resource Center ☑ Levin Institute ☑ NCATE ☑ New department names based on assessment: Communication Disorders and Sciences, Kinesiology, Recreation, Parks and Leisure Studies ☑ RPLS Department COAPRT Accreditation ☑ SUNY Program Reviews ☑ SUNY Program Review Policy ☑ Active and Collaborative Learning (ACL) scale ☑ Bringing Theory to Practice ☑ Commissioner's Cup ☑ Departmental capstone internship assessment data ☑ Enriching Educational Experience (EEE) scale ☑ Graduate Survey Skill Summary ☑ Internship Employer Intern Appraisal Forms ☑ NACDA Division III Director's Cup ☑ Office of Service Learning surveys ☑ Park Foundation Final Report ☑ Student Athlete Exit surveys ☑ Student Opinion Survey (SOS, Section III, Part A) 	<p>Chapter 7 Research Questions 7.1 and 7.4</p> <p>Chapter 8 Research Question 8.5</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> COR 101 instruments <input checked="" type="checkbox"/> SOS instruments <input checked="" type="checkbox"/> SOS summaries - 2009, 2006, 2003 	Chapter 9 Research Question 9.3
e. Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to College Education <input checked="" type="checkbox"/> Advisement and Transition <input checked="" type="checkbox"/> ASAP <input checked="" type="checkbox"/> AskUs24/7 <input checked="" type="checkbox"/> Athletics Student Support <input checked="" type="checkbox"/> Career Services <input checked="" type="checkbox"/> Career Services Internships and Volunteer Experiences <input checked="" type="checkbox"/> COR 101: The Cortland Experience <input checked="" type="checkbox"/> Dartfish USA <input checked="" type="checkbox"/> Digital Video Analysis courses <input checked="" type="checkbox"/> Educational Opportunity Program <input checked="" type="checkbox"/> eLearning Report <input checked="" type="checkbox"/> Information Resources <input checked="" type="checkbox"/> Institute for Civic Engagement <input checked="" type="checkbox"/> International Student Advisement <input checked="" type="checkbox"/> International Student Learning Community <input checked="" type="checkbox"/> Memorial Library <input checked="" type="checkbox"/> Memorial Library Collections <input checked="" type="checkbox"/> Memorial Library Services <input checked="" type="checkbox"/> NightOWL <input checked="" type="checkbox"/> Peer Tutoring <input checked="" type="checkbox"/> Peer Tutor Training <input checked="" type="checkbox"/> Pre-major advising <input checked="" type="checkbox"/> Student Disability Services Office <input checked="" type="checkbox"/> Supplemental Instruction <input checked="" type="checkbox"/> Supplemental Instruction Participation (Table 7-1) <input checked="" type="checkbox"/> Supplemental Instruction Letter Grade Comparison (Figure 7-1) <input checked="" type="checkbox"/> Supplemental Instruction Final Grade Comparison (Figure 7-2) <input checked="" type="checkbox"/> Transfer Express 	Chapter 7 Research Question 7.3 and 7.6
f. Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Computer Applications minor <input checked="" type="checkbox"/> Dartfish USA <input checked="" type="checkbox"/> Digital Video Analysis courses <input checked="" type="checkbox"/> eLearning Report <input checked="" type="checkbox"/> Information Resources <input checked="" type="checkbox"/> Memorial Library <input checked="" type="checkbox"/> Memorial Library Collections <input checked="" type="checkbox"/> Memorial Library Services 	Chapter 7 Research Question 7.1 and 7.3
g. Programs that promote student use of a variety of information and learning resources	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> eLearning Report <input checked="" type="checkbox"/> Information Resources <input checked="" type="checkbox"/> Memorial Library Services 	Chapter 7 Research Question 7.3
h. Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Geology intensives at Brauer Field Station <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) <input checked="" type="checkbox"/> Main Street SUNY Cortland <input checked="" type="checkbox"/> Outdoor education locations <input checked="" type="checkbox"/> Outdoor Education Center academic courses 	Chapter 7 Research Question 7.1

	<input checked="" type="checkbox"/> Program Review Examples: Sociology/Anthropology , English , Geology <input checked="" type="checkbox"/> SUNY IT in Utica/Rome <input checked="" type="checkbox"/> SUNY Study Abroad	
i. Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicate	<input checked="" type="checkbox"/> Admissions Office annual reports <input checked="" type="checkbox"/> Advanced Placement <input checked="" type="checkbox"/> CLEP <input checked="" type="checkbox"/> Foreign Language Placement <input checked="" type="checkbox"/> International Baccalaureate <input checked="" type="checkbox"/> Transfer Admissions Process <input checked="" type="checkbox"/> Transfer credit evaluation process <input checked="" type="checkbox"/> Transfer equivalencies <input checked="" type="checkbox"/> Transfer student profiles <input checked="" type="checkbox"/> Transfer Transition Seminars	Chapter 5 Research Question 5.1
j. Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats	n/a	
k. Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners	<input checked="" type="checkbox"/> Advisement and Transition – Non-traditional Students <input checked="" type="checkbox"/> Non-traditional Student Events <input checked="" type="checkbox"/> Non-traditional Student Lounge	Chapter 7 Research Question 7.6
l. Course syllabi that incorporate expected learning outcomes	<input checked="" type="checkbox"/> Course syllabi	Chapter 7 Research Question 7.4
m. Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness	<input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Departmental Annual Reports <input checked="" type="checkbox"/> Department Chair Survey <input checked="" type="checkbox"/> External programmatic accreditations <input checked="" type="checkbox"/> NCATE <input checked="" type="checkbox"/> RPLS Department COAPRT Accreditation <input checked="" type="checkbox"/> SUNY Program Reviews <input checked="" type="checkbox"/> SUNY Program Review Policy <input checked="" type="checkbox"/> Campus Artist and Lecture Series (CALs) <input checked="" type="checkbox"/> Employer Intern Appraisals <input checked="" type="checkbox"/> International Programs Office testimonials <input checked="" type="checkbox"/> International Programs Office surveys of learning outcomes <input checked="" type="checkbox"/> Intern Learning Agreements <input checked="" type="checkbox"/> National Survey of Student Engagement <input checked="" type="checkbox"/> NCATE accreditation reports <input checked="" type="checkbox"/> Residence Life and Housing Developmental Model <input checked="" type="checkbox"/> Residence Life and Housing Developmental Model Rubric <input checked="" type="checkbox"/> Service Learning Best Practices manual and syllabi <input checked="" type="checkbox"/> Service Learning Office <input checked="" type="checkbox"/> Teacher Education Disposition Assessment <input checked="" type="checkbox"/> Teacher Education Diversity Assessment <input checked="" type="checkbox"/> COR 101 instruments	Chapter 7 Research Question 7.4 Chapter 8 Research Question 8.2 and 8.3 Chapter 9 Research Question 9.3

	<input checked="" type="checkbox"/> SOS instruments <input checked="" type="checkbox"/> SOS summaries - 2009 , 2006 , 2003	
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Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 11: Educational Offerings, including relevant Fundamental Elements.

Ample evidence has been presented to support the high quality of educational offerings and support services for students.. Mechanisms are in place to ensure quality teaching and continued program effectiveness leading to quality student learning and achievement of student learning outcomes. Distance Learning offerings are evolving, and the College would benefit from the development of a campus-wide vision and operating policies for distance education. Devising a more effective way to assess the development of a strong social conscience as it relates to the college mission will help to provide evidence to support the many benefits of the abundant transformative educational experiences of students linked to curricular offerings as well as co-curricular activities.

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.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 12 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)	<input checked="" type="checkbox"/> Cortland GE Program – College Catalog <input checked="" type="checkbox"/> Cortland GE Program – Overview	Chapter 7 Research Question 7.2
b. A program of general education where the skills and abilities developed in general education are applied in the major or concentration	<input checked="" type="checkbox"/> Department Chair Survey	Chapter 7 Research Question 7.2
c. Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives	<input checked="" type="checkbox"/> Cortland GE Program – College Catalog <input checked="" type="checkbox"/> Cortland GE Program – overview <input checked="" type="checkbox"/> GE 6 and GE 11 (College Catalog)	Chapter 7 Research Question 7.2 Chapter 9 Research Question 9.3
d. Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline	<input checked="" type="checkbox"/> Cortland GE Program	Chapter 7 Research Question 7.2
e. General education requirements clearly and accurately described in official publications of the institution	<input checked="" type="checkbox"/> Cortland GE Program	Chapter 7 Research Question 7.2
f. Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement	<input checked="" type="checkbox"/> Cortland GE Assessment Overview <input checked="" type="checkbox"/> Cortland GE Program Assessment Plan 2011-14 <input checked="" type="checkbox"/> Cortland GE Assessment Plan (2008-11) <input checked="" type="checkbox"/> GE Assessment Action Calendar <input checked="" type="checkbox"/> GE Syllabi Review Checklist <input checked="" type="checkbox"/> GEAR Program <input checked="" type="checkbox"/> GE 6 and GE 11 (College Catalog)	Chapter 7 Research Question 7.2 Chapter 9 Research Question 9.3

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 12: General Education, including relevant Fundamental Elements.

The General Education program is well-established and exceeds the requirements imposed by the State University of NY (SUNY). While the majority of evidence suggests that students are meeting the General Education student learning outcomes, the systematic General Education assessment system continues to undergo improvements to strengthen its effectiveness.

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.

Indicate, by checking the appropriate box(es), the kinds of related educational activities offered by the institution:

- Pre-college basic skills or developmental courses
- Certificate programs
- Experiential learning obtained outside of a higher education institution
- Non-credit offerings
- Branch campuses, additional locations, and other instructional sites (see the Commission's policy on [Substantive Change](#) for definitions of these terms)
- Courses and programs delivered through distance learning modalities, such as online offerings
- Contractual relationships to provide certain aspects of the education experience

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

Standard 13 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
Basic Skills:		
a. Systematic procedures for identifying students who are not fully prepared for college level study	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to College Education <input checked="" type="checkbox"/> Advisement and Transition <input checked="" type="checkbox"/> ASAP <input checked="" type="checkbox"/> Associate Dean support <input checked="" type="checkbox"/> Athletics Student Support <input checked="" type="checkbox"/> College Student Inventory (CSI) <input checked="" type="checkbox"/> CSI scores <input checked="" type="checkbox"/> COR 101: The Cortland Experience <input checked="" type="checkbox"/> Educational Opportunity Program <input checked="" type="checkbox"/> Graduation Rates <input checked="" type="checkbox"/> International Student Advisement <input checked="" type="checkbox"/> International Student Learning Community <input checked="" type="checkbox"/> IPEDS Graduation Rates <input checked="" type="checkbox"/> Learning Communities <input checked="" type="checkbox"/> Major-exploration Workshops <input checked="" type="checkbox"/> NCAA's CHAMPS/Life Skills <input checked="" type="checkbox"/> New Student Orientation <input checked="" type="checkbox"/> NightOWL <input checked="" type="checkbox"/> NSSE Reports <input checked="" type="checkbox"/> Peer Tutoring <input checked="" type="checkbox"/> Peer Tutor Training <input checked="" type="checkbox"/> Pre-major Advising <input checked="" type="checkbox"/> Retention Rates <input checked="" type="checkbox"/> SOS Summaries <input checked="" type="checkbox"/> Special Talent <input checked="" type="checkbox"/> Supplemental Instruction <input checked="" type="checkbox"/> Supplemental Instruction Participation (Table 7-1) <input checked="" type="checkbox"/> Supplemental Instruction Letter Grade Comparison (Figure 7-1) <input checked="" type="checkbox"/> Supplemental Instruction Final Grade Comparison (Figure 7-2) <input checked="" type="checkbox"/> Transfer Transition Seminars 	<p>Chapter 5 Research Question 5.2 and 5.4</p> <p>Chapter 7 Research Question 7.6</p>

b. Provision of or referral to relevant courses and support services for admitted under-prepared students	<input checked="" type="checkbox"/> Same as above	Chapter 5 Research Question 5.2 and 5.4 Chapter 7 Research Question 7.6
c. Remedial or pre-collegiate level courses that do not carry academic degree credit	<input checked="" type="checkbox"/> No remedial or pre-collegiate courses offered at SUNY Cortland	n/a
Certificate Programs:		
a. Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures	n/a	n/a
b. Published program objectives, requirements, and curricular sequence	n/a	n/a
c. Program learning goals consistent with national criteria, as appropriate	n/a	n/a
d. Available and effective student support services	n/a	n/a
e. If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses	n/a	n/a
Experiential Learning:		
a. Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning	<input checked="" type="checkbox"/> ACE Lab Report <input checked="" type="checkbox"/> ACE Lab Survey Results <input checked="" type="checkbox"/> Active and Collaborative Learning (ACL) Scale <input checked="" type="checkbox"/> Athletes Exit Survey <input checked="" type="checkbox"/> Bringing Theory to Practice <input checked="" type="checkbox"/> Commissioner's Cup <input checked="" type="checkbox"/> Departmental capstone internship assessment data <input checked="" type="checkbox"/> Employer Intern Appraisals <input checked="" type="checkbox"/> Enriching Educational Experience (EEE) Scale <input checked="" type="checkbox"/> Experiential Inventory <input checked="" type="checkbox"/> Global Workforce Project <input checked="" type="checkbox"/> Graduate Survey, 2009, p. 19 <input checked="" type="checkbox"/> Graduate Survey Skill Summary <input checked="" type="checkbox"/> Internship Employer Intern Appraisal Forms <input checked="" type="checkbox"/> Intern Learning Agreements <input checked="" type="checkbox"/> Internship Policies <input checked="" type="checkbox"/> Learning Community Enrollment <input checked="" type="checkbox"/> NACDA Division III Director's Cup <input checked="" type="checkbox"/> NCATE accreditation reports <input checked="" type="checkbox"/> NSSE Summary Data <input checked="" type="checkbox"/> Park Foundation Final Report <input checked="" type="checkbox"/> President's Higher Education Community Service Honor Roll with Distinction (2010) <input checked="" type="checkbox"/> Service Learning Best Practices manual and syllabi <input checked="" type="checkbox"/> Service Learning Office <input checked="" type="checkbox"/> Service Learning surveys	Chapter 8 Research Questions 8.1, 8.3, 8.4 and 8.5

	<input checked="" type="checkbox"/> Student Opinion Survey Summary <input checked="" type="checkbox"/> Student Opinion Survey (SOS, Section III, Part A) <input checked="" type="checkbox"/> Study Abroad Sample Survey <input checked="" type="checkbox"/> Teacher Education Disposition Assessment <input checked="" type="checkbox"/> Teacher Education Diversity Assessment	
b. Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	N/A	
c. Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	N/A	
d. Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution	N/A	
e. Credit awarded appropriate to the subject and the degree context into which it is accepted	N/A	
f. Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit	N/A	
Non-Credit Offerings:		
a. Non-credit offerings consistent with institutional mission and goals	<input checked="" type="checkbox"/> Health/Wellness website <input checked="" type="checkbox"/> New Student Life Center <input checked="" type="checkbox"/> Resources for Well-Being	Chapter 9 Research Question 9.1
b. Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures	N/A	
c. Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution	N/A	
d. Periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	<input checked="" type="checkbox"/> American College Health Association's National College Health Assessment II <input checked="" type="checkbox"/> Bringing Theory to Practice <input checked="" type="checkbox"/> Bringing Theory to Practice Preliminary Results <input checked="" type="checkbox"/> Campus Well-Being Assessment Summary <input checked="" type="checkbox"/> Campus Well-Being Study <input checked="" type="checkbox"/> NSSE <input checked="" type="checkbox"/> Student Opinion Survey	Chapter 9 Research Question 9.2
Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad)		
a. Offerings at branch campuses, additional	<input checked="" type="checkbox"/> Chair's survey	Chapter 7

<p>locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings</p>	<ul style="list-style-type: none"> ☑ College Catalog ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ Information Resources Annual Report (2008-2009) ☑ ACE Lab Report ☑ ACE Lab Survey Results ☑ Bringing Theory to Practice ☑ Departmental capstone internship assessment data ☑ Employer Intern Appraisals ☑ Experiential Inventory ☑ Global Workforce Project ☑ Graduate Survey, 2009, p. 19 ☑ Graduate Survey Skill Summary ☑ Internship Employer Intern Appraisal Forms ☑ Intern Learning Agreements ☑ Internship Policies ☑ NCATE accreditation reports ☑ NSSE Summary Data ☑ Park Foundation Final Report ☑ President's Higher Education Community Service Honor Roll with Distinction (2010) ☑ Service Learning Best Practices manual and syllabi ☑ Service Learning Office ☑ Service Learning surveys ☑ Student Opinion Survey Summary ☑ Student Opinion Survey (SOS, Section III, Part A) ☑ Study Abroad Sample Survey ☑ COR 101 instruments ☑ SOS instruments ☑ SOS summaries - 2009, 2006, 2003 	<p>Research Question 7.1</p> <p>Chapter 8 Research Question 8.3, 8.4, and 8.5</p> <p>Chapter 9 Research Question 9.3</p>
<p>b. Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes</p>	<ul style="list-style-type: none"> ☑ Chair's survey ☑ College Catalog ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ Information Resources Annual Report (2008-2009) ☑ ACE Lab Report ☑ ACE Lab Survey Results ☑ Bringing Theory to Practice ☑ Departmental capstone internship assessment data ☑ Employer Intern Appraisals ☑ Experiential Inventory ☑ Global Workforce Project ☑ Graduate Survey, 2009, p. 19 ☑ Graduate Survey Skill Summary ☑ Internship Employer Intern Appraisal Forms ☑ Intern Learning Agreements ☑ Internship Policies ☑ NCATE accreditation reports ☑ NSSE Summary Data ☑ Park Foundation Final Report ☑ President's Higher Education Community Service Honor Roll with Distinction (2010) 	<p>Chapter 7 Research Question 7.1</p> <p>Chapter 8 Research Question 8.3, 8.4, and 8.5</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Service Learning Best Practices manual and syllabi <input checked="" type="checkbox"/> Service Learning Office <input checked="" type="checkbox"/> Service Learning surveys <input checked="" type="checkbox"/> Student Opinion Survey Summary <input checked="" type="checkbox"/> Student Opinion Survey (SOS, Section III, Part A) <input checked="" type="checkbox"/> Study Abroad Sample Survey <input checked="" type="checkbox"/> COR 101 instruments <input checked="" type="checkbox"/> SOS instruments <input checked="" type="checkbox"/> SOS summaries - 2009, 2006, 2003 	<p>Chapter 9 Research Question 9.3</p>
c. Adequate and appropriate support services	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) <input checked="" type="checkbox"/> ACE Lab Report <input checked="" type="checkbox"/> ACE Lab Survey Results <input checked="" type="checkbox"/> Global Workforce Project <input checked="" type="checkbox"/> Study Abroad Sample Survey <input checked="" type="checkbox"/> Bringing Theory to Practice <input checked="" type="checkbox"/> Departmental capstone internship assessment data <input checked="" type="checkbox"/> Employer Intern Appraisals <input checked="" type="checkbox"/> Experiential Inventory <input checked="" type="checkbox"/> Global Workforce Project <input checked="" type="checkbox"/> Graduate Survey, 2009, p. 19 <input checked="" type="checkbox"/> Graduate Survey Skill Summary <input checked="" type="checkbox"/> Internship Employer Intern Appraisal Forms <input checked="" type="checkbox"/> Intern Learning Agreements <input checked="" type="checkbox"/> Internship Policies <input checked="" type="checkbox"/> NCATE accreditation reports <input checked="" type="checkbox"/> NSSE Summary Data <input checked="" type="checkbox"/> Park Foundation Final Report <input checked="" type="checkbox"/> President's Higher Education Community Service Honor Roll with Distinction (2010) <input checked="" type="checkbox"/> Service Learning Best Practices manual and syllabi <input checked="" type="checkbox"/> Service Learning Office <input checked="" type="checkbox"/> Service Learning surveys <input checked="" type="checkbox"/> Student Opinion Survey (SOS, Section III, Part A) <input checked="" type="checkbox"/> Study Abroad Sample Survey <input checked="" type="checkbox"/> COR 101 instruments <input checked="" type="checkbox"/> SOS instruments <input checked="" type="checkbox"/> SOS summaries - 2009, 2006, 2003 	<p>Chapter 7 Research Question 7.1</p> <p>Chapter 8 Research Question 8.3, 8.4, and 8.5</p> <p>Chapter 9 Research Question 9.3</p>
d. Periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) <input checked="" type="checkbox"/> ACE Lab Report <input checked="" type="checkbox"/> ACE Lab Survey Results 	<p>Chapter 7 Research Question 7.1</p> <p>Chapter 8 Research Question 8.3, 8.4,</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Workforce Project <input checked="" type="checkbox"/> Study Abroad Sample Survey <input checked="" type="checkbox"/> International Programs Office surveys of learning outcomes <input checked="" type="checkbox"/> Bringing Theory to Practice <input checked="" type="checkbox"/> Departmental capstone internship assessment data <input checked="" type="checkbox"/> Employer Intern Appraisals <input checked="" type="checkbox"/> Experiential Inventory <input checked="" type="checkbox"/> Global Workforce Project <input checked="" type="checkbox"/> Graduate Survey, 2009, p. 19 <input checked="" type="checkbox"/> Graduate Survey Skill Summary <input checked="" type="checkbox"/> Internship Employer Intern Appraisal Forms <input checked="" type="checkbox"/> Intern Learning Agreements <input checked="" type="checkbox"/> Internship Policies <input checked="" type="checkbox"/> NCATE accreditation reports <input checked="" type="checkbox"/> NSSE Summary Data <input checked="" type="checkbox"/> Park Foundation Final Report <input checked="" type="checkbox"/> President's Higher Education Community Service Honor Roll with Distinction (2010) <input checked="" type="checkbox"/> Service Learning Best Practices manual and syllabi <input checked="" type="checkbox"/> Service Learning Office <input checked="" type="checkbox"/> Service Learning surveys <input checked="" type="checkbox"/> Student Opinion Survey Summary <input checked="" type="checkbox"/> Student Opinion Survey (SOS, Section III, Part A) <input checked="" type="checkbox"/> Study Abroad Sample Survey <ul style="list-style-type: none"> <input checked="" type="checkbox"/> COR 101 instruments <input checked="" type="checkbox"/> SOS instruments <input checked="" type="checkbox"/> SOS summaries - 2009, 2006, 2003 	<p>and 8.5</p> <p>Chapter 9 Research Question 9.3</p>
<i>Distance or Distributed Learning:</i>		
a. Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) 	Chapter 7 Research Question 7.1
b. Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) 	Chapter 7 Research Question 7.1
c. Planning that includes consideration of applicable legal and regulatory requirements	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009) 	Chapter 7 Research Question 7.1
d. Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook 	Chapter 7 Research Question 7.1

breadth of the degree or certificate awarded	<input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	
e. Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
f. Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings	n/a	
g. Validation by faculty of any course materials or technology-based resources developed outside the institution	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
h. Available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
i. An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
j. Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
k. Periodic assessment of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	<input checked="" type="checkbox"/> Chair's survey <input checked="" type="checkbox"/> College Catalog <input checked="" type="checkbox"/> College Handbook <input checked="" type="checkbox"/> Departmental and Deans' annual reports <input checked="" type="checkbox"/> Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
Contractual Relationships and Affiliated Providers:	N/A	
a. Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf	n/a	
b. Consistency of any course or program	n/a	

offered via contractual arrangement with the institution's mission and goals		
c. Adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment	n/a	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 13: Related Educational Offerings, including relevant Fundamental Elements.

The College effectively recruits, admits and supports students to foster academic excellence. Student support services for underprepared, adult, accelerated and international students are designed to maximize academic achievement and advance student learning. Diverse programs and activities which complement traditional on-campus courses are widely publicized and utilized. Online course delivery, branch campus locations, off-campus experiential activities, non-credit programming and study abroad opportunities are afforded administrative support consistent with on-campus courses.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

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

Assemble the following, as appropriate.

- Document Set 14: [Assessment of Student Learning Documentation](#):** Documentation of an implemented, systematic, and sustained process to assess student learning outcomes, if not part of Appendix 7.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist.

For this standard, two types of links are provided, internal links and external links.

- ⊙ = **targets/anchors within the self-study**
- ☑ = **external links**

Internal links are those that are within the self-study, where the standard/fundamental is addressed. External links are to documents that further substantiate the standard/fundamental elements.

Standard 14 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	Chapter, Research Question, and Page Number Index for the SUNY Cortland Self-Study
a. Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are: <ul style="list-style-type: none"> • appropriately integrated with one another; • consonant with the institution's mission; and ⊙ consonant with the standards of higher education and of the relevant disciplines 	<i>Internal links:</i> <ul style="list-style-type: none"> ⊙ Student Learning Outcomes ⊙ Teacher Education Candidate Assessment System (TECAS) ⊙ Course Teacher Evaluations (CTE) ⊙ Faculty and Staff Support Academic Excellence ⊙ Class Surveys 	Chapter 7 Research Questions 7.1, 7.2. and 7.4 Chapter 8 Research Question 8.2 Chapter 9 Research Question 9.2 Chapter 10 Research Questions 10.8 and 10.9
b. A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:	<i>Internal links:</i> <ul style="list-style-type: none"> ⊙ Regular Review of Teacher Education Programs ⊙ SUNY Cortland Assessment Plan 	
<ul style="list-style-type: none"> ➤ systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: <ul style="list-style-type: none"> ○ maximize the use of 	<i>External links:</i> <ul style="list-style-type: none"> ☑ National Survey of Student Engagement ☑ Student Opinion Survey ☑ Collegiate Learning Assessment ☑ CLA Instrument 	Chapter 7 Research Questions 7.1 and 7.4 Chapter 8

<p>existing data and information;</p> <ul style="list-style-type: none"> ○ clearly and purposefully relate to the goals they are assessing; ○ are of sufficient quality that results can be used with confidence to inform decisions; and ○ include direct evidence of student learning 	<ul style="list-style-type: none"> ☑ NYS Teacher Certification Examinations ☑ Student Teacher Evaluation (STE) Instrument ☑ Graduate Survey (Career Services) Instrument <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ◎ Teacher Certification Exam Results ◎ SOS Summaries Help Monitor Retention ◎ Measures Used to Monitor/Assess Quality Teaching ◎ College Uses Own Assessment Instruments ◎ Software and Computer Lab Usage ◎ Indicators of Access and Engagement ◎ Online Survey Assesses Learning Outcomes ◎ Use of Multiple Measures ◎ College Encourages Excellence ◎ Multiple Data Sources to Assess Well-Being ◎ Well-Being Assessment Finding: Flourishing Behaviors ◎ Outcomes Assessed Every 3 Years ◎ Faculty and Staff Support Academic Excellence ◎ Class Surveys ◎ Curriculum Advising and Program Planning (CAPP) Example ◎ Advisement and Transition Office Provides Integrated Programming ◎ GPA Minimum for Teacher Education Candidates ◎ Example of Students Meeting College and Program Learning Outcomes ◎ Department Chairs Evaluate Grade Averages ◎ Indirect Student Learning Outcome Measures ◎ Teacher Education Candidate Assessment System (TECAS) ◎ Assessment Conducted in Many Ways ◎ Faculty and Staff Support Academic Excellence ◎ Measures Used to Monitor/Assess Quality Teaching ◎ 99% Pass Rate on NYS Teacher Certification Exams ◎ Overall/Major GPA Requirements ◎ Use of TOEFL Scores ◎ Indicators of Access and Engagement ◎ Co-Curricular Activities Linked to Learning Outcomes and Planning ◎ Direct Student Learning Outcome Measures ◎ Class Surveys ◎ Teacher Education Candidate Assessment System (TECAS) 	<p>Research Question 8.5</p> <p>Chapter 10 Research Questions 10.8 and 10.9</p>
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<p>➤ support and collaboration of faculty and administration</p>	<p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ Assessment of Organizational Structure 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
<p>➤ clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources</p>	<p><i>External links:</i></p> <ul style="list-style-type: none"> ☑ New York State Teacher Certification Examinations (NYSTCE) Aligned Assessments ☑ Integrated Postsecondary Education Data System ☑ NSSE Policy ☑ SOS Policy ☑ New York State Teacher Certification Examinations ☑ New York State Teacher Certification Examination Manual Policy ☑ General Education (GE) ☑ GE Requirements <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ General Education (GE) Formal Assessment Plan ⊙ Data Collection Schedule ⊙ Teacher Education Candidate Assessment System (TECAS) 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
<p>➤ sufficient simplicity, practicality, detail, and ownership to be sustainable</p>	<p><i>External link:</i></p> <ul style="list-style-type: none"> ☑ Assessment at SUNY Cortland 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
<p>➤ periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes</p>	<p><i>External link:</i></p> <ul style="list-style-type: none"> ☑ Grants to Improve Assessment <p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ General Education (GE) Formal Assessment Plan ⊙ Assessment of Individual GE Categories ⊙ Review of General Education Course Material ⊙ International Programs Office Submits Reports for Open Doors Report ⊙ Evaluation of Student Academic Performance during Study Abroad 	<p>Chapter 10 Research Questions 10.8 and 10.9</p>
<p>c. Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes</p>	<p><i>Internal links:</i></p> <ul style="list-style-type: none"> ⊙ Class Surveys ⊙ Measures Used to Monitor/Assess Quality Teaching ⊙ College Uses Own Assessment Instruments ⊙ Department Chair Survey Findings ⊙ Student Engagement with Assessment ⊙ College Encourages Excellence ⊙ Well-Being Assessment Finding: Flourishing Behaviors ⊙ Outcomes Assessed Every 3 Years ⊙ Teacher Education Candidate Assessment System (TECAS) 	<p>Chapter 7 Research Questions 7.2 and 7.5</p> <p>Chapter 8 Research Questions 8.5</p> <p>Chapter 10 Research Questions 10.8 and 10.9</p>

d. Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	<i>Internal links:</i> ◎ Teacher Education Candidate Assessment System (TECAS)	Chapter 10 Research Questions 10.8 and 10.9
e. Documented use of student learning assessment information as part of institutional assessment	<i>Internal links:</i> ◎ Course Teacher Evaluations (CTE) ◎ Cortland's Mission for Outstanding Teaching	Chapter 10 Research Questions 10.8 and 10.9

- ◎ = targets/anchors within the self-study
- ☑ = external links

At SUNY Cortland, assessment of student learning occurs at all levels, substantiating that students have the knowledge, skills and competencies expected of a college graduate. Students are assessed both academically and socially, within the context of academic excellence, transformational learning, and well-being. Moving forward, SUNY Cortland will more systematically assess the area of transformational learning, as one of its new institutional priorities.