Institutional Planning and Assessment Committee

Strategic Plan
Progress Report

SUNY
Cortland

Contents

Introduction

The Institutional Planning and Assessment Committee (IPAC) is charged with overseeing and monitoring the campus strategic plan, supporting planning and assessment at all levels, providing structure for alignment of plans , allocating strategic planning funding and coordinating with the Resource Advisory Council to ensure budget, planning, and assessment are all integrated.

As part of the 2016 strategic plan, IPAC identified eleven measurable campus objectives based on the four campus priorities, review of campus and peer data, and discussions with campus stakeholders. You can read about the strategic plan online at cortland.edu/ie.

Although some work has slowed due to COVID, IPAC initiated a review of progress in spring 2021 to assess the campus work on initiatives and indicators relevant to the 11 institutional objectives. This review will inform next steps in investing time and effort or revising objectives moving forward.

The following pages show the progress on the eleven objectives and their indicators and actions items.

Objective 1

Enhance the assessment of student learning and development and utilize evidence to strengthen programs.
Priority alignment: Academic Excellence, Transformational Education

Indicators

1. (A) Student learning outcomes assessment plans for all academic and student support programs by spring 2019.

2. ⚠ Student learning outcomes articulated for every course by summer 2020. 87% completed.

3. ⚠ Accreditation with commendations as relevant by 2020.

4. (A) Evidence of using data to strengthen programs in annual reports by 2020.

5. ⚠ Evidence of using data to strengthen student learning in courses in faculty annual reports by 2022.

Actions

1. ☑ Student Learning Outcomes Committee continues work with programs and departments.

2. ☑ Revise annual report format to focus on outcomes and SLO as relevant.

6. ☑ Training and support to transition annual reports to Watermark.

7. ✗ Create Advising Liaison positions in each schools to mentor and support department work.

8. ☑ Professional development on assessment practices with Institute for College Teaching and Student Learning Outcome Committee.

9. ☑ Expand department use of data retreat to review data and make decisions.

10. ✗ Create database of all accreditations, possible commendations, and existing recognitions.

Indicators key: (A) Target achieved   ⚠ Data collection incomplete   ⊡ Target not yet achieved

Actions key: ☑ Completed   ↺ In-progress/Ongoing   ✗ Not yet started/Delayed

Objective 2

Improve student achievement in written and oral communication.

Priority alignment: Academic Excellence

Indicators

1. ▣ Achievement in new CPN assessment baseline created in 2018 and reassessed in 2021.

2. ⚠ Achievement in Writing Intensive coursework based on new writing intensive/critical thinking assessment. Baseline in 2018-19 and review in 2021.

3. ▣ Achievement in oral presentation skills based on new assessment developed in 2018.

4. Increase student self-assessment of written and oral communication skills, baseline from most recent NSSE and SOS survey measures:

    - ▣ NSSE-Seniors College contributed to writing clearly and effectively (very much/quite a bit) Target 78% | Latest 76%

    - ▣ NSSE-Seniors College contributed to speaking clearly and effectively (very much/quite a bit) Target 78% | Latest 75%

    - ▣ SOS-Undergrads College contribution to writing clearly and effectively (very large/large) Target 62% | Latest 58%

    - ▣ SOS-Undergrads College contribution to speaking clearly and effectively (very large/large) Target 61% | Latest 58%

Actions

1. ☑ Creation of Writing Center focused on Composition and Writing Intensive ($50,000 allocation for space).

5. ☑ Presentation skills One Button Studio

6. ↺ Increase frequency of composition evaluation to every other year.

7. ↺ Professional development for writing intensive faculty.

Objective 3

Increase persistence and degree completion for first-year, transfer, and under-represented students.

Priority alignment: Academic Excellence, Well-being

Indicators

Increase intervention	Baseline	Target	2019 Entering Cohort
1. Ⓐ First-year retention for first-time students	80%	82% in three years	85%
2. Retention of students identifying			
• ▣ Black/African American	77%	80%	78%
• Ⓐ Latino/Hispanic	77%	80%	84%
• Retention of first year by gender			
Ⓐ Female	82%	84%	87%
Ⓐ Male	76%	80%	81%
3. ▣ Transfer student retention	84%	85% in three years	83%

	Baseline	Target	2014 Entering Cohort
4. ▣ Six-year graduation rate for first-time students	Overall 71%	71% (maintaining)	67%
• Black/AA	55%	55%	69%
• Hispanic/Latino	61%	61%	57%

Actions

1. ☑ Complete data retention model to help predict retention patterns by summer 2018.
   - Examine role of suspension and dismissal on retention numbers.
2. ☑ Explore grade forgiveness for readmitted students to re-establish good academic standing 2018.
3. ↺ Implement retention action plan and Retention Council starting spring 2018.

4. ☑ Implement Starfish student outreach and support software and initiative.
5. ☑ Enhance spring semester welcome.
6. ☑ Department funds for graduate student welcome/engagement.
7. ↺ Administer exiting student survey.

Indicators key: Ⓐ Target achieved   ⚠ Data collection incomplete   ▣ Target not yet achieved

Actions key: ☑ Completed   ↺ In-progress/Ongoing   ✗ Not yet started/Delayed

Objective 4

Promote faculty engagement in the life of the college and in their respective disciplines.

Priority alignment: Academic Excellence, Well-being

Indicators

1. ⚠ Faculty activity documented in annual reports. Include major campus activities, engagement in discipline, professional work, scholarship and external funding in template.

2. ⊡ Benchmark the percentage of positions filled on faculty senate committees.
Benchmark the diversity of the committees' membership by gender, faculty rank, and professional classification

3. ⊡ Improvement on Collaborative on Academic Careers in Higher Education (COACHE).Department Engagement mean score. (5 point scale)
Baseline (2012) 3.45 | Target 3.65 | Latest (2017) 3.55

4. ⚠ Establish baseline assessment for academic advising.

	16-17	Target	20-21
faculty senate/committee vacancies (%, incl. student seats)	20%	0%	13%
faculty senate/committee vacancies (%, excl. student seats)	13%	0%	7%
committee membership by gender (% female)	64%	53%	59%
committee membership by faculty rank-Professor	19%	22%	19%
committee membership by faculty rank-Assoc. Professor	49%	30%	46%
committee membership by faculty rank-Asst. Professor	25%	27%	31%
committee membership by faculty rank-Instructor/Lecturer	7%	21%	4%

Actions

1. ☑ Faculty annual report template made consistent and put into Watermark. Transition and non-academic reports transition in 2019.

2. ✗ Establish committee membership publication (e.g., on web).

3. ↺ Review committee structures for effectiveness, redundancy, and efficiency.

4. ✗ Support for faculty taking leadership roles in their professional organizations.

5. ✗ Service leadership incentive.

6. ☑ Clarification of service expectations for service.

Objective 5

Increase the percent of courses taught by full-time faculty.

Priority alignment: Academic Excellence, Maximize Resources

Indicators

1. ◼ Percent of courses taught by full-time faculty from Faculty Workload Report

   Standard sections

   Target...70%

   Fall 2016..61%

   Fall 2019..65%

   Fall 2020..67%

Actions

1. ↺ Faculty annual report template made consistent and put into Watermark. Transition and non-academic reports transition in 2019.

2. ↺ Establish committee membership publication (e.g., on web).

3. ☑ Review committee structures for effectiveness, redundancy, and efficiency.

4. ✗ Support for faculty taking leadership roles in their professional organizations.

5. ↺ Service leadership incentive.

6. ✗ Clarification of service expectations for service.

Indicators key: Ⓐ Target achieved   ⚠ Data collection incomplete   ◼ Target not yet achieved

Actions key: ☑ Completed   ↺ In-progress/Ongoing   ✗ Not yet started/Delayed

Objective 6

Expand the impact of applied learning by increasing opportunities and increasing the quality of experiences.

Priority alignment: Transformational Education

Indicators

Increase retention		2017	2020
1. Ⓐ Number of applied learning credit hours earned per year.		5863	6227
2. ⚠ Number of students in applied learning sections per year.		2342	2344
3. ▣ National Survey of Student Engagement (NSSE) student report on high impact practices:			

	Target	2014	2020
First year participating in one or more	70%	52%	59%
Seniors participating in one or more baseline	95%	89%	86%

Actions

1. ↺ Update applied learning definitions and inventory of applied learning opportunities on campus.
2. ☑ Expand Banner coding of applied learning.
3. ☑ Increase applied learning scholarship awards.
4. ☑ Support professional development in applied learning.
5. ↺ Determine campus governance oversight of applied learning (course approval, etc.)
6. ↺ Implement best practices in assessment of applied learning including establishing student learning outcomes for applied learning experiences.

Objective 7

Strengthen our community through a focus on inclusion, civility, and accountability.

Priority alignment: Well-being, Transformational Education

Indicators

1. ⚠ Increase faculty diversity
   Total non-white full-time faculty Baseline (2017) 14% | Target 20% | Latest (2020) 16%

2. ▣ Retention of diverse faculty and staff
   One year diverse retention Baseline (2017) 89% | Latest (2019) 88%
   One year white retention Baseline (2017) 91% | Latest (2019) 92%

3. ⚠ Employee engagement survey: diversity moves from top area of concern and significant score reduction

4. Ⓐ Gender climate survey. Target improvements in the following:

   - How would you rate the SUNY Cortland campus climate: Baseline (2014) 76% | Target >71% | Latest (2020) 78%

5. Ⓐ COACHE survey "If I had it to do over, I would choose to work at this institution?" (5 point scale)
   Baseline (2012) 3.51 | Target 3.74 | Latest (2017) 4.03

6. ▣ Student Opinion Survey (SOS). Target improvements in following:

   - Your sense of belonging on this campus
     Baseline (2018) 73% | Target >67% | Latest (2021) 66%

7. Ⓐ Improvements in following NSSE measures:

   - Percent of seniors that perceive a gain in their understanding of people of other backgrounds
     Baseline (2014) 61% | Target 70% | Latest (2020) 72%

   - Frequency of discussions with people of a race or ethnicity other than your own
     Baseline (2014) 62% | Target 64% | Latest (2020) 73%

   - Frequency of discussions with people of a different religion
     Baseline (2014) 63% | Target 65% | Latest (2020) 67%

Actions

1. ☑ Gender Policy and Initiatives Council finalize and implement recommendations.

1. ↺ Review and implement recommendations from Diversity Plan and President's Council on Inclusive Excellence.

2. ☑ Support Voice Office Renovation.

3. ☑ Women's Leadership programming for faculty, professional and students guided by Gender Policy Initiatives Council.

4. ☑ Conduct study on experiences of under-represented groups on campus.

5. ☑ Inclusive Recruitment Initiative for Faculty.

Objective 8

Increase institutional financial support to students through scholarship fundraising.

Priority alignment: Well-being, Maximize Resources

Indicators

1. **(A)** Increase total amount of institutional scholarships and grants awarded to students
   Baseline (2015-16) $1.1M | Target $1.4M | Latest (2018-19) $1.6M

2. **▣** Increase total fundraising amounts and allocated to scholarships.
   Baseline (2015-16) $2.2M | Target $3.2M | Latest (2018-19) $2.8M

3. **⚠** Achieve capital campaign goal of $25 million.
   95% completed

4. **▣** Double the percentage of alumni who participate in giving.
   Baseline (2017) 5.1% | Target 10% | Latest (2020) 5.1%

Actions

1. **↺** Capital campaign plan

Indicators key: (A) Target achieved ⚠ Data collection incomplete ▣ Target not yet achieved

Actions key: ☑ Completed ↺ In-progress/Ongoing ✗ Not yet started/Delayed

Objective 9

Increase revenue to campus from non-tuition sources

Priority alignment: Maximize Resources

Indicators

1. (A) Maintain increase in total revenue from winter and summer session
   Winter
   Baseline (2016) $0.5M | Target $0.9M | Latest (2020) $1.0M
   Summer
   Baseline (2016) $2.3M | Target $2.5M | Latest (2020) $2.9M

2. ⚠ New initiative development or increase in existing:.
   c. Increase number partnership programs with high schools
   d. Non-matriculated involvement—professional/continuing education (e.g., teacher professional development)

5. (A) Sponsored grant revenue.

Actions

1. ☑ Increase professional development for online course delivery

Objective 10

Provide quality spaces and facilities for academic programs and the overall experience for students.

Priority alignment: Academic Excellence, Transformational Education, Well-being

Indicators

1. ▣ SOS data facilities Classrooms: Percent of students satisfied with classroom facilities
2. ▣ Baseline (2015) 82% | Target 82% | Latest (2018) 81%
3. ⚠ Student housing survey data.
4. Ⓐ COACHE item on facilities: Satisfaction with facilities and work resources index (5 point scale)
   Baseline (2012) 3.54% | Target 3.54 | Latest (2017) 3.56
5. ⚠ Employee engagement survey data.
6. ▣ Increase the number of named spaces on campus.

Actions

1. ☑ Embed feedback on facilities needs in department annual report.
2. ✗ Feedback from accreditation and program review routed to Instructional Space.
3. ↺ Determine rubric for evaluating space quality.
4. ↺ Establish classroom annual upgrade process through Instructional Space Committee.
5. ↺ Review of FMPOC master plan.
6. ✗ Renovation of Counseling, Health and Disabilities Resources space.

Indicators key: Ⓐ Target achieved   ⚠ Data collection incomplete   ▣ Target not yet achieved

Actions key: ☑ Completed   ↺ In-progress/Ongoing   ✗ Not yet started/Delayed

Objective 11

Increase the environmental sustainability of the campus and community.

Priority alignment: Maximize Resources

Indicators

1. ▣ Carbon footprint (MTCO$_2$E)
   Baseline 21,170 | Target (2050) 4,020 | Latest (2020-21) 10,700%

2. ▣ Reduced energy use intensity report (EUI)
   Baseline (2016) 174 | Target (2020) 153 | Latest (2020-21) 155

3. ▣ AASHE star report rating
   Baseline (2015) Gold (v2.0) | Target (2022) Gold (v2.2) | Latest (2019) Gold (v2.1)

4. ▣ Landfill Diversion Rate (recycled material / landfill waste)
   Baseline (2009-10) 25% | Target (2030) 50% | Latest (2020-21) 34%

5. Ⓐ Increase the sustainability-related knowledge and behaviors of the college community.

Actions

1. ☑ Establish a baseline and targets via the data gathered from three instruments being given spring of 2018:
   - Sustainability Literacy assessment
   - Sustainability Culture Assessment
   - Carbon Footprint Assessment

1. ↻ Identify sustainability-related content within each major.

2. ↻ Establish an attribute for sustainability-related courses.

3. ↻ Establish a sustainability micro-credential option for students.

4. ☑ Design and implement comprehensive sustainability education and behavior change programs Establish graduate assistant to manage data collection and reporting.

5. ☑ Graduate assistant to assist with reporting and initiatives.

6. ☑ Establish two all college Green Reps (undergraduate students) that focus on campus-wide programming and activities.

What's ahead?

IPAC is currently looking at the progress on the institutional objectives and determining if there are feasible strategies to increase effectiveness or if the indicators or activities need to be reconsidered.

The committee will be consulting with stakeholders on investment of strategic plan funds to impact institutional objectives based on what the review has revealed.

Finally, all of this work will be considered in concert with the 2022 Middle States Self-Study as we complete our current strategic plan cycle, assess our planning efforts, and look to our next phase of institutional planning and assessment.

To learn more, visit Institutional Effectiveness online at cortland.edu/ie.